

Board of Education Regular Meeting
Monday, October 13, 2014 7:00 PM Central

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

Micheal Dwyer: Present

Matt O'Daniel: Present

Teri O'Flaherty: Present

Greg Sampson: Present

Luanne Sundberg: Present

Shanon Willmott: Present

Present: 6.

1. Discuss, Consider and Take Necessary Action to approve Supplemental Agreement #3 to identify a new responsible charge for the Safe Routes Project.
2. Discuss, Consider and Take Necessary Action to approve Supplemental Agreement #3 to identify a new responsible charge for the Safe Routes Project.
3. Discuss, Consider and Take Necessary Action to approve Supplemental Agreement #3 to identify a new responsible charge for the Safe Routes Project.
4. Discuss, Consider and Take Necessary Action to approve Supplemental Agreement #3 to identify a new responsible charge for the Safe Routes Project.
5. Discuss, Consider and Take Necessary Action to approve Supplemental Agreement #3 to identify a new responsible charge for the Safe Routes Project.

6. OPENING PROCEDURES

Meeting was called to order by Vice President Matt O'Daniel. Attendance Taken at 7:00 PM:
Present Board Members: Matt O'Daniel Teri O'Flaherty Greg Sampson Luanne Sundberg
Shanon Willmott Excused Board Member: Micheal Dwyer

6.1. Call Meeting to Order

6.2. Roll Call

6.3. Pledge of Allegiance

6.4. Approval of Regular Meeting Agenda

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

Micheal Dwyer: Yea, Matt O'Daniel: Yea, Teri O'Flaherty: Yea, Greg Sampson: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

7. WELCOME TO GUESTS AND PUBLIC FORUM

Kathy Rhea statemeeting. NEA in addition to agicultural oranizations Chjadron cant et bod passed even though a need. B oard mmebers fofd a solution to that.

8. CONSENT AGENDA

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

Micheal Dwyer: Yea, Matt O'Daniel: Yea, Teri O'Flaherty: Yea, Greg Sampson: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

8.1. Minutes of the Previous Board Meeting(s)

8.2. Monthly Financial Reports

8.3. Claims (Check Register)

8.4. Special Fund Transfers

8.5. Hot Lunch Report

8.6. Activity Report

9. CURRICULUM/INSTRUCTION REPORTS

9.1. NESA Report

Some pieces not released to public yet. Out perfor peers across state on average across everygrade. Students scored on prficient outperformed through out each grade. Also AYP district results. Will come back in November when results can be made public. Students cohort data from 2009 to 2014 have consistenty improved on their scores. This year 100% needed to pass to meet AYP 100% Prficiency. or safe harbor which is 10% higher than last year. Impacted by poverty in our results. Can only share percentages for privacy reasons. Hit 100% mark in several areas. All data will be brought back in November when all information can be shared with the public. Fritson shared information that wasn't embargoed to the public. Steady performance in science scores. Scale scores far surpass the minimum requirement. From 73% to 90% passing the reading part of NESA. Sampson year to year

other school trend results are you looking at them and comparing what other schools are doing. Farber - We communicate at council principal meetings. Try to collaborate with our conference.

9.2. Special Education Report

Farber - Narrative form. Ann Jamison is Farber assistant or special education. Working on process changes with Mtss & RTI. Working with specialists in the process. Creating multi tiered systems to help kids learn. Jamison - Need to come up with a special education goal related to advanced ed. Care about the overall program. Test itself-when test in small group environment. Special ed can see the test and read the questions to the kids. Prelim data - looked at students who we offer a lot of accommodations to. Their scale scores are going up over the last 2 years. Whole group scores going up. Winning the little battles every day. To help the 100% pull them into small groups to take the NESAT test. Less stress and pressure to hurry and get done. High needs students have gone from 3 to 8 students. National trend of high needs learners. More children saved at birth with disabilities and go into school system. Scott & Smith created the Eagle COOP. Using curriculum with life skills and a business base to it. Pre-make cookie jars and sell them. Spend the morning cooking.

9.3. Title I Report

Deb Hansen presented title I report. Goal to have all kids reading fluently by end of year. 57% are fluent. Star reading test Accelerated reading. Figure out what skill to work on and figure out lesson plan Work on fluency, comprehension. Do it in many different ways. Flash cards, manipulatives, other things. Always in small groups. No more than 5. Students move to different levels. Maybe not gain in level but gain in skill level. 46% to 88% proficient with sight words.

10. REVIEW OF ANNUAL DISTRICT PLAN

10.1. Review Plan Item 1

Goals - What does Board want to do with this? Go back to item #1 or do all of goal 1? Divide up and look at each over 4 months? 2 months per item #. Same process??? Take 1.1, 1.2 Identified scope & sequence. Now do the curriculum map at each grade level and identify the gaps. Health started last year. 3 or 4 people on team changed and starting again this year. Done with family consumer science and PE. Nothing with Spanish. Would need to add staff to do that Elementary spanish is not offered. No way to offer at this time. No online class available. Sampson - reword and change engaging??? Dwyer likes the word. GS engaging is not measurable. Lynn - Have a curriculum schedule with a 7 year review of curriculum. Is it as simple as ensure the curriculum map is adhered to and followed? LS review offerings to have students be engaged and as those opportunities become available explore them. Everchanging process. LJ - Continue with a plan to capture everything that is going on? or identify really what we want to focus on. SW - Identify what to Spotlight. LJ - Working on scope. Spanish not on radar screen. SW - Talk about hiring staff member to teach spanish. LJ - Can't fund this year but continue to research. MO/SW Change to just foreign language. What language. Make it more broad. GS - We can't support multiple languages. Spanish in our area the most needed foreign language. MO - 4 years of HS spanish how well prepared are the students? LJ - Depends on what university they are going to. Immersive program is worth exploring. MD - Continue the research process and expand Spanish and continue to work on health curriculum. Completion of Language arts curriculum and career readiness offerings. Health career and education career Started conversation with fremont

and take in different path with certification Tier II funding level for career readiness courses and dual readiness courses. Tier I is the TEOSA formula. Career programs identified through career academies. MD - Broad base of people continue to push this. LS left 8:28. back 8:29 Explore career readiness programs and opportunities. MO thinks that sounds good. (Academies Licensing Credentialing.) 1.2 Student growth. Expand HAL - GS -? Offer 3 periods a day for HAL 5-12 grades. Multiple offerings outside of buildings. A lot at middle level, 5-8. GS - Differentiation in class something we could improve. Kids from bottom and all levels could benefit. DF - Can now ability group students. Look at all 40 kids and try to pair with those of similar abilities. To meet needs of all kids efficiently. Teachers want to go deeper into studies. GS - Include something in regards to differentiation in the classroom. LJ - Separate tool to identify student growth. GS - Differentiation means to identify where child is at skill level. Then modify or deliver that curriculum based on their need within that group. 4 or 5 different groups in math class. Allows to grow at their own rate. DF - Approach is let's spend less time teaching whole group and spend more time teaching in small group. GS - Needs to be across board to offer growth to each individual group. 8:38 1.2 Expanding HAL Offer enrichment courses 5-8. Elementary kids identified for different enrichment. Improvement of Smart Goals going well. SW - Impressed with what they've seen. Don't revisit these next month. Move to LJ - Might need to move to Board Goals.

11. PRINCIPALS' REPORTS

Farber - Add Hart,... will meet with Alson from state department and transform FCS into the health piece. Also working on CNA piece but can't walk out with certification LS - Crisis response team?? YES (Referring to Blair student killed.) LJ - In the process of updating manual and are changing the crisis manual. Using Blairs as a guide.

11.1. Principal Farber's Report

11.2. Principal Fritson's Report

Fritson - Annual fire safety assembly. Arlington & Kennard fire departments. Coordinated smoke trailer from state. Language arts update. Been through process of rating and now contacting different vendors. Beef up curriculum materials. Want approval soon enough so can be ordered for next school year.

11.3. Assistant Principal Shada's Report

Supervising FB

12. SUPERINTENDENT'S REPORT

12.1. STATE EDUCATION CONFERENCE: November 19-21, 2014, LaVista Embassy Suites

Thursday, 20th. MD - Yes MOD - NO, GS - NO

12.2. Update on HVAC upgrade/replacement.

Goal have buildings and grounds this month meeting with engineering firm. Going a little slower than anticipated. Met with Duncan Young who will do legal work. Format to follow and put together 1 - 2 page invitation to 5 or 6 firms to come and look at the school and put together proposal of what they can offer and a fee schedule Will the committee pick the engineer then we will move forward? bring back to full Board?? Time frame could be longer if bring back. Bring back to the full Board because committee wants full Board input. Will bring to Board in December.

13. COMMITTEE AND REPRESENTATIVE REPORTS

13.1. Americanism/Education Evaluation

NO meeting

13.2. Buildings and Grounds Committee

No meeting pending process

13.3. Finance Committee

Not met. Should meet because of HVAC piece. Meet in November. Need to know how engineers will be paid and run the program. Will we look at a lease program or do we have enough money to do the full scope of process??

13.4. Negotiations Committee

Met twice. 16th of Sept with Feick who attended HSA's from EHA & BCBS as well. Shared information from state labor relations conference with other committee members and talked about goals. 8th met with aEA negotiations team to establish goals to move forward. Will meet again Oct 28th.

13.5. St. Paul Liaison Report

LS - New principal. Todd Voss. Updated him and explained protocol and procedures. Routine business. Interested in professional development opportunities.

13.6. NASB Legislative Representative

Election coming up. Vote Any concerns engage yourself in the process. Educational funding affected by election.

13.7. Professional Development Sharing

G.S> Labor conference was informative. District money well spend. Likes the more individualised conferences. Learn more than the broader conference. LJ - Tying goals together MD - Superintendent goals and what is open session and executive session with superintendent negotiation of contract.

14. UNFINISHED BUSINESS

14.1. Discuss, Consider and Review plans for the Community Engagement Discussion.

36 - 40 people may be attending. Notifications by- Paper-website -letters-public station - followed up with phone calls, information sent home with elementary students. Oct 15- NOV 5- December 1 if needed. Some conflicts with ST. Paul because of Wed schedule. Begin at 7. Be in high school gym. Butcher block paper to share ideas.

15. NEW BUSINESS

15.1. Discuss, Consider and Review the Superintendent Evaluation Instrument.

1. Review the rating scale to ensure clarity. 2. Provide President Dwyer with completed evaluation by Monday, December 1 at 4:30 p.m. 3. President Dwyer will begin formulating summary document. 4. Summary comments will be developed collaboratively.

15.2. Discuss, Consider and Take Necessary Action to approve the supplemental agreement for the Safe Routes Project.

Motion to approve a resolution that authorizes superintendent to sign Preliminary Engineering Supplemental Agreement No. 2 between Arlington Public Schools and Civil Solutions, LLC. Passed with a motion by Teri O'Flaherty and a second by Luanne Sundberg. Micheal Dwyer: Yea, Matt O'Daniel: Yea, Teri O'Flaherty: Yea, Greg Sampson: Yea, Luanne Sundberg: Yea, Shanon Willmott: Yea

Additional scope of work to be added to the original Safe Route plan includes tree removal and replacement and extending sidewalk west on Ellsworth. Site visit determined some trees on 8th needed to be taken down and also on west side of FB field. This resolution gives permission to change scope

15.3. Discuss and Consider the Board Self Assessment Process.

MO - Evaluating superintendent top 3 important. Shouldn't assess themselves until they assess the Superintendent. Maybe at the retreat in February? GS - Don't think can be accomplished in a retreat. Will take more than 1 meeting. Do as part of retreat. MD - Work session in January?? Come back when ready to set date.

15.4. Discuss, Consider and Review Policies 9200-9400.

1st reading. January Board meeting can be on a different date. MO - Don't see anything no longer relevant. This is our road map and hesitate to change any of it. LJ - 9320 not consistent with what we are doing. Only need to bring a second one if we change something. Will change and bring back next month.

16. EXECUTIVE SESSION

17. ACTION ON EXECUTIVE SESSION ITEMS

18. ADJOURNMENT

9:35 adjournment

BUDGET MONITORING 2014-2015

Comparison of receipts and disbursements between 2013-2014 and 2014-2015 reveals the following.

Receipts	2013-2014	2014-2015
September	1,519,371.53 (Levy 1.141453 (Gen. Fd. 1.049869/	1,735,428.73
October	Bond 0.091584	
November		
December		
January		
February		
March		
April		
May		
June		
July		
August		
RECEIPTS TO DATE	1,519,371.53	

Disbursements	2013-2014	2014-2015
September	489,765.71	498,796.84
October		
November		
December		
January		
February		
March		
April		
May		
June		
July		
August		
DISBURSEMENT TO DATE	489,765.71	

BUDGET			
Gen. Minus SpEd/Grants	6,905,603	7,233,050	5.58% Expended
General SpEd	912,649	865,381	6.08% Expended
Gen. SpEd Transportation	47,741	54,511	4.51% Expended
General Grants	382,598	238,334	7.68% Expended
Sub Total	8,248,591	8,391,276	
Total Lunch Fund Expend.	291,653	324,850	7.79% Expended
Total	8,540,244	8,716,126	

PERCENTAGE OF TOTAL BUDGET			
EXPENDED TO DATE	5.73%	5.62%	

SEPTEMBER 2014 MONTHLY SUMMARY REPORT

SITE	BUDGET	MTD	YTD	BUDGET BALANCE	% SPENT
100 ELEMENTARY					
1110 REGULAR INSTRUCTION	\$1,324,981.00	104,009.72	104,009.72	\$1,220,971.28	7.85%
1210 SPECIAL EDUCATION	\$497,314.00	23,415.23	23,415.23	\$473,898.77	4.71%
1290 PRE-SCHOOL	\$17,984.00	339.03	339.03	\$17,644.97	1.89%
2120 GUIDANCE	\$68,135.00	5,893.80	5,893.80	\$62,241.20	8.65%
2210 STAFF DEVELOPMENT	\$15,100.00	1,030.44	1,030.44	\$14,069.56	6.82%
2220 LIBRARY SERVICES	\$63,262.00	5,364.63	5,364.63	\$57,897.37	8.48%
2410 PRINCIPAL	\$137,810.00	10,220.94	10,220.94	\$127,589.06	7.42%
2760 SPECIAL ED TRANSPORTATION	\$41,010.00	1,734.90	1,734.90	\$39,275.10	4.23%
TOTAL ELEMENTARY	\$2,165,596.00	152,008.69	152,008.69	\$2,013,587.31	7.02%
SECONDARY					
1110 REGULAR INSTRUCTION	\$2,044,821.00	152,982.43	152,982.43	\$1,891,838.57	7.48%
1210 SPECIAL EDUCATION	\$368,067.00	29,219.31	29,219.31	\$338,847.69	7.94%
2120 GUIDANCE	\$99,071.00	9,935.15	9,935.15	\$89,135.85	10.03%
2210 STAFF DEVELOPMENT	\$15,250.00	127.42	127.42	\$15,122.58	0.84%
2220 LIBRARY SERVICES	\$42,423.00	4,003.20	4,003.20	\$38,419.80	9.44%
2410 PRINCIPAL	\$276,758.00	19,971.49	19,971.49	\$256,786.51	7.22%
2760 SPECIAL ED TRANSPORTATION	\$7,000.00	726.04	726.04	\$6,273.96	10.37%
TOTAL SECONDARY	\$2,853,390.00	216,965.04	216,965.04	\$2,636,424.96	7.60%
300 DISTRICT WIDE					
1111 TECHNOLOGY	\$172,279.00	8,562.52	8,562.52	\$163,716.48	4.97%
1160 POVERTY PLAN	\$36,590.00	3,604.50	3,604.50	\$32,985.50	9.85%
2130 HEALTH SERVICES	\$39,801.00	3,290.20	3,290.20	\$36,510.80	8.27%
2150 SAFETY & SECURITY	\$6,000.00	0.00	0.00	\$6,000.00	0.00%
2310 BOARD OF EDUCATION	\$55,663.00	551.50	551.50	\$55,111.50	0.99%
2320 SUPERINTENDENT	\$281,906.00	21,109.73	21,109.73	\$260,796.27	7.49%
2510 GENERAL BUSINESS SUPPORT	\$32,297.00	3,489.13	3,489.13	\$28,807.87	10.80%
2520 OTHER VEHICLES	\$13,108.00	1,024.07	1,024.07	\$12,083.93	7.81%
2610 OPERATION OF PLANT	\$566,673.00	32,683.26	32,683.26	\$533,989.74	5.77%
2620 MAINTENANCE	\$1,600,816.00	2,166.85	2,166.85	\$1,598,649.15	0.14%
2750 REGULAR TRANSPORTATION	\$313,322.00	13,099.46	13,099.46	\$300,222.54	4.18%
TOTAL DISTRICT WIDE	\$3,118,455.00	89,581.22	89,581.22	\$3,028,873.78	2.87%
300 GRANTS DISTRICT WIDE					
3121/3504/3500 STATE PROGRAMS	\$27,682.00	564.55	564.55	\$27,117.45	2.04%
4200 TITLE I	\$55,153.00	5,995.76	5,995.76	\$49,157.24	10.87%
4992 REAP	\$34,000.00	0.00	0.00	\$34,000.00	0.00%
2765 Preschool Transportation	\$6,501.00	0.00	0.00	\$6,501.00	0.00%
4404-4406-4412-4410 IDEA GRANT	\$118,199.00	10,442.96	10,442.96	\$107,756.04	8.84%
4900 KICKS/PERKINS/ED/WALK GRANT	\$3,300.00	1,295.75	1,295.75	\$2,004.25	39.27%
5000 Transfer	\$9,000.00	0.00	0.00	\$9,000.00	0.00%
TOTAL GRANTS DISTRICT WIDE	\$253,835.00	18,299.02	18,299.02	\$235,535.98	7.21%
GENERAL FUND TOTAL	\$8,391,276.00	\$476,853.97	\$476,853.97	\$7,914,422.03	5.68%
400 HOT LUNCH					
TOTAL BUDGET	\$324,850.00	\$25,294.99	\$25,294.99	\$299,555.01	7.79%

MONTHLY GENERAL FUND BANK RECONCILIATION
9/30/2014

BALANCE AS OF 8/31/2014 \$1,245,231.57

UNIT MADE AND ELECTRONIC DEPOSITS State Aid \$28,467.23

Receipts: Wash Co. Taxes \$1,498,654.31
 Dodge Co. Taxes \$70,656.64
 Douglas Co. Taxes \$60,941.33
 Douglas Co Fines \$49.01
 IDEA 4412 \$7,086.00
 IDEA 4410 \$26,434.00
 Eagle Nest/Rent \$700.00
 Title I \$13,543.00
 MIPS \$74.53
 Jury Duty Reimburse \$40.00
 Pre-School Tuition \$3,240.00

Receipts \$1,709,886.05

Non-Program Receipts

Hot Lunch Transfer \$25,294.99

Total transf \$25,294.99

MONTHLY INTEREST

Estimates Sweep interest \$246.41
 Bank checking \$1.28

Total Interest \$247.69

\$0.00

TOTAL MONTHLY RECEIPTS

\$1,735,428.73

MONTHLY DISBURSEMENTS

Accounts Payable \$83,890.36
 Fica Taxes EFT \$90,289.00
 Payroll \$247,016.91
 State Taxes EFT \$12,545.45
 Retirement \$65,055.12

Total Disbursements \$498,796.84

\$0.00

ENDING BANK BALANCE 9-30-2014 (Sweep account bal & GF account bal)

\$2,481,863.46

CD Balance

\$0.00

Total to account for

\$2,481,863.46

MONTHLY SPECIAL BUILDING FUND RECONCILIATION

9/30/2014

Balance as of 8/31/2014		\$219,903.16
DEPOSITS		
Property Taxes Washington Co.	\$0.00	
Property Taxes Dodge Co.	\$0.00	
Property taxes Douglas Co	\$0.00	
	Total receipts	\$0.00
RECEIPTS		
Account interest	\$30.46	
	Total Interest	\$30.46
		\$0.00
TOTAL MONTHLY RECEIPTS		\$30.46
DISBURSEMENTS		
	\$0.00	
	Total Disburse	\$0.00
ENDING BUILDING BALANCE		\$219,933.62

MONTHLY DEPRECIATION FUND RECONCILIATION

9/30/2014

Balance as of 8/31/2014		\$853,909.72
MONTHLY INTEREST		
ACCOUNT INTEREST	\$116.47	
	Total Interest	\$116.47
TOTAL MONTHLY RECEIPTS		\$116.47
	\$0.00	
	Total receipts	\$116.47
MONTHLY DISBURSEMENTS		
	\$0.00	
McKinnis Roof Roof Repair	\$64,341.00	
	Total Disburse	\$64,341.00
ENDING DEPRECIATION BALANCE		\$789,685.19

BOND FUND RECONCILIATION

9/30/2014

Balance as of 8/31/2014		\$250,333.28
MONTHLY INTEREST		
ACCOUNT INTEREST	\$32.25	
	Total Interest	\$32.25
TOTAL MONTHLY RECEIPTS		\$32.25
Bond Money Wash Co.	\$126,161.07	
Bond Money Dodge Co.	\$5,882.16	
Bond Money Douglas Co.	\$6,347.50	
	Total receipts	\$138,422.98
MONTHLY DISBURSEMENTS		
	\$0.00	
	\$0.00	
	Total Disburse	\$0.00
ENDING BOND BALANCE		\$388,756.26

EMPLOYEE BENEFIT FUND

9/30/2014

Balance as of 8/31/2014			\$86,715.87
MONTHLY INTEREST			
ACCOUNT INTEREST		\$0.00	
		Total Interest	\$0.00
TOTAL MONTHLY RECEIPTS			\$0.00
		0.00	
		Total receipts	\$0.00
MONTHLY DISBURSEMENTS			
BCBS	Health Premium	\$14,808.10	
		Total Disburse	\$14,808.10
ENDING BENEFIT BALANCE			\$71,907.77

SUMMARIES OF BALANCES

SPECIAL FUNDS CHECKING ACCOUNT BALANCE	\$1,470,282.84
CD SPECIAL BUILDING FUND	\$0.00
BUILDING FUND BALANCE	\$219,933.62
DEPRECIATION FUND BALANCE	\$789,685.19
BOND FUND BALANCE	\$388,756.26
EMPLOYEE BENEFIT FUND	\$71,907.77

CHECK REGISTER FOR OCTOBER 2014 BOARD MEETING

PAYEE NAME	DESCRIPTION	AMOUNT
5th Season	Parts/Labor	\$99.00
Ace	Electrical	\$42.93
American Broadband	Repaired wire	\$135.00
Bell Creek	Repairs	\$2,984.00
Bomgaars	Ind Tech Supplies/Misc	\$277.91
Brown & Saemger	Paper	\$55.37
Cartwright, Dave	Doors	\$2,920.72
Cash	Postage	\$88.99
Cash-Wa	Food	\$2,025.94
Central States	Tow Bus	\$225.00
Charleston	Elbow	\$2.76
Chem Tech	Pest Control	\$91.72
Countryside Repair	Repairs	\$549.87
Creative Math	Elementary Supplies	\$68.00
Davidson Title	Books	\$40.90
Eakes	Staples/Copies	\$1,572.50
Earthgrains	Bread	\$1,017.08
Egan	Paper Towels	\$740.70
Electric Specialties	Alarms	\$192.50
Embroidery Connection	Shirts	\$208.00
ESU #3	Laminating film/workshop	\$970.65
Fastenal	Misc Supplies	\$90.42
Follett	Books/Service Renewal	\$1,651.51
Fremont Electric	Projectors	\$2,980.51
Fremont Sanitation	Trash Service	\$302.50
Fremont Tribune	Subscription	\$100.00
French, Julie	Reimbursement	\$29.27
Gaggle	Email Archiving	\$1,030.00
Gordon, Ali	Reimbursement	\$7.50
Hanel, Monte	Reimbursement	\$20.00
Harding, Schultz	Legal Services	\$1,651.50
Hiland Dairy	Dairy	\$3,336.16
HomeTown Leasing	Copier Lease	\$642.69
Omaha Truck Center	Repairs/Parts	\$1,957.67
Jackson Service	Cleaning Service	\$276.75
Johnson Controls	Chiller Boiler	\$1,643.69
Junior Library Guild	Books	\$885.00
Kriz-Davis	Lights/Misc	\$767.20
Menards	Ind Tech Supplies/Misc	\$784.13
Meyo	Winch/Cable	\$1,670.75
NASB	Registrations	\$595.00
National Geographic	Subscription	\$247.50
NCSA	Registrations	\$260.00
NE Central Equipment	Parts	\$131.51
NE Food Distribution	Food	\$1,710.07
NE Machinery	Lift Rental	\$618.00
NE State Historical	Registration	\$25.00
NHSPA Convention	Registration	\$155.00
One Source	Background Checks	\$881.00
OPPD	Electricity	\$12,558.36
O'Reilly	Battery/Misc	\$174.27
P & H Electric	Belts/Motor/Pump/Seals	\$1,487.30
Payflex	Admin Fees	\$789.10
Pegler	Food	\$5,004.49
Pepper	Music	\$402.56
Platte Valley	Oil/Filter	\$129.70
Popplers	Music	\$99.94
Prairie Fields	Physicals	\$400.00
Quill	Labelmaker Tape	\$107.94
Reed Electric	Lights	\$188.72
Royal Publishing	Trilogy Set	\$341.00
Sampson, Greg	Reimbursement	\$4.00
School Nurse Supply	Health Supplies	\$177.03
School Specialty	Folders	\$70.24

Seminole	Gas Service	\$364.43
Shell	Gas	\$5,134.49
Sherwin Williams	Paint	\$300.00
Sid Dillon	Parts/Repairs	\$283.27
Sign Depot	Signs	\$210.38
STG	Advisor Travel	\$388.00
Student Assurance	Catastrophic Coverage	\$999.15
Taylor Music	Instrument parts	\$380.99
Thompson Co.	Food	\$2,856.56
Trane	Service Agreement	\$4,805.38
Two Rivers Bank	Direct Deposit	\$18.00
Unite Private	Internet	\$935.81
USI	Sprocket/Misc	\$97.94
Village of Arlington	Water	\$1,221.32
VISA	Misc Supplies	\$3,284.39
Virco	Tables/Chairs	\$2,564.94
Wal-Mart	Misc Supplies	\$383.34
Washington Co Treasurer	Print-outs	\$3.00
Winnelson	Kitchen Repair	\$451.65
Total Check Registers		\$85,377.56

SUMMARY OF VISA

ASCD	Membership	\$104.00
Amazon	Projectors	\$40.12
Amazon	Laminator Refill	\$93.94
Amazon	Lit Books	\$52.52
Amazon	Converter Box	\$83.11
Amazon	Label Tape	\$37.38
Amazon	Batteries	\$406.39
Amazon	Battery/Adaptor	\$231.83
Amazon	Graphic Cards	\$119.96
AV Superstore	Projector Screen	\$864.00
Books	Replacement Books	\$34.37
Digital Acce	Ac Adaptor	\$9.35
Etara Tech	Memory Kit	\$23.10
Pioneer	Long Distance	\$61.17
A-Z Learning	License	\$99.95
Nano Systems	Software	\$198.13
PayPal	System Board	\$36.38
SMK-Link	USB Receiver	\$28.84
Spindle City	Aspire Replacement	\$52.90
Super Teacher Worksheets	Subscription	\$39.90
Techyparts	Power Supply	\$69.99
WalMart.com	TV/Computer	\$597.06
	Total	\$3,284.39

CHECK REGISTER SEPTEMBER 14 PAYROLL DEDUCTIONS/RETIREMENT

	DATE	PAYEE NAME	AMOUNT	DESCRIPTION
	09/16/14	TSA/DUES/DEDUCTIONS	\$13,096.59	EMPLOYEE DEDUCTIONS
	09/16/14	PRINCIPAL	\$1,198.72	LTD/STD LIFE INSURANCE
	09/16/14	BLUE CROSS	14,169.23	INSURANCE
TOTAL			\$28,464.54	

Electronic Pays	\$90,289.00	Internal Revenue Service	FICA
	\$65,055.12	Nebr. Retirement System	Retirement
	\$12,545.45	Nebr. State Taxes	State

Total **\$167,889.57**

SEPTEMBER 14 PAYROLL

Certified Staff	\$253,091.76
Non-Certified	\$83,397.74
Administration	\$30,895.16

Total **\$367,384.66**

HOT LUNCH ACCOUNT - SEPTEMBER 2014
October 13, 2014 Board Meeting

Cash balance as of August 31, 2014:	Expenditures to date thru 9/30/14:	\$25,294.99
\$52,729.38		

September Receipts:

Lunches	23,645.06
Federal/State Reimb.	6,521.40
Interest	0.49
Other	80.13
	\$30,247.08

TOTAL CASH: \$82,976.46

September Expenditures:

Food	13,775.43
Salaries/September	11,164.49
Other	355.07
	\$25,294.99

September 2014 Bills/October 2014 Expenditures for Approval

Cash-Wa Distribution/food	2,025.94
Earthgrains/food	1,017.08
Julie French/other	29.27
Jackson Services/other	276.75
Menards/other	61.88
NE Food Distribution/food	1,710.07
Hiland Dairy/food	3,336.16
Sysco/food	4,685.07
Sysco/other	319.42
Thompson Company/food	2,856.56
	\$ 16,318.20

BALANCE ON HAND: \$57,681.47

Bank Balance

Checking	\$57,681.47
CD's	-
TRANSFERS TO GF	25,294.99
MINUS EXPEND. FROM GF	(25,294.99)
TOTAL:	\$57,681.47

(September \$25,294.99)

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

Working Balance 9/30/14: \$57,681.47

SEPTEMBER 2014 ACTIVITY BALANCE

Account	Beginning Bal	Expenditures YTD	Revenues YTD	Balance
One School One Team	11.35	\$0.00	\$500.00	\$511.35
Always For Kids	\$11,231.85	\$0.00	\$261.73	\$11,493.58
Art Class	\$5,080.85	\$0.00	\$0.00	\$5,080.85
Art Club	\$1,433.66	\$0.00	\$0.00	\$1,433.66
Athletics	\$8,741.66	\$10,291.45	\$18,700.25	\$17,150.46
Band	\$3,490.84	\$135.75	\$55.00	\$3,410.09
Band Fund Raising	\$1,517.38	\$296.49	\$805.95	\$2,026.84
Baylor/ACT	\$2,985.05	\$0.00	\$1,075.00	\$4,060.05
Book Club	\$271.46	\$0.00	\$0.00	\$271.46
Cheerleading	\$368.46	\$689.10	\$1,760.00	\$1,439.36
Class of 2015	\$869.95	\$0.00	\$0.00	\$869.95
Class of 2016	\$3,652.96	\$0.00	\$214.20	\$3,867.16
Class of 2017	\$2,359.42	\$0.00	\$75.00	\$2,434.42
Class of 2018	\$1,015.50	\$0.00	\$1,244.14	\$2,259.64
Class of 2019	\$500.00	\$0.00	\$0.00	\$500.00
SKILLS	-\$29.37	\$0.00	\$0.00	-\$29.37
Library Fund Elem/HS	\$6,881.31	\$0.00	\$0.00	\$6,881.31
Concessions	\$1,059.03	\$1,710.30	\$3,572.10	\$2,920.83
Dance Squad	\$505.54	\$0.00	\$0.00	\$505.54
Drama	\$697.58	\$130.00	\$115.00	\$682.58
Elem Lounge	\$1,448.30	\$0.00	\$128.30	\$1,576.60
FBLA	\$7,998.24	\$4,556.12	\$5,508.86	\$8,950.98
Floor Fund	\$15,140.45	\$9,199.98	\$0.00	\$5,940.47
General	\$4,495.77	\$425.00	\$461.00	\$4,531.77
Home Economics	\$2,343.21	\$0.00	\$0.00	\$2,343.21
Honors History	\$577.49	\$0.00	\$50.00	\$627.49
Honor Society	\$275.86	\$0.00	\$30.00	\$305.86
Interest	\$530.49	\$0.00	\$0.00	\$530.49
JH Student Council	\$2,443.43	\$0.00	\$0.00	\$2,443.43
Math Counts	\$883.74	\$0.00	\$0.00	\$883.74
Metal Shop	\$342.40	\$0.00	\$0.00	\$342.40
Metro	\$50,210.57	\$0.00	\$400.00	\$50,610.57
Quiz Bowl	\$1,454.64	\$0.00	\$0.00	\$1,454.64
Secondary Lounge	\$2,666.20	\$0.00	\$627.80	\$3,294.00
Soaring to Excellence	\$1,704.70	\$0.00	\$0.00	\$1,704.70
Spanish Club	\$492.94	\$0.00	\$0.00	\$492.94
Speech	\$447.83	\$0.00	\$0.00	\$447.83
Spring Musical	\$6,019.65	\$0.00	\$0.00	\$6,019.65
Student Council	\$3,149.35	\$434.30	\$15.00	\$2,730.05
Student Vending	\$3,278.76	\$0.00	\$156.36	\$3,435.12
Swing Choir	\$1,552.31	\$0.00	\$137.21	\$1,689.52
Transition	\$0.00	\$0.00	\$500.00	\$500.00
Wood Shop	\$608.56	\$674.17	\$981.96	\$916.35
Yearbook	\$6,910.48	\$2,959.15	\$95.00	\$4,046.33
Pepsi	\$3,243.28	\$0.00	\$0.00	\$3,243.28
CAMPS				
BB Camp Fundraiser	\$3,064.10	\$90.00	\$0.00	\$2,974.10
GBB Camp Fundraiser	\$2,500.49	\$0.00	\$0.00	\$2,500.49
VB Camp Fundraiser	\$6,757.32	\$756.12	\$548.00	\$6,549.20
MSVB Fundraiser	\$2.34	\$0.00	\$0.00	\$2.34
FB Fund (Camps)	\$8,857.03	\$4,561.76	\$31.00	\$4,326.27
CC Fundraiser	\$636.42	\$669.02	\$560.00	\$527.40
SB Fundraiser	\$3,641.81	\$1,874.41	\$0.00	\$1,767.40
Wrestling Fund	\$990.99	\$0.00	\$0.00	\$990.99
Boys Golf	\$0.00	\$0.00	\$0.00	\$0.00
Girls Golf	-\$19.00	\$0.00	\$166.00	\$147.00
JH Track	\$147.12	\$0.00	\$0.00	\$147.12
Baseball Fund	\$2,374.26	\$0.00	\$0.00	\$2,374.26
Totals	\$199,816.01	\$39,453.12	\$38,774.86	\$199,137.75
Cd Balance	\$84,167.58			
Checking Balance	\$114,970.17			
Savings Balance	\$200.00			

**Arlington Public Schools
Board of Education Regular Meeting Minutes
September 08, 2014 7:00 p.m.
HS Conference Room**

1. OPENING PROCEDURES

1.1 Call Meeting to Order

The regular meeting was opened at 7:25 p.m. by President Dwyer.

1.2 Roll Call

Present Board Members: Micheal Dwyer, Matt O'Daniel, Teri O'Flaherty, Greg Sampson, Luanne Sundberg, and Shanon Willmott.

1.3 Approval of Regular Meeting Agenda

Motion Passed: Motion to approve the regular meeting agenda as presented passed 6-0 with a motion by Matt O'Daniel and a second by Greg Sampson.

2. WELCOME TO GUESTS AND PUBLIC FORUM

2.1 Recognize Harris Payne to present award to Barry Jurgensen who has been chosen as Nebraska History Teacher of the Year.

Harris Payne, Nebraska Department of Education was on hand to recognize Barry Jurgensen for being selected as Nebraska History Teacher of the Year.

Kathy Rhea asked for clarification on how roofs and other items are prioritized and for the board's decision on how they will address HVAC.

3. CONSENT AGENDA

Motion Passed: Motion to approve the consent agenda as presented passed 6-0 with a motion by Teri O'Flaherty and a second by Greg Sampson.

3.1 Minutes of the Previous Board Meeting(s)

3.2 Monthly Financial Reports

3.3 Claims (Check Register)

3.4 Special Fund Transfers

3.5 Hot Lunch Report

3.6 Activity Report

4. CURRICULUM/INSTRUCTION REPORTS: None

5. REVIEW OF ANNUAL DISTRICT PLAN: Tabled until October.

6. PRINCIPALS' REPORTS

Mr. Farber responded to questions about why we no longer work with Logan View to coop students in FFA and what FFA opportunities Cedar Bluffs has extended to our students. Mr. Fritson responded to questions from the board about how student achievement data is being used internally and about the practices being used to encourage students to improve on their test results regardless of their performance level. Mrs. Willmott requested that we continue to study the revenue from passes and entertain the possibility of reducing family pass prices as a means to increase sale of passes.

7. SUPERINTENDENT'S REPORT

7.1 Regional Meeting

The board discussed who would be able to attend this meeting on October 1, 2014 in Omaha.

7.2 State Education Conference

7.3 Parent Teacher Conference time change

The football game with Boys Town is in conflict with the PTC scheduled on the evening of Thursday, October 23. The administration, with recommendation by the calendar committee, has decided to move conference times to be after school/early evening.

8. COMMITTEE AND REPRESENTATIVE REPORTS

8.1 Americanism/Education Evaluation

8.2 Buildings and Grounds Committee

Mrs. Sundberg shared a written summary of committee minutes and she conveyed the process for prioritizing facility needs.

8.3 Finance Committee

Mr. Dwyer thanked the committee for the time they spent on budget preparation and expressed thanks to citizens for their participation in the budget workshop.

8.4 Negotiations Committee

8.5 NASB Legislative Representative

8.6 Professional Development Sharing

9. UNFINISHED BUSINESS

9.1 Discuss, Consider and Take Necessary Action to amend Policy 5008 Attendance on second reading.

Motion Passed: Motion to amend Policy 5008 Attendance on second reading passed 6-0 with a motion by Shanon Willmott and a second by Matt O'Daniel.

9.2 Discuss and Consider the Community Engagement process.

The board reviewed the goals that they hope to achieve from implementing a community engagement process, discussed meeting format, identified the questions to be asked, identified stakeholders to invite, and discussed advertising the activity.

9.3 Discuss and Consider the process of evaluating and upgrading HVAC.

The buildings and grounds committee has developed preliminary plans on how to approach this process and Mrs. Johnson shared those plans with the board. The committee plans to interview and select an engineer. The committee will work with the engineer to do a needs analysis and develop plans/approaches for the board to consider in response to the needs analysis. The intent is to have a time frame that would allow for work next summer.

10. NEW BUSINESS

10.1 Discuss, Consider and Take Necessary Action to approve the 2014-2015 district budget.

Motion Passed: Motion to approve the 2014-2015 District Budgets as listed: General Fund \$8,391,276; Depreciation Fund \$802,867.11; Employee Benefit Fund \$89,000; Activities Fund \$330,000; School Lunch Fund \$324,850; Bond Fund \$846,714.50; Special Building Fund \$327,870.95 passed 6-0 with a motion by Micheal Dwyer and a second by Greg Sampson.

10.2 Discuss, Consider and Take Necessary Action to approve the 2014-2015 tax request resolution.

2014-2015 TAX REQUEST EXHIBIT A

<u>Funds</u>		<u>2014-2015 Approved Tax Rate</u>
General Fund	\$5,901,056.51	1.028529
Bond Fund	\$510,282.32	0.088940
Special Building Fund	\$115,906.06	0.020202

Motion Passed: Motion to approve the resolution which establishes the 2014-2015 tax request as presented passed 6-0 with a motion by Greg Sampson and a second by Teri O'Flaherty.

10.3 Discuss, Consider and Take Necessary Action to approve an amendment to the 2014-2015 Master Agreement.

There was an incident last spring that caused concern about the language providing the desired protection. The amendment ensures that certificated staff are provided workers compensation protection for extra duty assignments that are outside the normal work hours whether those duties are compensated or uncompensated.

Motion Passed: Motion to approve the amendment as presented passed 6-0 with a motion by Greg Sampson and a second by Shanon Willmott.

10.4 Discuss, Consider, and Take Necessary Action to approve an amendment to the 2014-2015, 2015-2016 Para-Educator Negotiated Agreement.

Motion Passed: Motion to approve the amendment as presented passed 6-0 with a motion by Matt O'Daniel and a second by Greg Sampson.

10.5. Review, Discuss and Consider Policies 9000-9140.

11. EXECUTIVE SESSION

12. ACTION ON EXECUTIVE SESSION ITEMS

13. ADJOURNMENT

The meeting was adjourned by President Dwyer at 8:36 p.m.

Micheal Dwyer, Board President

Lynn Johnson, Board Secretary

Date

Date

**Arlington Public Schools
Special Public Hearing Minutes
September 08, 2014 7:00 p.m.
HS Conference Room**

Attendance Taken at 6:58 p.m.:

Present Board Members: Micheal Dwyer, Matt O'Daniel, Teri O'Flaherty, Greg Sampson, Luanne Sundberg, Shanon Willmott

1. Hearing Called to Order and Roll Call

1.1 Pledge of Allegiance

2. Public Hearing:

2.1 Discuss, Consider and Receive input on the District's 2014-2015 Budget.

Mrs. Johnson presented and explained the Notice of Budget Hearing and Budget Summary. She covered changes made to the final budget documents being presented in this hearing as compared to the documents presented at last month's Patron Budget Workshop. The money levied into the special building fund is targeted for items on the Summative Needs list that includes HVAC and roofs. Mr. Steve Sibbersen explained that years ago he recalled that monies left from a budget year were subtracted from the following year's tax asking and asked if that was still the practice. Mrs. Johnson explained that the current budget forms don't make that possible. Mrs. Kathy Rhea asked questions about why the bond fund was higher than previous years, why is there such a large increase in general fund, and she expressed concerns that the board continues to tax dollars whether it is used or not.

2.2 Discuss, Consider, and Receive Input from Public on the 2014-2015 Tax Request.

President Dwyer closed the Budget Hearing at 7:20 p.m. and opened a hearing on the Tax Request. Mrs. Johnson shared information concerning the tax levy being requested and responded to a patron question about whether the state has regulations on the levy, tax asking request, and budgets.

General Fund Property Tax Request: \$5,901,056.51 Property Tax Rate: 1.028529

Bond Fund Tax Request: \$510,282.32 Property Tax Rate: 0.088940

Special Building Fund Tax Request: \$115,906.06 Property Tax Rate: 0.020202

3. Adjourn

President Dwyer closed the Tax Request hearing at 7:25 p.m.

Micheal Dwyer, Board President

Lynn Johnson, Board Secretary

Date

Date

Special Education Board Report
October 13, 2014

The special education department has been through several personnel changes in the past two years. With the resignation of Chad Radke in the summer of 2013 as principal and SPED director, the assignment of the director was moved to Andrew Farber. In addition, the SPED coordinator, Deb Adler suffered through an illness and subsequently passed away. Mr. Farber examined the department and instituted organizational changes at the beginning of the 2014 academic year. This report will highlight those changes as well as report on process changes in the SPED realm and relevant data.

Special Education Staff and Organization

Previously, the staff had been organized by grade level, but also by school. Mrs. Smith was the elementary special educator and was assisted by several paraprofessionals. At the secondary level, Mrs. Jamison was responsible for middle school, Mr. McCain was assigned the high school students, and Ms. Scott worked with the higher needs students at the secondary and transition levels. Mrs. Jamison also worked with middle school high ability students. The current model has teachers divided by grade with consideration to level of need. Below are the divisions of labor with explanations to the advantages:

With the passing of Mrs. Adler, Mrs. Jamison has also taken on the role of Special Services Director, a position that combines the administration needs of Special Education with those of the HAL program. She currently teaches middle school math classes, both SPED and HAL, and works with students in the K-6 HAL program. She also monitors HAL students at the 9-12 grade level, supplementing the regular curriculum when needed. Arlington Public Schools has honors classes and acceleration programs that primarily fill the need for HAL students at the 9-12 level, so time spent with high school students is minimal. She also works closely with Mr. Farber ensuring that we are meeting all state and federal requirements in this changing field.

Ms. Scott is now responsible for all very high needs students in grades K-12 along with the transition program for students that have graduated high school but are not yet 21. The students that she is responsible for are those that need full time teacher or para support, may have alternative testing, and will often be in that 18-21 program later in their education. Ms. Scott is also our behavior specialist.

Mrs. Smith now works with students at the K-4 grade level. This is the age group that needs are often noticed and more intensive plans are developed. She also is the special education teacher that is responsible for students that qualify for special education services at St. Paul's Lutheran School. They receive approximately an hour of service daily for two qualified students at this time. Additional needs at St. Paul's are currently being assessed.

Mr. McCain currently is responsible for the 5-8 grade level. The elementary and secondary schedules were aligned by the administration so that this is now possible. The

5-8 students are a unique age group that benefits by using a middle school concept with middle school strategies. By having Mr. McCain work across these grades, he can target educational and the affective skills that are unique to the middle school population.

Mrs. Sarah Detjens is new to the district this year and takes the 9-12 responsibilities. The high school is on a different bell schedule than the middle school so logistics are a primary consideration for this division. High school students also have needs different than their younger peers and having a person that can teach not only the educational content, but work with students as they prepare for their lives after high school is a great advantage to the students.

At the time of this report, the teaching staff is very pleased with this new organization and truly believes it provides the optimum advantages to the students, both educational and affectively.

Process Changes

MTSS/RtI

At the federal level there have been some changes in this field. Previously, schools worked with an RtI (Response to Intervention). With this model, students were identified if they were not at grade level for intervention services. At the point that they are identified as a student below benchmarks for their age, they may be monitored or they may work with someone to target specific areas in need of remediation. In Arlington, we use the DIBELS system to identify students that may need more assistance. Students receive this assistance until it is deemed that they reach the targeted benchmarks.

This has now been replaced by an MTSS (Multi Tiered Systems of Support). The rationale is that RtI was primarily diagnostic, while MTSS is fluid and when implemented well, will provide ongoing support to all students. Mr. Fritson has been working diligently to implement a system in Arlington that will allow for the constant monitoring of students and will allow them to move in and out of support as needed. From a HAL standpoint, this also addresses the needs of those students that need support through additional challenges.

RDA and the TIP

In August, Mr. Farber and Mrs. Jamison attended the New Directions for Results Driven Accountability (RDA) workshop. This event was hosted by the state department for the purpose of directing schools in the new accountability system set forth by the federal government. Following is a summary of the process that Arlington Public Schools will follow to ensure compliance with the RDA model.

The first good news is that Nebraska is one of 19 states that meet compliance under RDA for 2014 for students with disabilities. To calculate this, both compliance indicators (do we have timely evaluations, are Individual Educational Plans (IEPs) written and implemented correctly etc), and proficiency gaps for 4th and 8th grade are measured. Those gaps are identified as

students that have been identified as students with a disability and are not proficient in math or reading as measured by NeSA tests.

What our department will be doing over the next few months is to examine our own scores, determine what our school priorities are, develop strategies to improve those priorities and create what is called the Targeted Improvement Plan (TIP). This plan will align with Arlington's School Improvement Plan and will also be a multi-year plan to show continuous improvement. We are excited to begin this process as we also feel that by having strong improvement goals for the special education population, this will allow them greater opportunities for their own future as well as improve the school as a whole. This TIP is due to the state on August 1, 2015.

Relevant Data

Update from 2012 Board Report

In 2012 we reported that we had three smart goals. Those are listed below:

- SMART GOAL 1: Special Education students will improve their proficiency in vocabulary and comprehension as measured by the Nebraska State Accountability (NeSA)
- SMART GOAL 2: Special Education students will improve their proficiency in algebraic concepts as measured by the Nebraska State Accountability (NeSA)
- SMART GOAL 3: Special Education instructors will implement selected sections from Robert Marzano's framework for effective instruction in order to improve instruction.

For the first two goals, we looked at the results from this year's 8th grade as they had both the NeSA tests for this period of time and the *Reading Comprehension Vocabulary Development* series. As we are a small school, numbers reported are in generalities in order to protect the identity of the students.

Number of students having a current IEP – 6 (this is a large group of identified students for a grade level. Typically, there are 1-3 identified special education students per grade level)

Number of students improving vocabulary - 3

Number of students improving comprehension – 2, with one no change.

Number of students improving algebraic concepts – 3

Overall students improving in sub-categories for math – 55%

Overall students improving in sub-categories for reading – 50%

The use of Marzano's instructional strategies was implemented and is an ongoing part of the culture in Arlington Public Schools. This is true for special educators as well as general educators.

Besides the use of Marzano's instructional strategies, other research based strategies that are consistently used to improve learning across grade levels include:

- Use of learning labs in math and reading
- One-to-one or small group testing (for any student needing alternative settings)
- Re-take tickets for students to show remediation before test re-takes
- ESP/GRIP for students that need to make up work
- Modified tests/quizzes and materials when appropriate
- Small group classes or class within a class
- Interdisciplinary units
- Focus on relationship building to ensure students feel as though they are in a safe and trusting environment

Students tested in alternative environments

An accommodation that can be made for any student in Nebraska when taking the NeSA tests, is that of an alternative setting. There are some students that test better in smaller setting environments that are quieter and where there is not the added pressure of knowing when the majority of the class is finished with the test. Many students, when faced with the choice of staying and finishing the test in an extended time will choose to quickly fill in answers rather than take their time to complete the test in the best way they can. In the secondary school we have done this for three years, while this was implemented in the elementary this year. Primarily we target special education students and those in the lower quartile or those that show extreme test anxiety. Below are some results of using that testing strategy for the 7th and 8th grade.

Note: A perfect score is 200, basic proficiency is 85.

7th Math – Students pulled into alternative testing settings gained an average *growth* on their scaled score of 18 points in math from the year that they were not placed in the alternative testing setting.

7th Reading – Students pulled into alternative testing settings gained an average *growth* on their scaled score of 36 points in Reading from the year that they were not placed in the alternative testing setting.

8th Math - – Students pulled into alternative testing settings gained an average *growth* on their scaled score of 6 points in math from the year that they were not placed in the alternative testing setting.

8th Reading - – Students pulled into alternative testing settings gained an average *growth* on their scaled score of 18 points in Reading from the year that they were not placed in the alternative testing setting.

Special Education Numbers

Five Year Trends
2010-2014

	2014	2013	2012	2011	2010
Total SPED Students	66	67	57	65	64
Students with SLI verification only (Speech/Language Impairment)	6	6	8	12	12
100% or near 100% Teacher/Para support	8	5	4	4	3

Grade Levels	2014	2013	2012	2011	2010
Pre-School	12	13	12	11	2
K-2	13	12	7	9	7
3-6	14	14	17	19	22
7-8	9	12	7	7	7
9-12	18	16	14	19	26

Additional Happenings in the Special Education Department

The Eagle Co-op

Vision

Our overall vision is to develop a systematic approach for the students entering into the transition program. The goal is to create a learning environment with a “real-life purpose.” As a result of our approach, students will be exposed to the “Unique Learning” curriculum, as well as the development and maintenance of a student lead business opportunity. As a result, this approach will allow our transition students to gain experiences that promote independence, work ethic and business knowledge that will transform into opportunities of full-time employment as they leave our school system and enter the workforce.

Fundraising Opportunity

Students with-in our K-12 special education program, will have the opportunity to learn life skills in the following way:

1.) Students will maintain a fundraising opportunity throughout the school year. The purpose of the fundraiser is to assist in sustaining a student lead business that outlines and implements the *Unique Learning* curriculum.

2.) When buying ingredients students will look for coupons in daily newspapers and on the internet to find the best deals. Additionally, they will develop grocery lists of needed supplies for the week and purchase them, create and package the product, and manage a ledger to keep track of profits and expenses, etc.

3.) Following current best practices that discuss the importance of service learning, students will get hands-on experience that revolve around, all core classes, including interpersonal communication skills with a variety of sources.

Proposal

Money made from any sales will go back into the “business” for future supplies. At this time, no money is needed from the school as there has been a generous donation from an outside source for the implementation of this process.

Gifts in a Jar is the first product we are providing with our small business. First, our students will be making our products (cookies, brownies, bars, and muffins) each week and selling those baked goods to our student body, faculty, and staff. The students will take surveys to decide which product is the most favorable. Data collected from these sales will drive what products we will sell. Our target customers will be our community members and surrounding town guests during selected sporting events and community craft shows.

Alternative Rubric for Assessing Students taking Alternative NeSA Tests

All students in the elementary school have a standard report card format. For most special education student, this suffices as they are held to the same standards as their peers. However, for those students that take alternative testing, these report cards are not detailed enough to show growth. Therefore, Mrs. Smith and Ms. Scott have been working on a report card and rubric that will communicate better to parents how their student has shown growth.

Title I Reading Board Report

October 2014

1. Multi-cultural Aspect:

Multi-cultural learning takes place in Title I Reading through the use of the units A to Z Reading Program which integrates many cultures and holidays in the different stories at every level. Fountas & Pinnell, also incorporates ethnic groups into the short stories used for benchmarking students.

2. What Do We Want Students To Learn:

Title I Reading:

Title I Reading students in grades 1- 4 will be at or above grade level in fluency, comprehension, phonics/word analysis, processing strategies, vocabulary, letter recognition, high-frequency word recognition, and phonological awareness in reading.

Title I Smart Goals:

Goal 1:

The reality is that at the beginning of the 2013-2014 school year, 60% of our students knew less than 50% of the first grade sight words.

At the end of the 2013-2014 school year, 85% of first graders will be at least 85% proficient in reading the first grade sight words.

Goal 2:

The reality is that at the beginning of the 2013-2014 school year, 13.3% of students read 85 or more words per minute at grade level.

At the end of the 2013-14 school year, 57% of students were reading 85 or more words per minute at grade level.

3. How Do We Know Students Are Learning:

Title I Reading:

Fountas & Pinnell is a leveled literacy reading intervention program that analyzes a student's independent, instructional and placement reading levels and enables the teacher to match the instruction to the student by using the *Continuum of Literacy Learning: A Guide to Teaching* (the manual used to guide the teaching of skills and strategies). The test assesses reading

comprehension, reading rate and word analysis. By doing this it can be determined which students are below level and qualified for Title I Reading. By using books leveled on the following scale students can learn at their reading level. When they pass the skills and strategies needed for the current level they advance to the next level.

First Grade Sight Words:

Small group reading lead by the Title I reading teacher at students instructional level.

Students learn the sounds that letters make when working together and why words are spelled the way they are using phonology.

Students play games for more exposure to the words.

Students read e-books and play phonological games on the i-pad to enhance learning.

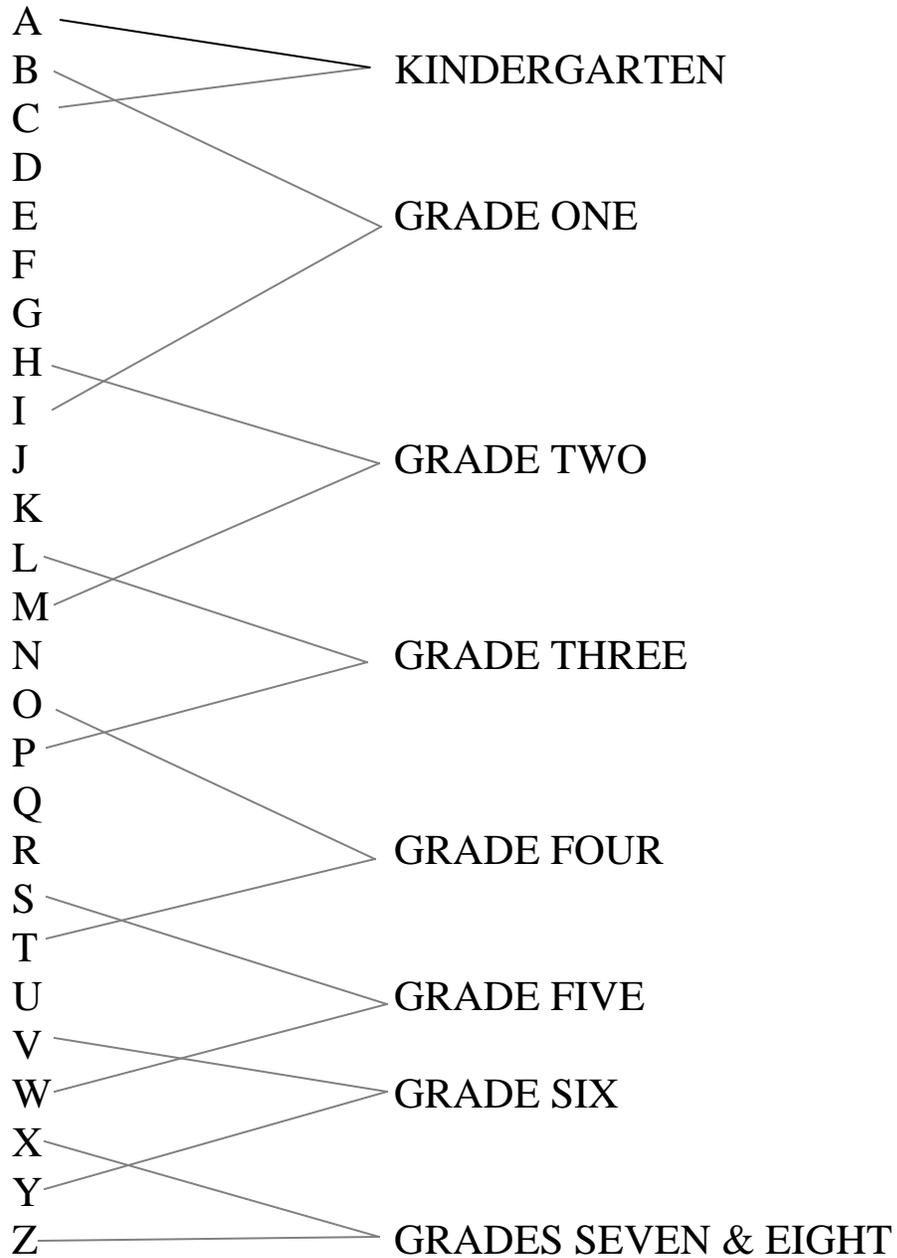
Phonogram cards have been embellished with pictures to aid in the learning of phonological sounds.

Assessments:

Title I Reading:

Fountas & Pinnell Leveled Literacy Benchmarking assessments are given three times a year in August, January and May. It assesses their level of growth in fluency, comprehension, phonics/ word analysis, processing strategies, vocabulary, letter recognition, high-frequency word recognition, and phonological awareness.

Reading levels for each grade are represented by the letters A through Z with each grade overlapping as follows:



During the 2013-2014 school year an August – May comparison was reviewed to evaluate student growth.

37.9 % of first grade students were qualified for Title I Reading services which consisted of a group of 11 students from a class of 29 students. Of those students receiving assistance 5 students began at level A and 6 students began at level C. Both of these levels are considered Kindergarten or low first grade level. Using the strategies suggested in the *Continuum of Literacy Learning: A Guide to Teaching* - 1 student raised their reading level

to Level C (Beg grade 1), 1 to Level D (Brg grade 1), 2 to Level G (end grade 1), 1 to Level K (mid grade 2), 2 to Level L (high grade 2), 2 to Level M (low grade 3) and 1 to Level O (3rd grade) and 1 student moved from the district.

30 % of second grade students were qualified for Title I Reading services which consisted of a group of 10 students from a class of 33 students. Of those students receiving assistance 2 student began at level D (grade 1), 2 students began at Level F (grade 1), 2 students began at Level H (grade 1), 1 student began at Level J (low grade 2) and 3 students began at Level K (grade 2 with 2 other qualifying criteria). Using the strategies suggested in the *Continuum of Literacy Learning: A Guide to Teaching* - 1 student raised their reading level to Level F (grade 1), 1 to Level J (low grade 2), 3 to Level L (high grade 2), 2 to Level M (low grade 3), 1 to Level N (grade 3), 1 to Level O (high grade 3) and 1 to Level R (grade 4)

22.2 % of third grade students were qualified for Title I Reading services which consisted of a group of 8 students from a class of 36 students with 2 parents denying services. Of those students receiving assistance 1 student began at level G (grade 1), 2 students began at Level K (grade 2), 1 student began at Level L (high grade 2) and 2 students began at level N (grade 3 with 2 other qualifiers). Using the strategies suggested in the *Continuum of Literacy Learning: A Guide to Teaching* - 1 students raised their reading level to Level M (low grade 3), 2 to Level N (grade 3), and 3 to Level R (grade 4).

9.1 % of fourth grade students were qualified for Title I Reading services which consisted of a group of 4 students from a class of 44 students. Of those students receiving assistance 1 student began at level O (high grade 3), 2 students began at Level Q (grade 4 with 2 other qualifiers), and 1 student began at Level R (grade 4 with 2 other qualifiers). Using the strategies suggested in the *Continuum of Literacy Learning: A Guide to Teaching* -2 students raised their reading level to Level S (grade 4), and 2 to Level T (high grade 4).

Title I Reading 2013-2014							
Reading Progression (by Grade Level) August to May							
FIRST	GRADE	SECOND	GRADE	THIRD	GRADE	FOURTH	GRADE
Z							
Y							
X							
W							
V							
U							
T							1 = S
S							2 = S
R			1 = R	1 = R		2 = R	2 = R
Q						1 = Q	
P							
O		1 = O	2 = O	2 = O		1 = O	
N				1 = N	1 = N	2 = N	
M		1 = M		2 = M		2 = M	
L		2 = L		1 = L	1 = L		
K		1 = K	1 = K		1 = K		
J			1 = J	1 = J			
I							
H			1 = H				
G		1 = G		1 = G			
F			1 = F	1 = F			
E							
D		1 = D	1 = D				
C	1 = C	1 = C					
B							
A	1 = A						
AUGUST	MAY	AUGUST	MAY	AUGUST	MAY	AUGUST	MAY
6 = C	1 = C	2 = D	1 = F	1 = G	1 = M	1 = O	2 = S
5 = A	1 = D	2 = F	1 = J	2 = K	2 = N	2 = Q	2 = T
	2 = G	2 = H	3 = L	1 = L	3 = R	1 = R	
	1 = K	1 = J	2 = M	2 = N			
	2 = L	3 = K	1 = N		2 = deny		
	2 = M		1 = O	2 = deny			
	1 = O		1 = R				
	1 = moved						
Number of Students at Identified Levels							

First Grade Sight Words:

Students will read the list of first grade sight words orally. As students read, the words they know are checked off on a checklist. Student data is recorded on an ongoing spreadsheet to track growth.

Grade Level Fluency

Students read for one minute once a month using EasyCBM. When scores are entered student growth is charted for them and they can see if they have grown.

4. How Do We Respond When Students Are not Learning?

I will continue to work with students who are below proficiency levels utilizing strategies suggested in Fountas & Pinnell's *Continuum of Literacy Learning: A Guide to Teaching* in areas where students are weak. Echo and choral reads help their fluency. Vocabulary activities help both their fluency and comprehension.

5. How Do We Extend Or Enrich The Learning For Students Who Exceed Proficiency?

Students who attain the goal of a year above grade level will be monitored in the classroom for a semester to observe if they maintain the desired proficiency without further assistance and then they will be dismissed from the program.

All students made great strides in their reading and skill levels during the 2013-2014 academic year.

6. Other Information

This year a membership to the A-Z Vocabulary has been added that matches the criteria of the Fountas & Pinnell Literacy Program. Organized by grade level, each vocabulary list contains a collection of grade-appropriate words that are critical to understanding the concepts and content being taught in the classroom and encountered in more complex texts. The activities are used to supplement what is already being done in the Title I Reading program.

ANNUAL DISTRICT PLAN WORKING COPY

Plan Items Readopted by the Board of Education on 3/8/2013 Subheadings reviewed/revised monthly by Board of Education

1. Arlington Public Schools will meet the needs of all students and maximize student learning experiences. (updated April 2013 and May 2013)
 - 1.1 Ensure that all students are provided an engaging, aligned and rigorous curriculum that recognizes state and national standards.
 - Technology Scope and Sequence
 - Spanish for grades 7-8 (not feasible currently)
 - Articulate a health curriculum
 - Review offerings
 - 1.2 Review and explore ways to promote student growth
 - Expanding HAL (progress has been made at all levels with increased opportunities and classes, growth opportunities still exist)
 - Improvement of SMART Goals (on-going)
 - 1.3 Provide a safe and secure learning environment
 - Continue to evaluate needed safety measures (accomplished door locks, buzzer entry, name badges)
 - Ensure/review relevant policies and procedures
 - Safety Committee report to board annually)
 - 1.4 Evaluate effectiveness using the accreditation model – AdvancEd
 - Report/update board annually on progress
 - 1.5 Implementation of PLC's
 - Continue to improve the effectiveness of the collaborative teams

2. Assure an effective learning environment through the recruitment, retention and professional development of qualified staff.
 - 2.1 Review and revise personnel policies
 - 2.2 Review the plan for recruitment and employment
 - 2.3 Provide professional development designed to build the capacity of all groups in Arlington Public Schools (teachers, administrators, support staff, board members)

3. Arlington Public Schools will, through a systematic review, continue to provide universal availability of technology learning tools for students and teachers. (Revised December 2013)
 - 3.1 Ensure that the infrastructure can support the technologies being used now and in the immediate future.
 - 3.2 Up-to-date equipment and software will be available to staff and students through the implementation of the technology plan schedule and evaluation of present and future technology needs.

- 4.0 We will ensure that teachers have the skills to effectively integrate technology into their classrooms to achieve improved student learning. (Revised December 2013)
 - 4.1 Identify the skills necessary to integrate the technology curriculum designed.
 - 4.2 Develop the necessary skills that teachers will need and develop a plan to address those teacher needs.
 - 4.3 Enable teachers to create and implement instructional and learning opportunities that apply best practices in teaching with technology integrated throughout.

- 5 Continue to develop the capacity for financial optimization. (Reviewed March 2014)
 - 5.1 Maintain an on-going Summative Needs Assessment for buildings and grounds that highlights preventative maintenance.
 - In progress/on-going
 - 5.2 Further board and administrator training on funding mechanisms
 - On-going
 - 5.3 Maintain broad concept planning based on foreseeable budget and summative needs assessment.

6. Arlington Public Schools will enhance existing communication efforts in order to create a strong learning community that engages staff, students, parents, and patrons. (*Updated April 2014*)
 - 6.1 Explore feasibility of before and after school program
 - **Continue to work on this with Arlington Education Foundation.*
 - **AEF has asked to bring in a consultant and I am in the process of organizing that meeting.*
 - * *In contact with Sheila Monke who is one of many persons working to coordinate efforts for daycare.*

 - 6.2 Use technology to facilitate communication
 - * *Updated website includes link to other social media (facebook, twitter)*
 - * *Monthly articles with local newspaper (digital source)*
 - * *Expanded Twitter to include district account and high school account*
 - * *District Facebook in place and utilized*
 - * *Google documents being used internally to collaborate (two-way communication)*
 - * *Plans to expand the Rapid Notification System to include email messages for next year as well as text messages.*

 - 6.3 Find ways to involve external stakeholders in more meaningful ways (review mission/vision, steering committee, administrator open sessions)

**Andrew Farber
October 2014
Board Report**

Blue Star School

Congratulations to Arlington Public Schools on being named a Blue Star Schools for the 2013-14 school year.

To receive this award, a school, testing ten or more students, must have achieved a 75% passing rate on the W!se (Working in Support of Education), Financial Literacy Certification Test and have either a majority of students on a given grade level take the test, or have the students who took it achieve an average score of 80% or higher. This is no easy feat. Congratulations to those students involved.

Last year, W!SE recognized Arlington High School as a Blue Star School for the performance of our students on the 2012-2013 Financial Literacy Certification Test. Arlington was one of 157 high schools nationally that had earned this award

Nebraska teachers participating in the 2015 Personal Finance Institute July 14-16 at Northeast Community College will have the opportunity to give the W!se financial literacy certification exam at NO COST to their students during the 2015-16 school year.

Mix It Up at Lunch.

“A national campaign launched by Teaching Tolerance over a decade ago, Mix It Up at Lunch Day encourages students to identify, question and cross social boundaries.”

During fifth and sixth grade lunch starting on October 28th, Arlington High School students will act as role models as they interact with randomly assigned groups of fifth and sixth grade students. During that time, they will participate in activities that promote tolerance and acceptance of others. Additional “Mix It Up” at Lunch days will be scheduled once a month throughout the school year. Students will stay with the same group for a few months and then eventually transfer into a new group.

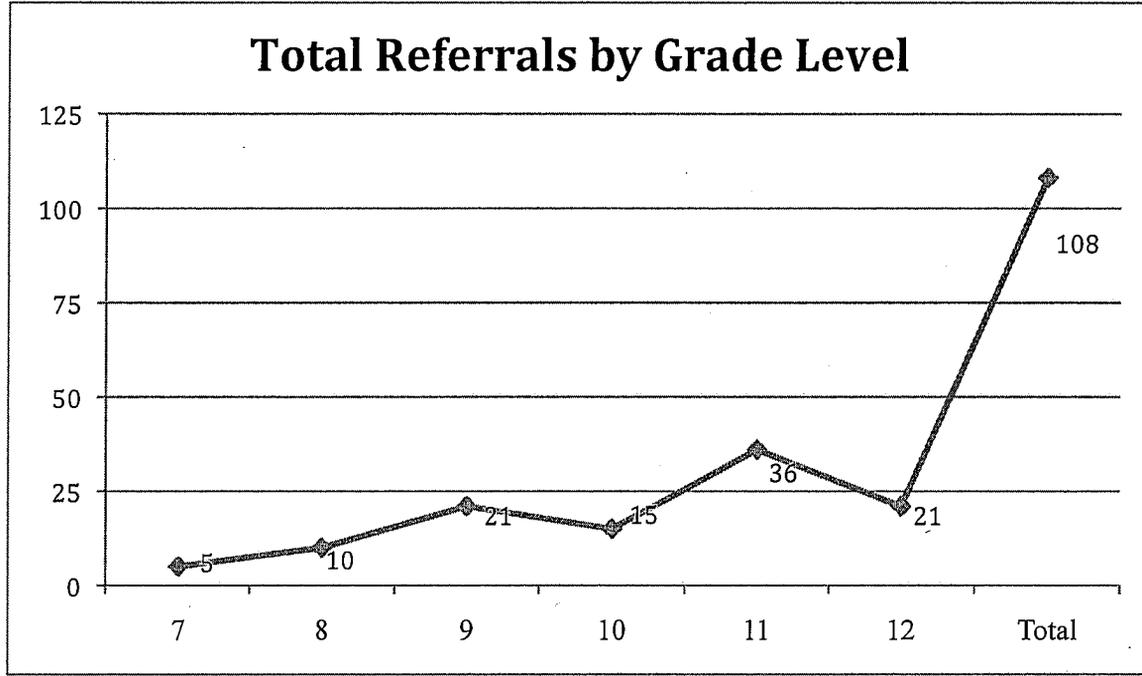
Additional information can be located at: <http://www.tolerance.org/mix-it-up/what-is-mix>.

Discipline Data

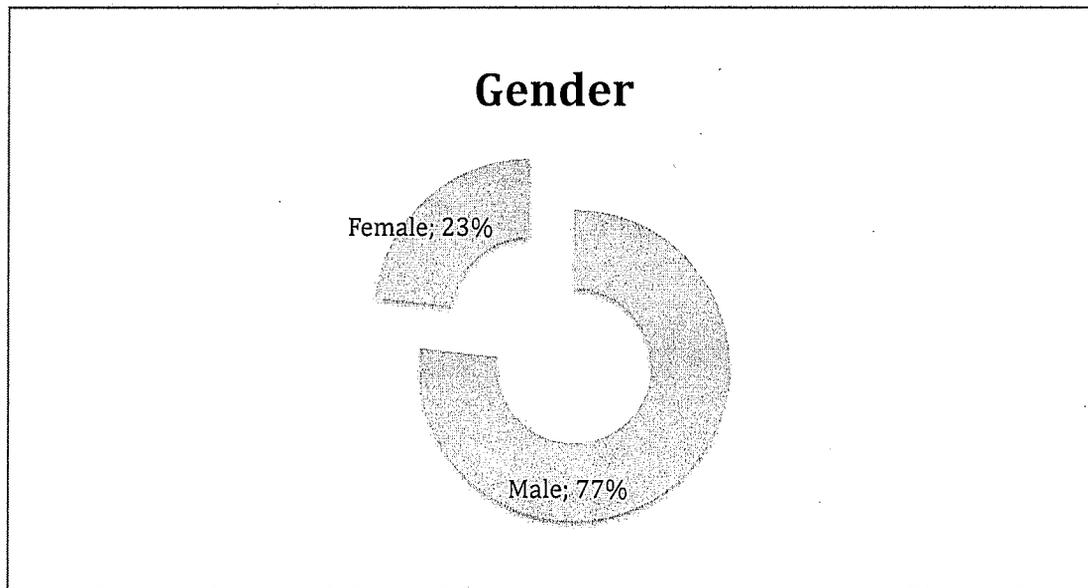
The data attached represents the total number of discipline referrals by grade, type and gender for the 2013-2014 school year.

2013-2014
Grades 7-12
Discipline Summary

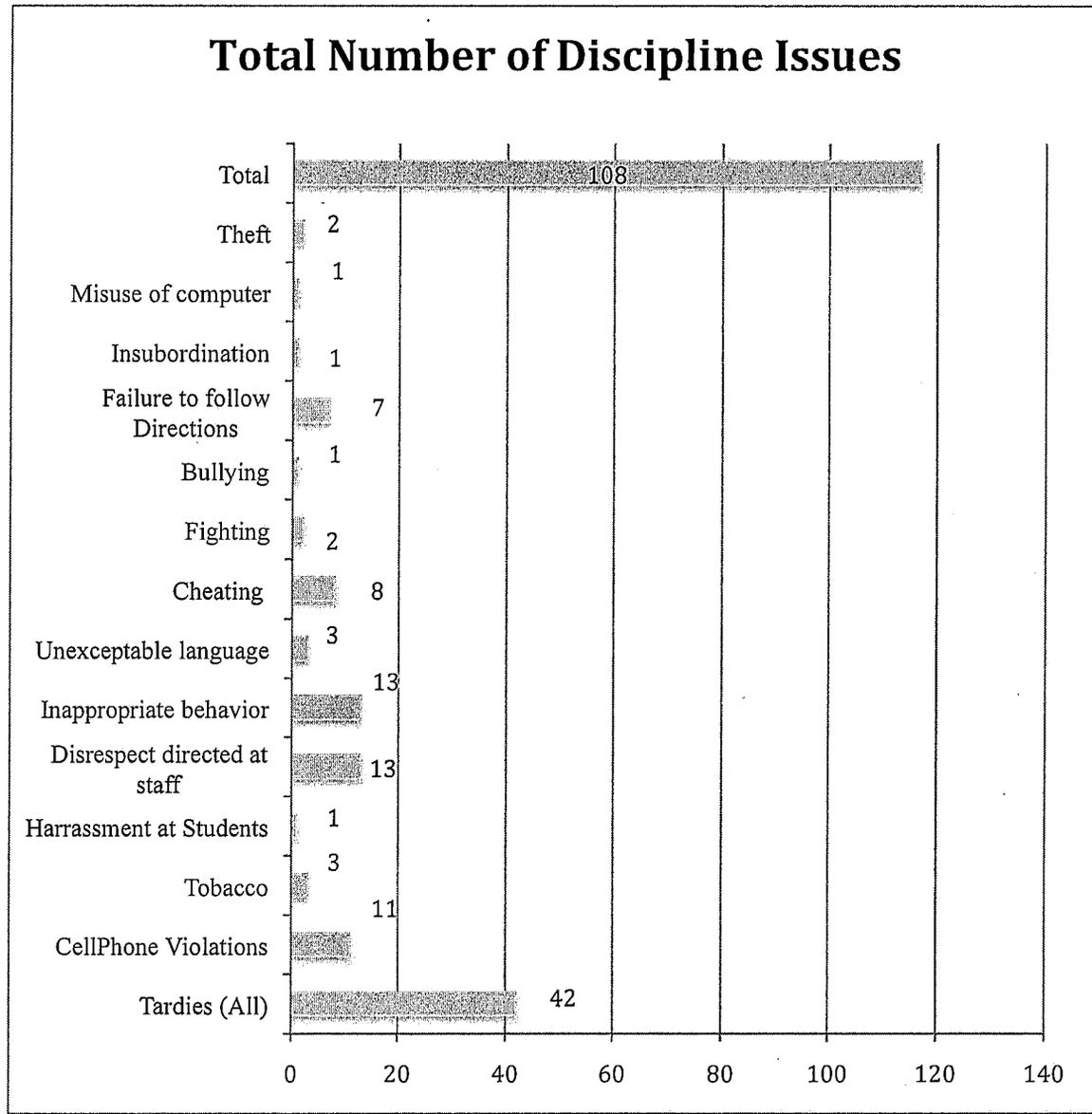
Total referrals per grade:



Total number of referrals by gender



Referrals by type:



David Fritson
Board Report
October 2014

Fire Assembly

On Friday, October 3rd, students from grades K-6 were treated to a fire safety presentation from the Arlington and Kennard Volunteer Fire Departments. Members from both departments shared with students what to do in the event of a fire in their home and the students were able to observe the firefighters maneuver in full protective gear. The goal of introducing the protective gear was to familiarize students with fire equipment and reduce fear if fire fighters need to enter their homes during a fire. Also, students from grades K-3 had the opportunity to view several of the trucks and learn about their special functions. Third grade students were also able to participate in a smoke trailer simulator. Students learned about the importance of staying low to the ground and having a meeting place. Special thanks to Ann Allen, Briana Cudly, Dan Douglas, Ty Hernes, Nick Kaup, Tim Kaup, Jason Lorsch, Chris Potter, Jimmy Schollmeyer, and Kenzie Thompson for visiting our students and educating them on this very important topic!

Language Arts Curriculum Committee Update

On September 29th, 2014, Arlington Elementary teachers met to discuss the next steps in the Language Arts adoption process. For the past several weeks, teachers have been engaged in the process of rating each reading series. Those that attending the meeting were asked to rank their top three favorite reading programs and give reasons as to why each chose the series as one of their top three. The different vendors have been contacted and informed as to their status for the next steps. We hope to have a field test of the top rated programs at the beginning of January. Teachers will pick a skill or concept that they would like to compare and use the resources provided by the each of the programs under consideration to deliver a lesson. After the field test (likely the end of February) the teachers will reconvene to narrow their choice down to one. At this time, we will meet with the vendors to negotiate the different programing options available to our district. We hope to have a firm quote and recommendation ready for the board of education by the end of March or April. This will allow us the opportunity to order the materials for the 2015-2016 school year.

James Shada
October 2014
Board Report

Pink Out

The athletic department, in conjunction with cheerleaders and dance team, has been raising money for Breast Cancer Awareness. The cheerleaders and dance team have sold over 205 t-shirts. I am proud of our students and staff for taking a personal interest in an issue that affects so many people across our nation and in our community.

Grade Recovery Intervention Program

GRIP is a program after school that the students are assigned to if they do not have their work done for a particular class. The student will go to GRIP and get their work done, and when their homework is finished they are free to go. This program is running well with the help of Mrs. TenEyck. The GRIP program has decreased the number of students on the ineligible list. Students who are on the ineligible or probation list are talked to during lunch about their grades and what they are doing to improve them. Once they appear on the list there is usually a daily conversation between the student and myself. Our teachers have done a great job in making sure they are following up with each of our students who are assigned GRIP and that when they are in afterschool they are on the right track to comprehending their homework and completing what they are missing for their class.

District Softball

We have been chosen by the Nebraska School Activity Association to host district softball on October 9th and 10th. This was a great opportunity to show case our great community, school, and athletic programs. With the help of many community members, staff, and administration were able to host the C-3 District Softball Tournament.

ARLINGTON PUBLIC SCHOOL

Title of Group Meeting: Board of Education Negotiation Committee

Date: 10/8/2014

Time: 6:30 p.m.

Chairperson: Greg Sampson

Recorder: Lynn Johnson

Group Members Present: Greg Sampson, Shanon Willmott, Matt O'Daniel, Lynn Johnson.

Group Members Absent: None

1. The negotiation committee met with the Arlington Education Association negotiations team to discuss and formulate guidelines and norms to be used during the negotiation process.
2. The negotiation committee discussed potential topics to negotiate.

ARLINGTON PUBLIC SCHOOL

Title of Group Meeting: Board of Education Negotiation Committee

Date: 9/16/2014

Time: 6:30 p.m.

Chairperson: Greg Sampson

Recorder: Lynn Johnson

Group Members Present: Greg Sampson, Shanon Willmott, Matt O'Daniel, Lynn Johnson.

Group Members Absent: None

Agenda:

1. Presentation on high deductible health savings account – Greg Long, EHA representative and Sue Werner, BC/BS representative, provided a presentation to the board committee and to AEA representative, Teresa Feick, detailing the aspects of the dual choice option for health insurance.
2. Greg Sampson presented negotiation information to the committee that was obtained at the Labor Relations Workshop.
3. The committee outlined their goals for future meetings and future meeting dates.

ARLINGTON PUBLIC SCHOOL

Title of Group Meeting: St. Paul's Liaison Committee

Date: 9/29/14

Time: 6:30 p.m.

Facilitator: Luanne Sundberg

Recorder: Lynn Johnson

Group Members Present: Todd Voss, David Green, Luanne Sundberg, Lynn Johnson

Group Members Absent: none

Agenda:

1. Shuttle Bus Agreement – We discussed the parameters of the current shuttle bus agreement. Information about the state statutes governing transportation was shared. St. Paul's expressed a desire for the board to consider offering shuttle services free of charge to resident students.
2. Textbook Updates – There was a brief discussion about the regulations governing the textbook loan program. Currently St. Paul's requests to use a very limited number of textbooks. We also discussed Arlington Public Schools sharing their Curriculum Guides with St. Paul's to create more seamless transitions for students as they matriculate to high school.
3. Special Education – The group discussed the calculation of proportionate shares and the current delivery of services. The general consensus was that the shared services were working efficiently and effectively.
4. Title Services – There was discussion about the current utilization of Title IIA Funds. St. Paul's expressed a desire to explore the feasibility of changing the way in which these allocated funds are utilized. This will be revisited in the spring when the grant application is due. Currently, St. Paul's does not qualify for Title I shared allocations and we discussed further exploring the guidelines for qualification.
5. Security – The committee discussed different ways in which we can be of assistance to each other in the implementation of our safety plans and protocol. We explored ways in which we can better utilize the rapid notification system.
6. Technology Support – We discussed ways in which Arlington Public Schools can support St. Paul's with their technology needs. Some of these ideas include tech support and staff training.

Superintendent Job Description

Overview of the Position of Superintendent

Provide leadership to ensure the district provides the best possible educational programs and services for all students of the school district. To lead, guide, and direct every member of the administrative, instruction, and support services staff in setting and achieving the highest standards of excellence in educational programs and operations. To be responsible for a system of supervision and evaluation of all staff designed to meet the goals of the school district. To oversee and administer the use of all facilities, property, and funds in the best interest of students, the school district, and community.

Job Requirements:

- A. Endorsement as a Superintendent in the State of Nebraska
- B. Nebraska Administrative and Supervisory Certificate
- C. Successful experience in teaching and school administration
- D. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

Reports to:

The Superintendent of Schools reports directly to the Board of Education and works in cooperation to develop policies and district goals. The Superintendent is responsible for implementing and adhering to the Board's approved policies and goals. The Superintendent may delegate specific powers or duties to assistants or subordinates, while maintaining final responsibility and actions taken. The Superintendent holds all executive and administrative authority and responsibility for the effective operation of the school district. The Superintendent acts as the district leader with the support of the district's administrators, who make up the district leadership team.

Supervises:

Directly, or indirectly, all school district employees.

Performance Responsibilities:

The job responsibilities of the Superintendent include the ability to function effectively in each of the following areas:

Superintendent/Board Relations

- A. Support and facilitate the work of the Board of Education.
- B. Maintain open and appropriate communication with the Board of Education.
- C. Oversee the management of the district according to Board policy.
- D. Ensure complete compliance with all state/federal laws/regulations and Board policy.
- E. Communicate appropriate district needs, activities, accomplishments, critical issues to the Board of Education in a timely fashion.
- F. Present information and recommendations to assist the Board in performing its duties effectively.
- G. Schedule, post, attend, and conduct all meetings of the Board of Education in accordance with the Nebraska Open Meetings Act.
- H. Advise and recommend action by the Board as appropriate concerning student and staff disciplinary issues.
- I. Assist the Board in annually developing short- and long-range goals for the school district.
- J. Represent the school district to media and other groups as deemed appropriate by the Board of Education.
- K. Perform other tasks as may be assigned by the Board of Education.

Policy

- A. Ensure the policies, procedures, operational protocol, administrative guidelines, and school law regulations are carried out and promote a safe, respectful, and healthy school environment.
- B. Utilize a defined process to review and revise policy.
- C. Ensure administrative and Board input is sought when designing new policy.
- D. Ensure administrators enforce and regulate policy according to the approved administrative guidelines in place.

- E. Delegate with discretion the powers and duties as appropriate, with the knowledge that such delegation does not relieve the Superintendent of final responsibilities for action taken.

Leadership

- A. Motivate, lead, guide and direct administration, staff, students, and community members.
- B. Implement the district mission and vision statement.
- C. Facilitate and implement the development of a collaborative educational vision and assist the Board in setting priorities for the school system.
- D. Provide leadership to the Board of Education for the purpose of implementing the district vision, mission, and goals.
- E. Serve as the educational leader of the district. Perform job responsibilities using the mission and vision statement to guide decision-making.
- F. Communicate the educational vision and priorities effectively to staff, students, and community.
- G. Ensure the Board reviews, adopts, and receives updates on the School Improvement Plan.
- H. Collaborate with the Board to establish and sustain long- and short-term operational and achievement goals.

School Finance/Management

- A. Demonstrate the ability to provide effective financial forecasting and long- and short-term financial planning.
- B. Engage the Board of Education in a series of budget related workshops to educate and sustain support of the development (needs and priorities) and funding of the budget.
- C. Establish and maintain efficient procedures and effective controls for operations and all expenditures of district funds in accordance with the adopted budget, policy, applicable state/federal laws, and regulations.
- D. Ensure that an annual audit is performed and report findings to the Board of Education.

- E. Provide prior notice and justification for expenditures and/or the need to depart from the Board-adopted budget/policy related to any and all financial matters.

Curriculum and Instruction

- A. Oversee the planning and evaluation of curriculum and instruction to ensure student achievement meets the outcome goals established by the Board and administrative leadership team.
- B. Maintain a working knowledge of current research and educational issues.
- C. Conduct continuous reviews and assessments to ensure the educational advancement of the school district.
- D. Ensure a comprehensive system of student assessment district-wide.
- E. Recommend curriculum needs, appropriate instructional practice, and professional development to support the educational standards of the district.
- F. Educate and advise the Board regarding the educational programs and instructional practices utilized in the school district.
- G. Communicate effectively with staff, students, and the community regarding educational trends, curriculum needs, and instructional programs.
- H. Ensure the adopted curriculum and instruction methods comply with policy and applicable state/federal laws/regulations.
- I. Ensure the district communicates student progress and curriculum standards to parents on a scheduled basis.

Staff Development

- A. Foster an environment that encourages continuous learning and improvement on the part of all district staff and administrators.
- B. Develop and implement an effective system of staff development focused on improving the educational and operational programs of the district, with appropriate input from the Board, administration, and staff.
- C. Provide opportunities for staff to participate in conferences, visitations, and coursework within the framework of the approved budget and overall goals for curriculum and instruction.

- D. Provide the Board with a staff development plan developed based upon district priorities, needs, and budget.

Communication

- A. Communicate clearly with staff, students, parents, and community both verbally and in written form.
- B. Communicate appropriate district information in a timely manner with all staff.
- C. Communicate to all staff members, directly through delegation, actions of the Board relating to personnel matters.
- D. Conduct meetings, as necessary, with administrators, certificated staff, and support staff concerning the improvement and welfare of the school district.

Personnel Management

- A. Develop and implement a hiring process that complies with applicable state and federal law and enables the district to attract the most qualified applicants.
- B. Develop and maintain job descriptions for all staff, subject to Board review and approval.
- C. Assign and adjust staffing of employees in the best interest of the school district reporting such actions to the Board for approval.
- D. Participate, as deemed appropriate by the Board, in negotiations with recognized employee bargaining groups.
- E. Handle employee grievances or problems in accordance to Board policy, collective bargaining agreements, and/or state/federal laws and regulations.
- F. Establish and implement personnel policies and procedures for non-certificated staff members.
- G. Establish personnel procedures to advance the quality of the school district, through climate surveys, employee focus group discussions on specific aspects of job performance and duties, questionnaires, and/or other means of eliciting staff member feedback.

- H. Ensure administrators maintain an effective and appropriate evaluation instrument that addresses clear performance standards for all certificated and non-certificated staff. Each district employee will be evaluated and performance issues will be addressed if identified.
- I. Ensure district administrators, under the direct supervision of the Superintendent, will be evaluated with an appropriate evaluation instrument addressing clear performance standards and goals on an annual basis and performance issues will be addressed if identified.

District/Community Relations

- A. Establish and maintain a program of public relations to ensure a cooperative working relationship between the school district and community. Provide continuous and current communications regarding school district activities, educational needs, policy, and district challenges/successes.
- B. Communicate with and understand the needs and perspectives of various community groups.
- C. Attend or delegate a district representative to attend meetings of the city council at which matters pertaining to the school district will be raised.
- D. Establish a working relationship with the mayor, city council, and other city government officials to ensure open lines of communication and engagement is built and sustained between the school district and the community leadership.
- E. Maintain a presence in all buildings throughout the district on a regular and appropriate basis.
- F. Maintain a presence at district activities including, but not limited to, elementary, middle school, and high school fine arts performances, athletic activities, and scheduled parental involvement opportunities.
- G. Maintain a connection to the community to sustain a working knowledge of the community, community events, concerns, accomplishments, and direction.

Organizational Management

- A. Utilize a systematic approach to managing continuous improvement throughout the district.
- B. Maintain, directly or through delegation, personnel, pupil, business, and other records as required by law and/or Board policy.
- C. File all reports required by state or federal law/regulations.
- D. Follow the Superintendent job description and contract provisions while administering the Superintendent roles and responsibilities.

District Facilities Management

- A. Provide recommendations/proposals to the Board regarding new learning facilities, additions/improvements to existing facilities.
- B. Collaborate with the Board of Education to implement short- and long-term maintenance plans for building and grounds, delegating duties, as the Superintendent deems appropriate.
- C. Maintain appropriate funding in the annual budget to support the maintenance and upkeep of facilities and equipment throughout the district.

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

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

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

II. Evaluation Plan

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

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

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

**ARLINGTON PUBLIC SCHOOLS
BOARD OF EDUCATION
EVALUATION OF THE SUPERINTENDENT**

Superintendent's Name: _____ Date: _____

INSTRUCTIONS: This evaluation instrument is divided into seven categories. Each Board Member is asked to rate the Superintendent on the duties cited in each of the categories on a scale ranging from 1 to 5. The number 1 is the lowest possible score and indicates unsatisfactory performance. The number 5 indicates outstanding or highly commendable performance. A definition of each numerical rating is present as follows:

1. Unsatisfactory – Performance is clearly below the level of acceptability. The Superintendent has not kept pace with changing requirements of his/her position. Job performance is inconsistent or deteriorating.
2. Needs Improvement – Performance is below expected levels of the position.
3. Satisfactory – Performance meets expected standards and results are achieved. The required skills and knowledge are in evidence, and occasionally performance exceeds job requirements.
4. Above Average – Performance is consistently above established standards and job knowledge clearly exceeds requirements.
5. Outstanding – Outstanding performance which far exceeds standards.

AREAS OF RESPONSIBILITY:

A. RELATIONSHIP WITH THE BOARD OF EDUCATION:

- _____ 1. Provides regular updates regarding district matters.
- _____ 2. Provides adequate meeting materials and background information.
- _____ 3. Responds to board member questions thoroughly and shares information with the entire board in a timely manner.
- _____ 4. Invites Board participation in district activities.
- _____ 5. Assists in development, recommendation, and administration of policies.
- _____ 6. Encourages Board development.
- _____ 7. Works with the Board to establish goals and plans for the future.

- _____ 8. Openly accepts Board input and is responsive to Board directions.
- _____ 9. Implements meeting responsibilities by preparing the agenda, attending and participating at board meetings, serving as ex-officio member of all committees, and offering professional guidance, recommendations, or assistance.
- _____ 10. Works to engender a collaborative working relationship with the Board.

Comments:

B. LEADERSHIP

- _____ 1. Projects a strong leadership image. Provides leadership for the Board of Education for the purpose of implementing district vision, mission, and goals.
- _____ 2. Leads, guides, and directs administration, staff, and students.
- _____ 3. Demonstrates enthusiasm in carrying out job responsibilities.
- _____ 4. Keeps the focus on student learning.

Comments:

C. BUSINESS AND FINANCIAL MANAGEMENT:

- _____ 1. Seeks board input and recommends appropriate budgets to the Board.
- _____ 2. Administers the budget and keeps expenditures within overall prescribed limits.
- _____ 3. Ensures complete financial controls/audits.
- _____ 4. Controls expenditures of district funds by committing them only after approval by the Board of Education.
- _____ 5. Informs the Board on current or proposed funding issues.
- _____ 6. Regularly reports to the Board on district budget and finances.

Comments:**D. EDUCATIONAL PROGRAM AND PLANNING:**

- _____ 1. Educates and advises the board regarding the educational programs and instructional practices used in the district.
- _____ 2. Demonstrates awareness and implements current research and best practices.
- _____ 3. Facilitates development and implementation of long- and short-term educational goals for the district.
- _____ 4. Ensures the district develops, maintains, and evaluates an effective curriculum that reflects the changing needs of students and society.
- _____ 5. Promotes staff growth to improve educational quality for all students.

Comments:**E. PERSONNEL:**

- _____ 1. Demonstrates objectivity in personnel matters.
- _____ 2. Communicates effectively with staff regarding current and new trends in education, programs, procedures, and policies.
- _____ 3. Ensures evaluation of personnel will be consistent with policies and law.
- _____ 4. Shows concern for the welfare of staff.
- _____ 5. Delegates both responsibility and authority.
- _____ 6. Recruits competent staff.
- _____ 7. Promotes an environment that encourages continuous learning and improvement of all employees.
- _____ 8. Promotes sound collective bargaining relations.

Comments:

F. COMMUNITY RELATIONS:

- _____ 1. Projects a positive image of the school district.
- _____ 2. Maintains a cooperative relationship with media.
- _____ 3. Identifies all stakeholder groups and establishes open lines of communication with them.
- _____ 4. Encourages collaborative relationships with businesses, government, civic organizations, youth organizations, and other school districts.
- _____ 5. Exercises an open door policy and is receptive to feedback, input, and inquiry by community members.
- _____ 6. Prepares a quality annual report and shares it with the community.
- _____ 7. Maintains a presence in all buildings and at district activities.

Comments:**G. PERSONAL TRAITS:**

- _____ 1. Elicits respect in the community, schools, and among peers.
- _____ 2. Accepts constructive criticism and responds appropriately.
- _____ 3. Writes and speaks clearly and effectively.
- _____ 4. Is assertive, but tactful.
- _____ 5. Maintains poise and composure in the face of crisis/criticism.
- _____ 6. Is business-like and professional in appearance.
- _____ 7. Projects a caring attitude.
- _____ 8. Displays a sense of humor.
- _____ 9. Demonstrates good listening skills.

Comments:

H. LEADERSHIP GOALS/JOB TARGETS:

(This gets filled in from the goals or job targets that the board and superintendent established together following the last evaluation. Evaluate using MET or UNMET)

The signatures below indicate that the results of this evaluation have been reviewed with the Superintendent in an executive session with the Board of Education, with the original placed in the Superintendent's Personnel File, and a copy given to the Superintendent.

Superintendent's Signature

Date

Board President's Signature

Date

Date of Adoption: May 12, 2014

SUPPLEMENTAL AGREEMENT #2

ARLINGTON PUBLIC SCHOOLS
CIVIL SOLUTIONS, LLC.
PROJECT NO. SRTS-89(29)
CONTROL NO. 22523
ARLINGTON SAFE ROUTES TO SCHOOL

THIS SUPPLEMENTAL AGREEMENT, made and entered into by and between Arlington Public Schools, Nebraska, hereinafter referred to as the Local Public Agency or "LPA," and Civil Solutions, LLC hereinafter referred to as the "Consultant."

WHEREAS, the Consultant and the LPA entered into Engineering Agreement BO1301 executed by the Consultant on May 21, 2013 and executed by the LPA on May 14, 2013, hereinafter referred to as the "Original Agreement", and a supplemental agreement executed by the Consultant on June 11, 2014 and by the LPA on July 24, 2014, hereinafter referred to as "Supplemental Agreement No. 1", providing for environmental and preliminary engineering services for Project No. SRTS-89(29), and

WHEREAS, it is necessary that work not contemplated in the Original Agreement, and Supplemental No.1, Supplemental No. 2 be added under this supplemental agreement, and

WHEREAS, it is necessary to increase the Consultant's compensation by this supplemental agreement for the additional work necessary to complete the project, and

WHEREAS, it is the desire of the LPA that the project be constructed under the designation of Project No. SRTS-89(29), as evidenced by the Resolution of the LPA dated the _____ day of _____, 2014, attached and identified as EXHIBIT "A" and made a part of this agreement, and

NOW THEREFORE, in consideration of these facts, the Consultant and LPA agree as follows:

SECTION 1. A Written Notice-to-Proceed was issued to the Consultant on May 15, 2014 to perform the additional work through Consultant Work Order 2. Any additional work or services performed by Consultant on the project prior to the date specified in the written Notice-to-Proceed is not eligible for reimbursement.

SECTION 2. The Consultant will perform the additional work stipulated in Consultant Work Order 2, which is attached as Exhibit "B" and hereby made a part of this supplemental agreement.

SECTION 3. For the work required, Section 9 of the Original Agreement is hereby amended and the fixed-fee-for-profit remains at \$0 and actual costs are increased from \$37,986.23 to \$43,551.23, an increase of \$5,565.00. The total agreement amount is \$43,551.23. The Consultant must not exceed this maximum amount without the prior written approval of the LPA.

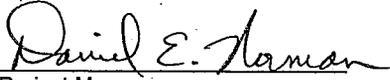
SECTION 4. The Consultant will be paid the additional fee on the same terms stipulated in the Original Agreement and, except as specifically amended by this supplemental agreement, all terms and conditions of the Original Agreement on Project No. SRTS-89(29), executed by the Consultant on May 21, 2013 and executed by the LPA on May 14, 2013 and Supplemental No. 1 shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have caused these presents to be executed by their proper officials thereunto duly authorized as of the dates below indicated.

After being duly sworn on oath, I do hereby acknowledge the foregoing certification and state that I am authorized to sign this agreement for the firm.

EXECUTED by the Consultant this 11 day of AUGUST, 2014.

CIVIL SOLUTIONS, LLC
Daniel E. Norman, P.E.


Project Manager

STATE OF NEBRASKA)
)ss.
DOUGLAS COUNTY)

Subscribed and sworn to before me this _____ day of _____, 2014.

Notary Public

EXECUTED by the LPA this _____ day of _____, 2014.

ARLINGTON PUBLIC SCHOOLS
Lynn Johnson

Superintendent

STATE OF NEBRASKA
DEPARTMENT OF ROADS
Form of Agreement Approved for
Federal Funding Eligibility:

Date

Consultant Work Order (Local Projects)

Project No.: SRTS-89(29)		Control No.: 22523	
Consultant: (Name and Representative) Civil Solutions, LLC, Dan Norman		Agreement No.: BO1301	Work Order No.: 2
LPA: (Name and Representative) Arlington Public Schools, Brayden McLaughlin		Constr. Change Order No.: (If applicable)	
<p>All parties agree the following described work needs to be performed by the consultant as part of the referenced project. All parties concur and hereby give notice to proceed based on the following: justification to modify contract, scope of services, deliverables, schedule, and estimated total fee. All other terms of existing agreements between the parties are still in effect. It is understood by all parties that the work described herein will become part of a future supplement to the agreement indicated above.</p> <p>Justification to modify agreement: (Include scope of services, deliverables, and schedule) Change in Scope of Services resulting from Plan-in-Hand Meeting: A. Add tree removal and replacement to areas designated by the Village of Arlington. B. Add approximately 60 feet of sidewalk to west end of Segment 4 along Ellsworth Street.</p>			
Work Title		Summary of Fee	
Scope of Services Revision		A. Total Direct Labor Cost	= 4,795.00
		B. Overhead (Factor * x A)	= 0.00
		C. A + B	= 4,795.00
		D. Profit/Fee (Factor ** x C)	= 0.00
*Overhead Factor:	%	E. Direct Non-Labor Cost	= 0.00
**Profit/Fee Factor:	%	F. Subconsultant Services	= 770.00
Total Fee Notes:		TOTAL FEE: C + D + E + F	= \$5,565.00
		<input type="checkbox"/> ESTIMATED TOTAL FEE:	
		<input checked="" type="checkbox"/> FINAL TOTAL FEE:	\$5,565.00

Work Order Authorization – May be granted by email and attached to this document.

Consultant: Civil Solutions, LLC

Daniel E. Norman *Daniel E. Norman* 5/13/2014
Name Signature Date

LPA: MAPA

Brayden McLaughlin *Brayden McLaughlin* 5/13/14
Name Signature Date

LPS PC (for Preliminary Engineering) and State Rep. (for Construction Engineering):

Deana McKinstry *Deana McKinstry* 5/13/14
Name Signature Date

LPS Unit Head Review (for PE Phase):

Michael Kleffner *Michael Kleffner* 5/13/14
Name Signature Date

LPS Engineer or Construction Engineer (Construction Phase):

[Signature] 5/13/14
Name Signature Date

FHWA: (FHWA Approval on Full Oversight Projects Only)

[Signature]
Name Signature Date

Notice to Proceed will be granted by email by:
 LPS PC for Preliminary Engineering & CD PC for Construction Engineering.

Notice to Proceed Date:
 5/15/14

Distribution: Consultant, LPA – RC, State Rep., FHWA, LPS PC, NDOR Agreements Engineer, Highway Funds Manager, CD PC

DR Form 250, March 2014

Project Name: **Arlington Safe Routes to School**
 Project Number: **SRTS-89(29)**
 Control Number: **22523**
 Location (City, County): **Arlington, Washington**
 Firm Name: **Civil Solutions, LLC**
 Consultant Project Manager: **Daniel E. Norman, P.E.**
 Phone/Email: **402-895-5633 / dan@civsolutions.com**

TASKS	PERSONNEL CLASSIFICATIONS**					Total
	PR	PM	ENG	CAD	ADM	
1. Project Management and Coordination						
Project Management		2				2
Quality Assurance/Quality Control						
Project Meetings						
Subtotal		2				2
2. Tree Removal and Replacement						
2.1 Removal and Construction Sheets			2	8		10
Subtotal			2	8		10
3. Ramp Reconstruction at 8th Street						
3.1 Drainage Analysis			2	4		6
3.2 Curb Ramp Design			2	6		8
Subtotal			4	10		14
4. Extend Sidewalk West on Ellsworth Street to include Property - Segment A						
4.1 Revise Geometric Sheets			2	5		7
4.2 Revise Plan and Profile Sheets			2	6		8
4.3 Add Cross Sections			3	6		9
4.4 Quantities/Estimates			3	8		11
4.5 Earthwork			2	8		10
Subtotal			12	33		45
Total Hours		2	18	51		71
Total Days (8 hrs)		0.3	2.3	6.4		8.9
Hourly Rate		\$125.00	\$125.00	\$45.00		
Cost		\$250.00	\$2,250.00	\$2,295.00		\$4,795.00

Project Name: **Arlington Safe Routes to School**
 Project Number: **SRTS-89(29)**
 Control Number: **22523**
 Location (City, County): **Arlington, Washington**
 Firm Name: **Apex Land Surveying, LLC**
 Consultant Project Manager: **Danny Martinez**
 Phone/Email: **402-720-9339 danm.surveying@gmail.com**

TASKS	PERSONNEL CLASSIFICATIONS**					Total
	PR	PM	SUR	CAD	ADM	
Project Management and Coordination						
Project Management		1				1
Quality Assurance/Quality Control						
Project Meetings						
Subtotal		1				1
3. Ramp Reconstruction at 8th Street						
3.1 Topographic Survey			2			2
3.2 Base Map Preparation				1		1
Subtotal			2	1		3
4. Extend Sidewalk West on Ellsworth Street to Include Property - Segment 4						
4.1 Topographic Survey			4			4
4.2 Base Map Preparation				1		1
Subtotal			4	1		5
Total Hours		1	6	2		9
Total Days (8 hrs)		0.1	0.8	0.3		1.1
Hourly Rate		\$70.00	\$100.00	\$50.00		
Cost		\$70.00	\$600.00	\$100.00		\$770.00

RESOLUTION

PRELIMINARY ENGINEERING SERVICES AGREEMENT
SUPPLEMENTAL AGREEMENT NO. 2 – BO1301

ARLINGTON PUBLIC SCHOOLS

Resolution No. _____

Whereas: Arlington Public Schools and Civil Solutions, LLC, have previously executed a Preliminary Engineering Services Agreement (BO1301) for a transportation project for which the Local Public Agency (LPA) would like to obtain Federal funds;

Whereas: Arlington Public Schools understands that it must continue to strictly follow all Federal, State and local laws, rules, regulations, policies and guidelines applicable to the funding of this Federal-aid project; and

Whereas: Arlington Public Schools and Civil Solutions, LLC wish to enter into a preliminary engineering services supplemental agreement setting out modifications and/or additional duties and/or funding responsibilities for the Federal-aid project.

Be It Resolved: by the School Board of Arlington Public Schools, Nebraska that:

Lynn Johnson, Superintendent of the Arlington Public Schools is hereby authorized to sign the attached Preliminary Engineering Services Supplemental Agreement No. 2 between the Arlington Public Schools and Civil Solutions, LLC.

NDOR Project Number: SRTS-89(23)

NDOR Control Number: 22523

NDOR Project Description: Arlington Safe Routes to School

Adopted this _____ day of _____, 2014 at _____ Nebraska.

The School Board of Arlington Public Schools, Nebraska:

Board/Council Member _____
Moved the adoption of said resolution
Member _____ Seconded the Motion
Roll Call: _____ Yes _____ No _____ Abstained _____ Absent
Resolution adopted, signed and billed as adopted

Attest:

Signature

Bylaws of the Board - Bylaws, Policies and RegulationsFormulation, Adoption, Amendment of Policies

Policy proposals and suggested amendments to or revisions of existing policies shall normally be submitted to all members of the Board of Education by the Superintendent in writing prior to a regularly scheduled Board of Education meeting in which such proposed policies, amendments, or revisions thereof shall be read and discussed.

Policies will be adopted or amended after consideration at two (2) meetings of the Board of Education. The agenda and minutes shall be marked to indicate policy matters.

The formal adoption of policies shall be by majority vote of all members of the Board of Education and the actions shall be recorded in the minutes of the Board of Education. Only those written statements so adopted and so recorded shall be regarded as official policy.

Policies shall be reviewed at least every two (2) years or at such other periodic time periods as may be required by law.

Reference: Robert's Rules of Order

Date of Adoption: May 10, 2010 and June 14, 2010

Bylaws of the Board - Bylaws, Policies and Regulations

Adoption and Amendment of Bylaws

Proposed new bylaws and suggested amendments to or revisions of existing bylaws may be adopted by a majority vote of ALL members of the Board during the second of two (2) regularly scheduled meetings of the Board not less than four (4) weeks apart in the calls for which meeting the proposed additions, amendments or revisions shall have been described in writing.

Legal Reference: 79-526
Reference: Robert's Rules of Order

Date of Adoption: May 10, 2010 and June 14, 2010

Bylaws of the Board - Bylaws, Policies and RegulationsApproval and Amendment of Administrative Regulations

The Board does not adopt administrative regulations unless specifically required to do so by law, or unless requested to do so by the Superintendent, or as required by negotiated agreements with employee organizations, in which case, any such regulation shall become a part of any such agreement and shall be subject to amendment as provided in any such agreement. Adoption and amendment of such Board adopted regulations shall be by the same procedure as that specified for policies at 9200.

The Board reserves the right to review and demand revisions of administrative regulations should they, in the Board's judgment, be inconsistent with the policies adopted by the Board.

Legal Reference: §79-526

Date of Adoption: May 10, 2010 and June 14, 2010

Bylaws of the Board - Bylaws, Policies and Regulations

Suspension of Policies, Bylaws and Regulations

Policies and rules may be suspended unless in conflict with state law by a unanimous vote of all Board members in attendance at any regular or special meeting.

Reference: Robert's Rules of Order

Date of Adoption: May 10, 2010 and June 14, 2010

Bylaws of the Board - Meetings

Regular Meetings

The Board shall meet in regular session on the second Monday of each calendar month, unless otherwise designated by the president with the approval of the Board. Such meetings shall begin at 7:00 p.m.

All meetings shall be held in the boardroom at the Arlington School District Office unless otherwise designated by the president with the approval of the Board.

In each odd-numbered year, the January meeting will be held on or after the first Thursday after the first Tuesday.

Legal Reference: §79-554
 §79-555
 §84-1401

Date of Adoption: May 10, 2010 and June 14, 2010

Bylaws of the Board - Meetings

Special Meetings

A special meeting of the Board may be called by the president when in his/her opinion it is necessary, or upon recommendation of the Superintendent of Schools, or any two (2) Board members.

No business shall be transacted at any special meeting which does not come within the purpose or purposes set forth in the call for the meeting unless it is of an emergency nature.

All meetings shall be held in the Arlington School District Office unless otherwise designated by the president with the approval of the Board.

Special Board sessions may be adjourned to a definite date and time.

Legal Reference: §79-554
 §79-520
 §79-555
 84-1401

Date of Adoption: May 10, 2010 and June 14, 2010

Bylaws of the Board - MeetingsAdvance Delivery of Meeting Materials

The Board shall require the Superintendent to prepare an agenda which, with the minutes, shall be mailed or delivered to the Board members on Friday or prior to each regular monthly Board meeting.

Items not placed on the regular agenda may be shelved until the regular meeting on the following month to provide the Board adequate time to research the item in question. All citizens in the district boundary are permitted to place an item on the agenda. Those persons outside the district may place an item on the agenda by permission of the President of the Board or the Superintendent of Schools.

Legal Reference: §79-520

Date of Adoption: May 10, 2010 and June 14, 2010

Bylaws of the Board - MeetingsOrder of Business

The following shall be the order of business for the regular meetings. The order of business may be changed by consent of all members present.

1. Meeting call to order
2. Approval/Changes to Agenda
3. Consent Agenda
4. Reading and approval of minutes
5. Reading and approval board bills
6. Treasurer's Report
7. Board Committee Reports
8. Administration's Reports
9. Public Forum
10. Action Items
11. Discuss Items
12. Time/Date next meeting
13. Motion to Adjourn

Date of Adoption: May 10, 2010 and June 14, 2010

Bylaws of the Board - Meetings

Parliamentary Procedure

The rules of parliamentary procedures as embodied in Robert's Rules of Order shall govern the school Board in its deliberation when the issue in question is not covered by these policies and bylaws.

Date of Adoption: May 10, 2010 and June 14, 2010

Bylaws of the Board - MeetingsMinutes

The Board of Education shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed. The resignation of a Board member or any other circumstance that results in a vacancy in office shall be made a part of the minutes.

The minutes shall be prepared by the secretary immediately following the meeting, shall be written, shall be available for inspection by the public and for distribution to the members of the Board within ten (10) working days, or prior to the next convened meeting, whichever occurs earlier, and shall be a part of the agenda for the next regular meeting at which time they shall be corrected, if necessary, and approved.

The minutes shall be kept in the office of the superintendent and shall be public records and open to public inspection during normal business hours.

Legal Reference: Neb. Rev. Stat. §§ 79-555; 79-570; and 79-577
Neb. Rev. Stat. §§ 84-1408 to 1414

Date of Adoption: June 14, 2010 and July 12, 2010

Bylaws of the Board - Meetings

Voting

Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the Board in open session, and the record shall state how each member voted, or if the member was absent or not voting.

Date of Adoption: May 10, 2010 and June 14, 2010

Bylaws of the Board - Meetings

Methods of Operation/Quorum

The Board of Education shall transact business only when it is in session, has a quorum present, and minutes are kept. A majority of all members of the Board shall constitute a quorum.

Legal Reference: §79-554

Date of Adoption: May 10, 2010 and June 14, 2010

Bylaws of the Board - MeetingsBoard/School District RecordsExceptions and Locations

The Board of Education and the Superintendent may withhold from the public those records in their custody enumerated by law. Records which are open to inspection shall be available in the office of the Superintendent.

Open Meetings Act Posting and Public Access to Board Records

The Board of Education accepts its responsibility to conduct its meetings in public and in compliance with law. The Superintendent shall post at least one current copy of the Open Meetings Act in the meeting room at a location accessible to members of the public. At the beginning of each meeting the public shall be informed about the location of the posted information by announcement of the Board President or Chairperson or via notice given in the Agenda. The Superintendent and the Board secretary shall make available for examination and copying by members of the public at least one copy of all reproducible written material to be discussed at an open meeting except where the law specifically states that a matter is exempted either temporarily or permanently from such disclosure.

Therefore, the Board of Education directs the Superintendent and the Board secretary, acting jointly and cooperatively, to make easily available copies of the Board of Education policy manual and the minutes of meetings of the Board of Education and its committees (except as exempt by law). Minutes shall be made available within ten (10) days of the meeting reported; policies shall be incorporated into the manual within thirty (30) days of adoption.

Legal Reference: §§84-1408 to 84-1414
§84-712

Date of Adoption: May 10, 2010 and June 14, 2010

Bylaws of the Board - MeetingsOpen Sessions

Subject to the provisions of the public meeting law of the State of Nebraska and the policies of the District, the public shall have the right to attend and the right to speak at meetings of the Board except any part thereof held in closed session, and all or any part of a meeting of the Board except that held in closed session may be recorded by any person in attendance by means of a tape recorder or any other means of sonic reproduction or in writing.

The Board may make and enforce reasonable rules and regulations regarding the conduct of persons attending its meetings and regarding their privilege to speak. The Board is not required to allow citizens to speak at each meeting, nor may it forbid public participation at all meetings.

Any person or group may attend the regular or special meeting of the Board of Education. Undue interruption or other interference with the orderly conduct of business cannot be allowed. Defamatory or abusive remarks are always out of order. A speaker's privilege of address may be terminated if he persists in improper remarks.

At a public meeting of the Board no person shall orally initiate charges or complaints against an individual employee of the District or challenge instructional materials used in the District. All such complaints, charges or challenges shall be presented to the Superintendent or Board in writing and signed by the complainant. All such charges, if presented to the Board directly, shall be referred to the Superintendent for investigation and report.

The Board is not obligated to act on any request unless the same has been submitted in writing to the Superintendent or to the president of the Board sufficiently in advance to allow the same to have been incorporated into the agenda for the meeting.

Date of Adoption: May 10, 2010 and June 14, 2010

Bylaws of the Board - MeetingsClosed Sessions

The Board of Education may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. Closed sessions may be held for, but shall not be limited to, such reasons as: (a) strategy sessions with respect to collective bargaining, real estate purchases, or litigation; (b) discussion regarding deployment of security personnel or devices; (c) investigative proceedings regarding allegations or misconduct; or (d) evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting; provided, however a closed meeting shall never be held for the purpose of discussing the appointment or election of a new member to the Board of Education.

The vote to hold a closed session shall be taken in open session. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The Board shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken.

Any member of the Board shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reasons stated in the original motion to hold a closed session. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes.

The term "closed session" as used in the policies, regulations and Bylaws of the District shall include within its meaning any "executive session" or "executive meeting" authorized or prescribed by said policies, regulations and Bylaws, all of said terms being interchangeable.

Legal Reference: §§84-1407 to 84-1414

Date of Adoption: May 10, 2010 and June 14, 2010

Bylaws of the Board - CommitteesTemporary and Special Board Committees

It shall be the responsibility of the President to appoint temporary and special committees whenever necessary. The President shall outline the duties and responsibilities of each committee at the time of appointment and serve as an ex officio member of the committee. Special committees shall be considered dissolved upon submission of a final report.

Legal Reference: §79-520

Date of Adoption: May 10, 2010 and June 14, 2010