

Board of Education Regular Meeting
Monday, November 9, 2015 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

Bruce Scheer: Present

Luanne Sundberg: Absent

Present: 5, Absent: 1.

1. OPENING PROCEDURES

1.1. Call Meeting to Order

Motion to excuse the absence of Luanne Sundberg Passed with a motion by Matt O'Daniel and a second by Teri O'Flaherty.

Micheal Dwyer: Yea, Matt O'Daniel: Yea, Teri O'Flaherty: Yea, Greg Sampson: Yea, Bruce Scheer: Yea

1.2. Roll Call

1.3. Pledge of Allegiance

1.4. Approval of Regular Meeting Agenda

Motion to approve the regular meeting agenda as p amended move all of 8 unfinished business behind curriculum reports. #4. Passed with a motion by Micheal Dwyer and a second by Bruce Scheer.

Micheal Dwyer: Yea, Matt O'Daniel: Yea, Teri O'Flaherty: Yea, Greg Sampson: Yea, Bruce Scheer: Yea

2. WELCOME TO GUESTS AND PUBLIC FORUM

Josh Willmott, Jessica Scheer, and Vanessa Brown addressed the board in support of having a before and after school program at the school.

3. CURRICULUM/INSTRUCTION REPORTS

3.1. Media Report

Brandon Mues provided a verbal report to support his written report. He highlighted program delivery, maintaining print and audio titles, book clubs, and pro's and con's of different types of media schedules.

3.2. 2014-15 NeSA Report

Chris Fleischman, Student Services Coordinator provided 2014 NeSA results for the board. He highlighted how Arlington compares to the state and to array schools identified by the board.

4. REVIEW OF ANNUAL DISTRICT GOALS

The board plans to review the updated document and will discuss in more detail in January and February meetings.

5. PRINCIPALS' REPORTS

5.1. Mr. Pfingsten's Report

5.2. Mr. Shada's Report

5.3. Mrs. Morgan's Report

6. SUPERINTENDENT'S REPORT

6.1. Enrollment Figures

6.2. Annual Audit Report

Finance Committee will review the report and present it to the full board next month.

6.3. Follow-up on Community Engagement

The board supported sending an update to participants of the community engagement sessions that were held last year. A year out on community engagement.

7. COMMITTEE AND REPRESENTATIVE REPORTS

7.1. Americanism/Education Evaluation

7.2. Buildings and Grounds Committee

Bruce Scheer indicated that main topics from the committee meeting would be discussed in other items of the agenda.

7.3. Finance Committee

7.4. Negotiations Committee

Greg Sampson shared that the committee has met twice and that there has been a meeting with AEA. He expressed thanks for the Northstar software and shared how it makes the process more efficient.

7.5. NASB Legislative Representative

Mike shared that preliminary projections from the forecast board is for a 135 million dollar shortfall which could potentially impact education and taxes.

7.6. Professional Development Sharing

8. UNFINISHED BUSINESS

8.1. Discuss and Consider on second reading amending Policy 3520 Transportation to encompass driving standards and eliminating Policy 3410 Safe Driving Record Standard for Drivers and Regulation 3520B Safe Driving Record Standard for Drivers.

Motion to approve Policy 3520 Transportation as presented and to eliminate Policy 3410

Safe Driving Record Standard for Drivers and Regulation 3520B Safe Driving Record Standard for Drivers Passed with a motion by Matt O'Daniel and a second by Bruce Scheer.

Micheal Dwyer: Yea, Matt O'Daniel: Yea, Teri O'Flaherty: Yea, Greg Sampson: Yea, Bruce Scheer: Yea

Lynn Johnson recommended changes that would enhance consistency and improve policy alignment.

8.2. Discuss, Consider, and Take Necessary Action pertaining to results from before/after school and summer programming.

Authorize Superintendent Johnson to proceed with communications and negotiations with YMCA regarding before and after school care for the 2016 school year. Passed with a motion by Matt O'Daniel and a second by Greg Sampson.

Micheal Dwyer: Yea, Matt O'Daniel: Yea, Teri O'Flaherty: Yea, Greg Sampson: Yea, Bruce Scheer: Yea

Board members O'Daniel, Sampson, O'Flaherty, Scheer and Dwyer voiced support of offering some form of before and after school programming. Lynn Johnson presented information on licensing, program space, and possible providers to include the YMCA.

8.3. Discuss and Consider the Superintendent Evaluation

8.4. Discuss and Consider progress on the HVAC project.

Administration is meeting regularly with AES to refine plans for HVAC. Preliminary plans include relocating 2-4 classrooms at a time allowing work to continue through the 16-17 school year.

9. NEW BUSINESS

9.1. Discuss, Consider and Review the district's annual report.

9.2. Discuss, Consider and Review Policies 4001-4012.

Lynn Johnson indicated that policy 4001 should be changed to identify Aaron Pfungsten as the discrimination coordinator.

9.3. Discuss and Consider the AQuESTT system

Tabled until next month.

9.4. Discuss, Consider, and Take Necessary action to approve adding a part-time elementary teacher on a temporary contract.

Motion to approve adding a temporary part-time elementary teacher for the 15-16 school year Passed with a motion by Greg Sampson and a second by Teri O'Flaherty.

Micheal Dwyer: Yea, Matt O'Daniel: Yea, Teri O'Flaherty: Yea, Greg Sampson: Yea, Bruce Scheer: Yea

Jacque Morgan explained the data that supports the request for additional staffing.

10. CONSENT AGENDA

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

Micheal Dwyer: Yea, Matt O'Daniel: Yea, Teri O'Flaherty: Yea, Greg Sampson: Yea, Bruce Scheer: Yea

10.1. Minutes of the Previous Board Meeting(s)

10.2. Monthly Financial Reports

10.3. Claims (Check Register)

10.4. Special Fund Transfers

10.5. Hot Lunch Report

10.6. Activity Report

11. EXECUTIVE SESSION

The board recessed at 9:23 p.m. and entered executive session at 9:30 p.m.

11.1. Discuss and Consider fulfillment of contract that was entered into with third party agency.

Enter into executive session Passed with a motion by Matt O'Daniel and a second by Greg Sampson.

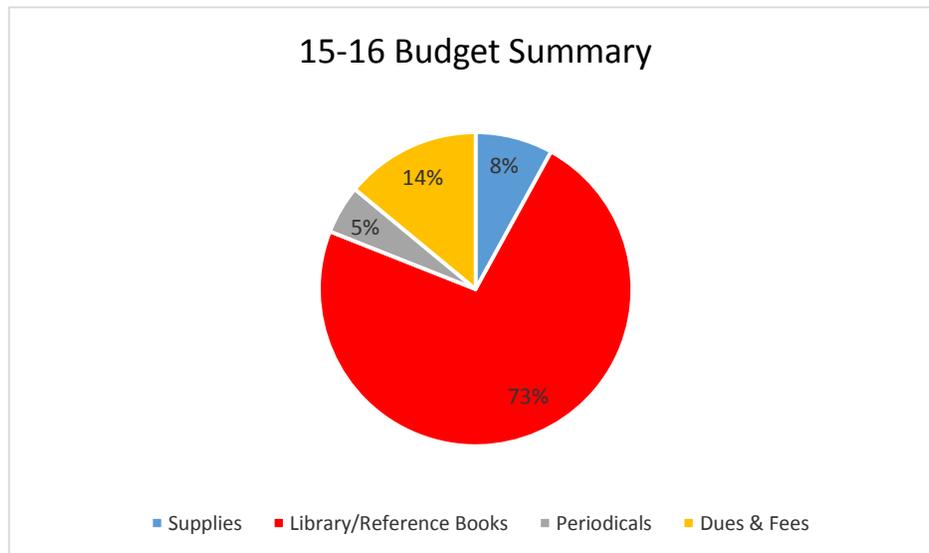
Micheal Dwyer: Yea, Matt O'Daniel: Yea, Teri O'Flaherty: Yea, Greg Sampson: Yea, Bruce Scheer: Yea

12. ACTION ON EXECUTIVE SESSION ITEMS

13. ADJOURNMENT

Meeting was adjourned at 9:40 p.m.

**Arlington Public Schools
K-12 Media Board Report
November 2015
Media Specialist: Brandon Mues
Library Paraprofessional: Merrit Gilmore**



Mission Statement

The mission of our library is to ensure that students and staff are effective users of information. A place that empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.

Circulation

The Arlington Media Center continues to use the new Destiny Library Manager circulation system. Below are some benefits of this circulation software.

- Allows us to grow and analyze the effectiveness of our library collection with direct connection to Titlewave and TitleWise, our main collection providers.
- Supports an enhanced eBook reading experience for students with direct connection to FollettShelf.
- Provides greater access and visibility to online resources that enhance our current collection using the new Destiny Quest book searching interface.

With much success, the 7-12 fiction collection is now shelved according to fictional genre. These fiction books are now organized by adventure, sci-fi/fantasy, horror/suspense, realistic fiction, historical fiction, sports, and classical fiction.

The library has been doing a massive reconstruction of its older non-fiction titles in both the elementary and high school areas. We currently use the coined term from the American Library Association “MUSTY” to weed titles in a systematic and deliberate way. More information can be found in the attached brochure.

*The Arlington Media Center has had a total of 7,656 checkouts since the beginning of the 2015 school year.

Follett Shelf

The Arlington Media Center now hosts 100 digital books on the Follett Shelf. The shelf allows students to check out both non-fiction and fiction books online with an appropriate electronic device such as an iPad, Nook, or laptop computer. Some of these books are unlimited access books. These titles can be simultaneously checked out at the same time by an entire class, which bodes well for literature circles, introductory story activities, or research based units.

Viper Club

The Viper Club is a reading/gaming club hosted by Mr. Mues. This would be similar to a chess club in many other schools but our emphasis is placed on a quarterly book selection along with card games such as Magic the Gathering or Dungeons and Dragons. The club meets every Tuesday over the lunch period to discuss books and show off new cards or gaming strategies. The club is open to both boys and girls and we have over 10 members that participate. Options have been discussed with Mrs. Harris about doing something like this with older elementary kids using the Pokemon or Skylander themes.

Fall Book Fair

The Arlington School Library hosted its annual fall book fair in October of 2015 during parent teacher conferences. The fair profits totaled \$3,400 and raised nearly \$800 in funds that will be used to purchase new print and digital books for our library. We will host another fair in the spring.

Information Literacy Highlights (K-6)

Locating materials in the library: Fiction vs. non-fiction

Using our library search catalog Destiny Quest. Students can now construct friend lists to share books they have read or give reviews on books.

Accessing and recording information using our online encyclopedia World Book.

Golden Sower readings and voting. Both at the primary and intermediate levels.

Accessing and evaluating information on the Internet.

- Recognizing the need to discover the source of a website
- Evaluating the authority of a website
- Making wise and ethical decisions online

Ethical behavior with regards to other people's work.

Using print and online reference materials; dictionary, thesaurus, encyclopedia, atlas, etc.

Information Literacy Highlights (7-12)

Accessing and locating materials in the library.

Using online databases e-Library and NebraskaAccess.

Using our online encyclopedia World Book.

Book club that services grades 7-12 students at various times throughout the year.

Accessing and evaluating information on the Internet.

Ethical behavior with regards to other people's work.

Citing works used for research.

Copyright and fair use.

Fixed vs. Flexible Library Scheduling

(See presentation)

NESA Summary from Spring of 2015

Students scoring in the proficient range for science and math increased from 2014 to 2015. Reading decreased slightly: Reading 90%-89%; Math 82%-83%; Science 86%-91%

Arlington exceeds the state average scale score in reading, math, and science in grade levels 4th and above.

88% of all student in the junior class were proficient on the 2014-2015 NeSA-R.
(Decrease of 7% from previous year)

80% of all student in the junior class were proficient on the 2014-2015 NeSA-M.
(No change from previous year)

93% of all students in the junior class were proficient on the 2014-2015 NeSA-S.
(No change from previous year)

90% of all middle school students (grades 7-8), were proficient on the NESA-R.

82% of all middle school students were proficient on the NeSA-M.
(Decrease of 2% from previous year)

88% of all middle school students were proficient on the NeSA-S.
(Decrease of 3% from previous year)

ANNUAL DISTRICT GOALS

February 2015

GOAL AREA: BUDGET

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

OBJECTIVES:

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

STRATEGIES:

1. Evaluate the merits of using QCPUF funds for energy efficient projects.

Explored and employed QCPUF.

2. Identify alternative funding sources.j

Obtained grants from Arlington Youth Foundation, Fremont Community Foundation, America Grow Rural Schools

Obtained donations for welding program from DW Steel, American Welding Society, Lincoln Electric, Airgas, and Metro Community College South Omaha Campus.

3. Assist the Arlington Education Foundation in developing capacity for alternative funding sources.

Lynn is serving on a Task Force comprised of representatives from different community organizations who are exploring avenues of collaborative fundraising and marketing. This committee has met four times and continues to meet.

GOAL AREA: COMMUNITY ENGAGEMENT

GOAL: Work proactively with the community to improve the educational programs.

OBJECTIVES:

1. APS will develop processes and procedures to more effectively engage with the community about issues that impact student and educational programs.

STRATEGIES:

1. Examine current practices to promote community engagement.

The board provides public speaking at all board meeting.

The board will send follow-up letter on progress achieved/taken based upon the previous community engagement activity.

GOAL AREA: FACILITIES

GOAL: Provide quality facilities to enhance educational programs.

OBJECTIVES:

1. APS will provide a safe and secure learning environment.
2. APS will identify and prioritize existing facility needs.
3. APS will identify and prioritize a 5-10 year facility enhancement plan.

STRATEGIES:

1. Examine existing transportation program and plan for future needs.

The board has decided to postpone any investigation of outsourcing.

The board has modified Policy 3520 which extends the scope of the busing to include nonresident St. Paul's students.

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

Updated lighting at athletic field to be energy efficient, updated lighting in old HS gym and blue gym to be energy efficient, updated lighting in weight room to be energy efficient, updated lighting in welding area to be energy efficient.

3. Create an ad hoc committee (internal and external members) to define facility enhancement plan and determine how to implement it.

GOAL AREA: STUDENT PERFORMANCE

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

OBJECTIVES:

1. APS will consistently score above the state average and score in the top 20% of the identified array schools at each grade level in both reading and math.

2. Maintain interest and increase participation in career and college ready courses as measured by a) number of students completing career pathways, b) number of students successfully completing college courses (dual enrolled)

3. Maintain cohort graduation rates of 94% or higher.

STRATEGIES:

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

Hired a part time Student Services director to assist with this function.

Adopted and implementing a language arts curriculum that is aligned to state standards.

Adopted a health curriculum aligned to national standards.

Starting a 2 year process of adopting a math curriculum K-12 aligned to state standards.

Staff review state standards and align essential learning elements to the standards during PLC meetings.

Purchased, implementing, and reviewing new Reading Street curriculum that aligns to Nebraska Language Arts state standards.

2. Incorporate the *Nebraska Standards for Career Ready Practice: Preparation for College and Career* into courses in 9-12 Business, FCS, and Industrial Tech areas.

FCS reviewed these standards and as a result introduced three new courses in their department that encompass two career tracks (health and education.)

Industrial Tech and 9-12 Business are completing a study of best practices and will be recommending action by year end.

3. Practice data-informed program and instructional planning in the implementation of MTSS.

Utilizing NWEA three times a year (beginning of year, middle of year, end of year) to measure student achievement in the areas of reading and math for students in grades 2-9.

Elementary teachers provide interventions and do progress monitoring on these students.

Elementary students are DIBELS tested at the beginning of the year and teachers utilize that data in planning instruction.

Elementary teachers are using progress monitoring through the Early Intervention Reading and Core Corrective Reading systems.

4. Identification and begin implementation on defined instructional model.

Administrative team compared and contrasted Danielson and Marzano model during the 2014-15 school year.

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

7-12 teachers are using PLC to develop and peer review these formative assessments. These documents are housed in a Google Warehouse.

Elementary teachers are using PLC time to develop and discuss common formative assessments specifically in the area of reading. These assessments and essential outcomes are housed in a Google folder.

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

Secondary staff have utilized Plicker for quick, in-class assessments in science and computer courses.

Skype has been used to provide a platform for visual and auditory communication with Cedar Bluffs for Agricultural Education.

Scott Parson has provided articulated technology mini workshops that are held both before and after school during the 2014-15 and 2015-16 school year.

K-6th grade teachers utilize IXL for reinforcement of skills in that area of Math.

There are additional interactive technology pieces in the new reading curriculum.

Secondary Principal's Report For the November 2015 Board Meeting

Parent-Teacher Conference Attendance

The graphics below show the breakdown of attendance for the fall parent-teacher conferences.

FALL - 2015 Oct 21st & 22nd			
Weather on Wednesday - Sunny and 70°		5:30-8:00	
Weather on Thursday - Cloudy and 60°		5:30-8:00	
	Wednesday	Thursday	Total
7th Grade:	27%	51%	78%
8th Grade:	30%	31%	61%
9th Grade:	21%	45%	65%
10th Grade:	14%	37%	51%
11th Grade:	19%	29%	48%
12th Grade:	13%	30%	43%
Total	21%	37%	58%

FALL - 2014 Oct 22nd & 23rd			
Weather on Wednesday - Rainy and 65°		5:30-8:00	
Weather on Thursday - Cloudy and 60°		3:45-6:15 due to football game	
	Wednesday	Thursday	Total
7th Grade:	34%	17%	51%
8th Grade:	30%	10%	40%
9th Grade:	34%	18%	52%
10th Grade:	36%	18%	54%
11th Grade:	20%	18%	38%
12th Grade:	33%	26%	59%
Total	31%	18%	49%

Regional Writing

Students in 8th grade and 11th grade recently took the regional writing assessment which is designed to expose students to a sample NeSA-type prompt. The assessment is sent out to be graded and the results will be returned to us at the beginning of November. The assessment provides us performance-level data on the six traits of writing and the four domains of the NeSA-W test. We will use the data to inform instruction for these students.

Gallup Student Poll

At the end of October, juniors and seniors participated in the Gallup Student Poll. This poll includes items on a 5-point scale where 5 means strongly agree and 1 means strongly disagree. The poll is designed with questions in four different “theme” areas: engagement, hope, entrepreneurial aspiration, and career/financial literacy. Gallup collects and analyzes the results of the poll and then provides a report to the school. We anticipate the arrival of the report to be toward the end of November and we plan to use the data as another piece of information specific to student engagement and vision for their future.

Recent Community Service

FBLA - The FBLA sponsored a food drive for the Washington County Food Bank in October. The middle school students collected 297 cans and \$274.27. The high school students collected 1,057 cans and \$77.50.

NHS - On October 31, the NHS went trick or treating. They were not looking for candy, however. They were collecting non-perishable food items for the Washington County Food Bank. “Trick or Treat so Others Can Eat” brought in over 650 non-perishable food items!

Honoring our Veterans

On Wednesday, November 11, we will host a Veteran’s Day celebration from 9:00-10:00 to honor local men and women who have served our great country in the armed forces.

James Shada
November 2015
Board Report

Fall Sports Come to a Close

We had a successful fall sports season. In girls golf we had multiple girls place in six tournaments in the 2015 season. In cross country we had a young team that continued to improve week by week lead by the Runza Athlete of the Week Brandon Keffer. The football team ended the year with a 4-5 record and continued to get better week to week. Volleyball is having a great year and is headed to the district final with a record of 21-7. In softball we finished a great year with a record of 19-9. I would also like to thank our staff, students, and fellow administration for their help running all five sports during the fall sports season. Special thanks to Mr. Reed and his staff for all their help in keeping the facilities in great shape throughout the season. It is truly a school wide effort to make these events successful.

Winter Activities

The winter athletic practices start November 16th for Boys and Girls Basketball and Wrestling. We also have several performances that we will be hosting and competing in before Christmas.

- November 17th One Act Play Public Performance at 7:00 p.m.
- November 23rd One Act Play Nebraska Capitol Conference Competition at Wahoo High School. Time to be determined.
- December 2th One Act Districts at Bennington. Time to be determined.
- December 10th Middle School/High School Winter Concert at 7pm.

Veteran Day

On November 11th Veterans Day we will be hosting a program to honor our local veterans and their families. Mr. Barry Jurgensen has been the point man for this program. He has done a quality job working with all community state holders to make this event possible and publicize the program to our community. We are honored to host our local veterans and excited to use this program as an educational experience for our K-12 students.

Board Report November 2015 - Elementary Principal

Parent-Teacher Conferences – conferences were held October 19th and October 22nd at the elementary. Below are the percent for each classroom’s participation.

**Monday, October 19 &
Thursday, October 22**

Preschool	100%
Kindergarten - Larsen	100%
Kindergarten - Warner	100%
1st Grade - Brennfoerder	100%
1st Grade - Christensen	96%
2nd Grade - Mruz	96%
2nd Grade - Walling	100%
3rd Grade - Fairhead	100%
3rd Grade - Fedde	100%
4th Grade - Hasenauer	100%
4th Grade - Wolf	95%
5th Grade - Gubbels, Kaup	98%
6th Grade - Eckhardt, Reed	87%

DeMoine Adams Assembly – DeMoine Adams came to share his message about defending against bullying. The assembly was held October 21st and promoted the steps to identifying a bully, standing with friends against bullying, and defending our friends and school against bullies. Students received the upbeat message well and we have continued to use the same language in guidance and in the classroom.

Halloween parties – Students participated in the annual costume parade and party. We had many parents here to celebrate with their students.

First Annual PTO Trunk or Treat – The PTO put on the first ever Trunk or Treat event in the parking lot of the high school. We had 35 trunks participating. Several High School clubs and teams participated as well as the Arlington fire department and faculty members. It was a huge success.

Magazine Drive Kick-off (fundraiser for our Always for Kids Funds) – Our annual magazine drive fundraiser kicked off Friday, October 31 with a brief assembly. Students are working towards earning a variety of prizes through the offering of magazines. The money from magazine sales go into our Always for Kids fund which is used for field trips and other student centered needs.

White Cane Day – Celebrated on October 15th - White Cane Day began in 1964 and is a day to celebrate the achievements of those who are visually impaired. Carla Kaup and Jacque Morgan participated in a demonstration to prove how difficult being visually impaired would be. The day was arranged by Merry-Noel Chamberlain, a vision therapist, that works with Arlington Public School students.

Red Ribbon Week – The week of October 26th was Red Ribbon Week. This week is meant to celebrate being drug free and anti-bullying. We had many different activities to highlight the skills needed to continue to be drug free and lead an anti-bullying life.

Box Tops Fundraising – We have recently sent off our first Box Top fundraising submission. The first submission was for \$1,190. This is what our typical submission for an entire year has been and this is only the half way point!

**ARLINGTON PUBLIC SCHOOL 2015-2016
STUDENT ENROLLMENT SUMMARY GRADES K - 12
November 4, 2015**

	<u>GIRLS</u>	<u>BOYS</u>	<u>TOTAL</u>
KINDERGARTEN	20	27	47
GRADE 1	20	23	43
GRADE 2	23	28	51
GRADE 3	13	20	33
GRADE 4	25	20	45
GRADE 5	24	23	47
GRADE 6	<u>24</u>	<u>27</u>	<u>51</u>
K-6 TOTAL	149	168	317 (283 November 2014)
GRADE 7	21	29	50
GRADE 8	22	28	50
GRADE 9	25	21	46
GRADE 10	28	28	56
GRADE 11	18	30	48
GRADE 12	<u>20</u>	<u>21</u>	<u>41</u>
7-12 TOTAL	135	157	291 (282 November, 2014)
K-12 TOTAL	284	325	608 (565 November, 2014)
PRESCHOOL	11	14	25
PK-12 TOTAL	295	339	633 (590 November, 2014)
OPTION ENROLLMENT:	<u>IN</u>		<u>OUT</u>
KINDERGARTEN	5		1
GRADE 1	8		3
GRADE 2	8		2
GRADE 3	7		7
GRADE 4	7		1
GRADE 5	9		7
GRADE 6	5		3
GRADE 7	9		3
GRADE 8	9		8
GRADE 9	12		4
GRADE 10	13		5
GRADE 11	9		7
GRADE 12	<u>8</u>		<u>6</u>
TOTALS	109 (89 November 2014)		57 (66 November 2014)

ARLINGTON PUBLIC SCHOOL

Title of Group Meeting: Board of Education Facility Committee

Date: 10/26/2015

Time: 6:00 p.m.

Chairperson: Bruce Scheer

Recorder: Lynn Johnson

Group Members Present: Luanne Sundberg, Bruce Scheer, Mike Dwyer, Lynn Johnson, Lawrence Reed

Group Members Absent:

Agenda:

1. Before/After School Program Update – Lynn and Luanne will work to compile the survey results for committee review prior to reporting back to the board.
2. Disposal of Buses – The committee discussed the various online auction sites that are designed for this type of purpose. Lynn was tasked with obtaining further information on a couple of these vendors to be used when we are ready to sell old buses. The district will sell one or possibly two old buses upon receipt of the new bus.
3. HVAC – Lawrence and Lynn provided the committee with an updated Preliminary Schedule that was provided by AES. They also reviewed the agenda and discussion points of the Progress Meeting with AES that was held on 10/26/15.
4. Roof Update – The HVAC project will have a large impact on the roof and that was discussed during discussion on item 3.
5. Preschool Playground – Lawrence shared with the committee information that he obtained from a company who provides rubber crumb ground cover for playgrounds. The plan would be to purchase product for the preschool playground that would be installed by our staff. There is a grant available to offset the cost of this project. This would be a summer project.
6. Hazard Mitigation – Lawrence and Lynn informed the board that they worked with Becky Appleford, a representative from JEO Consulting, to complete our hazard mitigation plan. The plan will be forwarded for committee review once it is finalized by Ms. Appleford and returned to the district.

ARLINGTON PUBLIC SCHOOL

Title of Group Meeting: Board of Education Negotiation Committee

Date: 10/25/15

Time: 5:00 p.m.

Chairperson: Greg Sampson

Recorder: Lynn Johnson

Group Members Present: Greg Sampson, Teri O'Flaherty, Matt O'Daniel, Lynn Johnson.

Group Members Absent: None

Agenda:

1. Greg Sampson provides the committee with an overview for the negotiations process with teachers (AEA).
2. The committee outlined their goals for future meetings and future meeting dates pertaining to the same.
3. Lynn Johnson provided the committee with a brief overview of Northstar Negotiations software and the committee scheduled a date for further training on the software.

Business OperationsTransportation

The Arlington Public Schools' transportation system shall comply with existing Nebraska statutes and state department rules and regulations.

Arlington Public Schools shall provide school bus transportation for resident students attending Arlington Public Schools who live at least one mile from the school and outside of city limits. The transportation system shall provide a service promoting safe and healthful pupil transportation and contribute to the operational economy and efficiency of Arlington Public Schools.

Arlington Public Schools shall also provide transportation without cost for resident children who attend St. Paul's Lutheran School. Such transportation shall extend only from some point on the regular public school bus route nearest or most easily accessible to their homes to and from a point on the regular bus route nearest or most easily accessible to St. Paul's Lutheran School. Transportation for St. Paul's students is only provided at times when transportation is being provided for Arlington Public School students.

Option students may be bused if they live directly on a school district regular bus route or parent/guardians transport their child(ren) to some point on the regular bus route as determined by the district to be safe and there is room on the bus.

Nonresident students attending St. Paul's Lutheran School may be bused if they live directly on the school district regular bus route or parent/guardians transport their child(ren) to some point on the regular bus route as determined by the district to be safe and if the desired pupil capacity on the bus is maintained. Such transportation shall extend only from some point on the regular public school bus route nearest or most easily accessible to their homes to and from a point on the regular bus route nearest or most easily accessible to St. Paul's Lutheran School. There will be an annual fee assessed for these services. The fee is 'in addition' to the shuttle bus fees assessed by St. Paul's. Resident students and option students will be given priority consideration when determining capacities.

A student may be required, at the board's discretion, to transport to a location for pick-up and drop-off without reimbursement as per state law.

School buses and district vans shall be used to transport pupils to and from school for school activities.

School district buses will not operate when weather conditions or other natural elements make it unsafe to do so. The final judgment as to when conditions are unsafe to operate will be made by the superintendent. The superintendent will be assisted by the actual "on location" decisions and reports of the transportation director.

Standing authorization shall be granted by the board to school administrators, school nurses and other personnel designated by the superintendent to transport students in private vehicles when, in the opinion of the school personnel, this is necessary.

Transportation – Safe Driving Record Standard

Standard for Pupil Transportation Vehicle Drivers: Each person who is required to have a permit to operate a pupil transportation vehicle for this School District shall meet all requirements to hold and continue to hold a pupil transportation operator's permit. One of the requirements for obtaining such a permit is that the person has a record of satisfactory driving as determined by Board policy. Each person who transports students on an irregular basis and who is not required to hold a pupil transportation operator's permit shall have a record of satisfactory driving as determined by Board policy. For such persons mentioned above, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior ~~20~~ **10** years; or,
3. Reckless driving or willful reckless, within the immediate prior ~~20~~**10** years; or
4. Accumulation of five or more points under the motor vehicle operator's license point system within the immediate prior four years. In the event the person has accumulated three or four points within the immediate prior four years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Other School Vehicles: Each person who drives a school vehicle other than a pupil transportation vehicle and does not transport students in the vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. In the event that the person's employment position requires driving vehicles as a function of the person's employment, the employment may be terminated in the absence of a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior ~~20~~ **5** years; or,
3. Reckless driving or willful reckless, within the immediate prior ~~10~~ **5** years; or
4. Accumulation of six or more points under the motor vehicle operators' license point system within the immediate prior four years. In the event

the person has accumulated 3, 4, or 5 points within the immediate prior four years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

The record of satisfactory driving standards shall apply to all new employees from and after adoption of this policy. Existing employees shall be subject to the same standards, provided that the Superintendent or Superintendent's designee may determine to permit an exception based on the existing employee's record of satisfactory driving while employed with the District and the nature and proximity of prior driving offenses as such offenses relate to safe transportation.

Legal Reference: Neb. Rev. Stat. §79-318, §79-601, §79-602, §79-607, §79-608, §79-611
Neb. Rev. Stat. Section §60-4, 182 (Point System)
Title 92, Nebraska Administrative Code, Chapter 91

Date of Adoption:

Safe Driving Record Standard for Drivers

Standard for Pupil Transportation Vehicle Drivers: Each person who is required to have a permit to operate a pupil transportation vehicle for this School District shall meet all requirements to hold and continue to hold a pupil transportation operator's permit. One of the requirements for obtaining such a permit is that the person have a record of satisfactory driving as determined by Board policy. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 5 years; or,
3. Reckless driving or willful reckless, within the immediate prior 5 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Small Vehicles for Activity Trips: Each person who drives a small vehicle (car or van) other than a pupil transportation vehicle for school activities and who is not required to have a permit to operate a pupil transportation vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 5 years; or,
3. Reckless driving or willful reckless, within the immediate prior 5 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system, within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Other School Vehicles: Each person who drives a school vehicle other than a pupil transportation vehicle and does not transport students in the vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. In the event the person's employment position requires driving vehicles as a function of the person's employment, the employment may be terminated in the absence of a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 5 years; or,
3. Reckless driving or willful reckless, within the immediate prior 5 years; or
4. Accumulation of 6 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3, 4 or 5 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

The record of satisfactory driving standards shall apply to all new employees from and after adoption of this policy. Existing employees shall be subject to the same standards, provided that the Superintendent or Superintendent's designee may determine to permit an exception based on the existing employee's record of satisfactory driving while employed with the District and the nature and proximity of prior driving offenses as such offenses relate to safe transportation.

Legal Source:

Neb. Rev. Stat. sections 79-318, 79-602, 79-607 and 79-608;
Neb. Rev. Stat. section 60-4,182 (point system);
Title 92, Nebraska Administrative Code, Chapter 91.

Adopted: March 10, 2008

Reviewed: October 10, 2011

TransportationTransportation – Safe Driving Record Standard

Standard for Pupil Transportation Vehicle Drivers: Each person who is required to have a permit to operate a pupil transportation vehicle for this School District shall meet all requirements to hold and continue to hold a pupil transportation operator's permit. One of the requirements for obtaining such a permit is that the person has a record of satisfactory driving as determined by Board policy. Each person who transports students on an irregular basis and who is not required to hold a pupil transportation operator's permit shall have a record of satisfactory driving as determined by Board policy. For such persons mentioned above, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 20 years; or,
3. Reckless driving or willful reckless, within the immediate prior 20 years; or
4. Accumulation of five or more points under the motor vehicle operator's license point system within the immediate prior four years. In the event the person has accumulated three or four points within the immediate prior four years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Other School Vehicles: Each person who drives a school vehicle other than a pupil transportation vehicle and does not transport students in the vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. In the event that the person's employment position requires driving vehicles as a function of the person's employment, the employment may be terminated in the absence of a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 20 years; or,
3. Reckless driving or willful reckless, within the immediate prior 10 years; or
4. Accumulation of six or more points under the motor vehicle operators' license point system within the immediate prior four years. In the event the person has accumulated 3, 4, or 5 points within the immediate prior four years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Date of Adoption: June 11,2012

BEFORE AND AFTER SCHOOL SURVEY

NAME: _____ (optional)

The district is interested in collecting data that would assist them and outside entities in determining the before and after school program needs of the families for school age elementary students in our district. Your answers to the questions should be based upon the understanding that programming will have a cost which is comparable to other area programs of like nature. Please submit this survey to the office or a classroom teacher. Your assistance in this endeavor is appreciated.

SECTION A: Respond by Marking an X

1. Do you have interest in any form of Before & After School Programming?
2. Do you have interest in Summer Program opportunities?

YES	NO

(IF YOU ANSWERED 'NO' TO BOTH QUESTIONS... YOU ARE DONE WITH THIS SURVEY.)

(IF YOU ANSWERED 'NO' TO QUESTIONS 1 BUT 'YES' TO QUESTION 2 PROCEED TO QUESTION 12-13.)

SECTION B: Type of Programming – Respond by Marking an X

3. We are interested in enrolling our child(ren) in a Before & After School Program on school days only.
4. We are interested in enrolling our child(ren) in a Before & After School Program that includes school days, inservice days, and some days during extended holiday breaks.
5. We would utilize a Before & After school program even if a Summer Program was **not** included.

YES	NO

SECTION C: Specifics of Programming – Respond by Marking X and Number of Children if YES.

You are asked to complete the chart based on the following definition of enrollment categories:

Full Time - reserves a space each morning and afternoon.

Part time AM - reserves a space each morning (before normal school start)

Part time PM - reserves a space each afternoon (after normal dismissal...3:20 p.m.)

Part time AM and PM – reserves a space for a combination of specific mornings and afternoons

Daily - Reserves a space for (1, 2 or 3) specified days of the week (both morning & afternoon)

Drop in - is reserved for occasional care (1-2x per month)

Summer Full Time - reserves a space each morning and afternoon, up to five (5) days per week.

Summer Part Time - reserves a space each morning and afternoon, up to three (3) days per week.

	NO	YES	Age of Child(ren)
6. Full Time			
7. Part Time AM			
8. Part Time PM			
9. Part Time AM and PM			
10. Daily			
11. Drop In			
12. Summer Full Time			
13. Summer Part Time			

COMMENTS OR OTHER INFORMATION TO SHARE:

SUMMARY OF BEFORE/AFTER SURVEY

107 Surveys returned

62 Expressed no interest in **using** the programs although some of those expressed that they were interested in program existence.

8 persons expressed interest in Summer programming only

36 persons expressed interest in some form of before/after programming

- 26 of these persons interested in some form of summer programming with only 21 actually marking which type of summer programming.

BEFORE/AFTER PROGRAMMING SPECIFICS

Full Time: 10 Families/12 students (3 of these families also indicating interest in Part Time AM/PM)

AM Only: 2 Families/3 students

PM Only: 12 Families/15 students (1 additional family possible with 4 students)

Part Time AM/PM: 7 Families/8 Students (2 Families also marking PM Only)

Daily: 7 Families who are already represented in a category above indicated interest in Daily also. No families indicated interest in Daily Only.

Drop In: 8 Families who are already represented in top four categories above also indicated interest in Drop In. 3 Families indicated interest in Drop In Only.

SUMMER PROGRAMMING

Part Time: 13 Families/16 students

Full Time: 14 Families/22 Students (5 of these families also expressed interest in Part Time Summer and 1 in Drop In Summer)

Drop In Only: 2 Families/1 student

COMMENT SUMMARY: (THOSE INTERESTING IN USING PROGRAMMING)

It would be very part-time.

Would love PM part-time for my 11 year old – he wants to do activities like chess & coding clubs so he can't ride the bus home but w/ full time working parents it's extremely difficult to pick him up at 4:00/4:30. Would love a place to stay at school until we could pick him up & he can do homework.

There is a need for this, for our family it's either all or none – can't lose my spot at daycare.

This type of programming is Long Overdue!! It should be a priority for the school. It greatly enhances education & most schools already offer it!

Would also use when my 3 year old daughter goes to preschool.

My daughter needs preschool next August 2016 and we need before and after care for her. If the school offered it then my son would go as well.

Depends on price – may utilize part-time PM.

This is a great thing! Would be willing to help w/any logistics & planning if needed.

Drop in after school would be our highest interest!

COMMENT SUMMARY (THOSE NOT INTERESTED IN USING EITHER PROGRAM)

I am a daycare provider myself so my children would not attend. However, summer care and before and after school care is a need! I have many parents who struggle to find somewhere for their kids. I also know many who will take their kids to another preschool because they work out of town and cannot pick up/drop off then take them out of town to another daycare. I have so many school aged kids I've had to turn down because I am already full. If a program was open, and people trusted it to stay open, it would be utilized. Feel free to call also! Ashley Stork 402-719-0320.

I don't need it, but would support it for our district.

Great idea, if my daughter was younger or I didn't stay at home.

It's a great idea for the school to have this option. I'm just not in need of daycare! I'm definitely for it!

Would love to see it!

We do not have need for childcare but, Arlington is in desperate need of child care so I am 100% in agreement for this.



Arlington Schools HVAC Upgrade

Progress Meeting – 10/26/15

AGENDA

- Scope Review
 - Replace all HVAC systems with new roof top units (RTUs), new RTUs to be zoned with similar exposure / use rooms on a unit.
 - Go over if any units should be re-used.
 - Go over zoning plan
 - Any spaces we just want heat only

 - Preliminary Schedule for design / bid / build process
 - 12/8/15 - 95% CDs for owner review
 - 12/22/15 - Comments to AES
 - 1/8/16 - 100% CDs / out for bid
 - 1/19/16 - On site pre-bid walk through
 - 2/4/16 - Bid date
 - 2/8/16 – Contractor selection / contract
 - 2/22/16 – Begin construction process (8-10 weeks - Shop Drawings / Lead times for equipment)
 - ~4/28/16 – Begin on site construction
 - 5/25/16 – Last day of School
 - 12/31/17 – Substantial Completion

 - Preliminary Phasing
 - Possibly set RTUs in summer, then work in one zone at a time through school, would need 2-3 classrooms for swing
-



Arlington Public Schools

Annual Report Summary

November 2015
www.apseagles.org



PK -12 Enrollment for 2015-2016	
Fall Membership	
Pre-school	26
Kindergarten	47
1st Grade	44
2nd Grade	51
3rd Grade	33
4th Grade	45
5th Grade	46
6th Grade	53
7th Grade	51
8th Grade	48
9th Grade	47
10th Grade	55
11th Grade	48
12th Grade	41
Total PK - 12	635

Board of Education	
Micheal Dwyer	Greg Sampson
Matt O'Daniel	Bruce Scheer
Teri O'Flaherty	Luanne Sundberg

Avg. Teachers Salary Data		
	ARL	State
2014-2015	52,594	50,681
2013-2014	51,056	49,669
2012-2013	50,145	48,995
2011-2012	51,433	48,154

School Finance Receipts Data			
2014-2015: Local/Prop. Taxes	State	Federal	
	76.00%	15.22%	2.77%
2013-2014: Local/Prop. Taxes	State	Federal	
	84.37%	11.98%	2.65%

Avg. Years Teaching Experience		
	ARL	State
2014-2015	13.43	14.34
2013-2014	12.72	14.56
2012-2013	12.54	15.03
2011-2012	15.72	15.19

Mill Levy and Valuation Data		
	Tax Levy	District Valuation
2015-2016	\$1.11	\$637,224,744
2014-2015	\$1.14	\$573,737,756
2013-2014	\$1.14	\$534,987,693
2012-2013	\$1.14	\$479,769,161

PK-12 Enrollment Totals	
2014-2015	590
2013-2014	587
2012-2013	553
2011-2012	569

State Aid and Tax Request Data		
	State Aid	Property Tax Request
2015-2016	\$362,670	\$7,010,226
2014-2015	\$282,022	\$6,527,244
2013-2014	\$294,070	\$6,098,616
2012-2013	\$411,524	\$5,476,339

Teachers with Masters Degree/Higher		
	ARL	State
2014-2015	76.09%	52.16%
2013-2014	69.57%	51.73%
2012-2013	73.91%	49.27%
2011-2012	65.22%	47.46%

PK-12 Daily Attendance Data		
	ARL	State
2014-2015	95.88	95.17
2013-2014	96.24	95.18
2012-2013	96.08	95.30
2011-2012	96.53	95.55

Total General Fund Disbursements	
2014-2015	\$7,117,149
2013-2014	\$6,684,399
2012-2013	\$6,073,286
2011-2012	\$5,934,728

Student Population Characteristics from 2014-2015		
	ARL	State
Enrolled in Special Education	8.87	14.71
*Mobility Rate (moving in/out during year)	N/A	N/A
Eligible for free/reduced school meals	19.66	44.17

Transportation Facts & Figures			
	Total Route Mileage	Activity Trip Mileage	Total Transportation Costs
2014-2015	94,011	39,404	\$243,712.18
2013-2014	73,377	35,388	\$216,423.02
2012-2013	66,639	34,466	\$197,580.81
2011-2012	74,185	30,630	\$205,130.70

2014-2015 Dual Credit Information	
# of ARL students that earned college credit	34
Total credits earned	531

*Nine ARL students earned enough credits to academically start college as a sophomore.

Nebraska State READING Assessment (NeSA-R) Results Spring 2015		
(Percent Meeting Proficiency)		
	ARL	State
3rd Grade	84%	82%
4th Grade	90%	81%
5th Grade	92%	83%
6th Grade	88%	80%
7th Grade	89%	82%
8th Grade	90%	79%
11th Grade	88%	69%

Class of 2015 Data		
Total number of 2015 ARL graduates		42
Number of graduates that received at least one scholarship		34
Total dollar amount of scholarships earned by Class of 2015		\$742,903

Graduation Rate Data		
	ARL	State
*2014-2015	N/A	N/A
2013-2014	98.11	89.66
2012-2013	94.00	88.49
2011-2012	94.83	87.63

Parent-Teacher Conference Data		
	Fall 2014	Fall 2015
AES	97%	97%
AMS	45%	70%
AHS	51%	52%

Nebraska State MATH Assessment (NeSA-M) Results Spring 2015		
(Percent Meeting Proficiency)		
	ARL	State
3rd Grade	79%	78%
4th Grade	88%	78%
5th Grade	90%	76%
6th Grade	77%	72%
7th Grade	78%	73%
8th Grade	85%	68%
11th Grade	80%	61%

ACT Composite Score Average			
(Students that took core courses and more)			
	ARL	State	National
2014-2015	23.9	21.5	21.0
2013-2014	22.4	21.7	21.0
2012-2013	22.2	21.5	20.9
2011-2012	23.8	22.0	21.1

AHS Student Participation Data		
% of Students involved in at least one school sponsored activity		
	Athletics	Activities
2014-2015	76%	91%
2013-2014	66%	65%
2012-2013	78%	76%
2011-2012	75%	76%

Nebraska State SCIENCE Assessment (NeSA-S) Results Spring 2015		
(Percent Meeting Proficiency)		
	ARL	State
5th Grade	92%	73%
8th Grade	88%	71%
11th Grade	93%	73%

National Standardized Test Results (ACT Aspire)				
Composite Percent Score (1-100)				
	Reading		Math	
	ARL	State	ARL	State
4th Grade	55	55	60	60
8th Grade	54	56	61	58
10th Grade	60	51	55	45

Number of School Meals Served (K-12)		
	Breakfast	Lunch
2014-2015	8,771	82,521
2013-2014	9,056	72,359
2012-2013	9,641	67,653
2011-2012	11,183	78,905

Nebraska State WRITING Assessment (NeSA-W) Results Spring 2015		
(Percent Meeting Proficiency)		
	ARL	State
4th Grade	63%	70%
8th Grade	66%	72%
11th Grade	90%	76%

*Graduation rate and mobility rate has not been released by the state at this time.

Personnel -AllRecruitment and Selection

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

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

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

Reference §79-501

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011

Personnel - All EmployeesEqual Opportunity Employment

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

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

Date of Adoption: August 10, 2015

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

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

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

Students, Employees and Others: Lynn Johnson, Superintendent of Schools, 705 North 9th Street, Arlington, NE 68002 (402) 478-4173 (lynn.johnson@apseagles.org).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at 601 East 12th Street, Room 353, Kansas City, MO 64106, (800) 368-1019 (voice), Fax (816) 426-3686, (800) 537-7697 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

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

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

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

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

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

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

Discriminatory harassment because of a person's race, color, national origin, religion, disability, age, sex, or other protected category, may include, but is not limited to:

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

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

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

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

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

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

2. Anti-retaliation:

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

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

3. Grievance (or Complaint) Procedures:

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

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

District employees, supervisors and administrators must immediately report any complaints, reports, observations, or other information of alleged discrimination to the designated coordinator, even if that District employee is investigating the alleged discrimination as part of the District's student or employee disciplinary process, and provide the complainant with information for filing a complaint of discrimination, including a complaint form if requested, and contact information for the District's

designated coordinator. If the District uses its disciplinary procedures to investigate and resolve an alleged discrimination complaint, those disciplinary procedures will comply with the District's standards for a prompt and equitable grievance procedure outlined in section B.2., below.

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

i. Level 1 (Investigation and Findings):

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

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

The District will complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. Extenuating circumstances do not include summer vacation, and if a designated compliance coordinator or investigator is unavailable, another coordinator or trained employee will be designated to conduct the investigation. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant**. Periodic status updates will be given to the parties, if necessary.

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

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.

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

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

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

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

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **ten (10) working days** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose to a student who was discriminated against or harassed (victim), information about the sanction imposed upon a student who was found to have engaged in discrimination or harassment (student who discriminated) when the sanction directly relates to the victim. This includes an order that the student who discriminated stay away from the victim, or that the student who discriminated is prohibited from attending school for a period of time, or transferred to other classes.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **ten (10) working**

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

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within ten (10) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at the next scheduled Board meeting to present his or her appeal. The Board will issue a written determination about the appeal **within thirty (30) working days** after receiving the appeal. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Remedies:

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

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

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

- a. Providing an escort to ensure the complainant can move safely between classes and activities.

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

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

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

the resulting information to inform future proactive steps that will be taken by the District.

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

5. Confidentiality:

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

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

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

6. Training:

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

- a. The current legal standards and compliance requirements of anti-discrimination, anti-harassment, and anti-retaliation federal, state, and any local laws and regulations, including several specific examples of discrimination, harassment (including acts of violence because of a person's sex or other protected characteristics), and retaliation.

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

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

7. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

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

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

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

8. Preventive Measures:

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

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

Date of Adoption: August 10, 2015

Notice of Nondiscrimination

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

Students, Employees and Others: Lynn Johnson, Superintendent, 705 North 9th Street, PO Box 580, Arlington, NE [68002] (402) 478-4173 (lynn.johnson@apseagles.org).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at 601 East 12th Street, Room 353, Kansas City, MO 64106, (800) 368-1019 (voice), Fax (816) 426-3686, (800) 537-7697 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

Personnel - All EmployeesDuty Hours of Employees

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

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011

Personnel - All EmployeesAbsence of Employees

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

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011

Personnel - All Employees

Absence From Building

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

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011

Personnel - All EmployeesAdoption Leave

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

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

Legal Reference: LB 134, Laws of 1999

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011

Personnel - All EmployeesDrug and Substance Use and Abuse

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

Section 1 Drug-Free Workplace

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

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

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

Section 2 Alcohol and Drug Testing

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

Legal Reference: 41 U.S.C. §702

Date of adoption: March 10, 2008

Reviewed: November 14, 2011

4009 - APPENDIX 1

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

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

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

Superintendent of Schools
Secondary Principal

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

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

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

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

(D). **Employee conduct that is prohibited by the federal controlled substances and alcohol use and testing regulations includes:**

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

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

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

2. Post-accident testing.

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

3. Random testing.

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

4. Reasonable suspicion testing.

- (a) A driver shall submit to an alcohol test when the employer has reasonable suspicion to believe that the driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations (except for possession of alcohol).
- (b) Under federal law, notwithstanding the absence of a reasonable suspicion alcohol test, a driver is prohibited from reporting for duty or remaining on duty requiring the performance of safety-sensitive functions while the driver is under the influence of or impaired

by alcohol and must not perform or continue to perform safety-sensitive functions, until:

- (i) An alcohol test is administered and the driver's alcohol concentration measures less than 0.02; or
- (ii) Twenty-four hours have elapsed following the determination that there is reasonable suspicion to believe that the driver has violated the prohibitions concerning the use of alcohol.

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

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

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

6. **Follow-up testing.**

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

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

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

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

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

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

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

employer of the need for such testing, or to proceed to the test site immediately for random testing, may be deemed by the employer to constitute a refusal to submit.

The consequences for refusing to submit to an alcohol or controlled substances test are as follows: A driver who has refused to submit to a required alcohol or controlled substance test is subject to the same consequences as a driver who has tested positive on an alcohol (concentration of 0.04 or greater) or controlled substances test.

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

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

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

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

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

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

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

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

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011

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

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

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

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

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

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

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

APPLICANT CERTIFICATION

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

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

Signature of Applicant	Print Name	Date
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**APPLICANT'S CERTIFICATION OF
PAST DRUG AND ALCOHOL TEST RESULTS**

During the past two years before this application, I:

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

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

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

APPLICANT CERTIFICATION

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

Signature of Applicant

Print Name

Date

REQUEST FOR PAST TEST RESULTS

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

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

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

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

Please send this information to

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

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

Enclosures:

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

REPORT OF PAST DRUG AND/OR ALCOHOL TEST RESULTS

To: Arlington Public Schools ("School District")
From: _____ [Insert name of Company submitting results]
Re: _____ [Insert Driver/Applicant's name]
_____ [Insert Driver/Applicant's Social Security Number]
_____ to _____ [Insert "Relevant 2 Year Period" dates]

In accordance with the DOT regulations, School District's request, and the Driver/Applicant's Consent, the Company reports the following results of drug and alcohol tests conducted on the above named Driver/Applicant by this Company during the above designated "Relevant 2 Year Period."

(i) Past Alcohol Test Results: No alcohol tests conducted during relevant period
Date of Test: _____ 0.04 or greater Negative Refused to be tested
Date of Test: _____ 0.04 or greater Negative Refused to be tested

(ii) Past Drug Test Results: No drug test conducted during relevant period
Date of Test: _____ Verified Positive Negative Refused to be tested
Date of Test: _____ Verified Positive Negative Refused to be tested

(iii) Refusals to Submit: (Note: Refusals to submit include verified adulterated or substituted drug tests)
 No refusal to submit to drug and/or alcohol test during relevant period
 Refusal to submit to drug and/or alcohol test during relevant period, on the following dates:
Date of Refusal: _____ Nature of Refusal: _____
Date of Refusal: _____ Nature of Refusal: _____

(iv) Any Other Violations of DOT Agency Drug and/or Alcohol Testing Regulations:
 No such violations during period specified
 Violations occurred during relevant period, on the following dates:
Date of Violation: _____ Nature of Violation: _____
Date of Violation: _____ Nature of Violation: _____

(v) Completion of DOT Return-to-Duty Requirements, including follow-up tests:
 Not Applicable, no violations occurred during period specified
 Not Applicable, violation(s) occurred during period specified, but Company has no record of successful completion of return-to-duty requirements
 Documents are attached; violation(s) occurred during period specified, and Employee successfully completed return-to-duty requirements

Date Name of person completing form (type/print) Title (type/print)

Personnel - All Employees

Tobacco Prohibition

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

Legal Reference: §71-5701

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011

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

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

EXPOSURE CONTROL PLAN

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

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

EXPOSURE DETERMINATION

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

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

2. School personnel unlikely to have occupational exposure include all employees not listed in paragraph "1" above ("non-designated employees"). All non-designated employees shall refer bloodborne pathogen situations to a designated employee, and shall not be required to personally render first aid in bloodborne pathogen situations or be disciplined for failure to personally render first aid in bloodborne pathogen situations.
3. An employee who has an employment related bloodborne pathogen exposure incident (an incident in which another person's blood or other potentially infectious material contacts the employee's eye, mouth, mucous membrane, non-intact skin, or pierced mucous membrane or skin barrier) shall promptly give notice of the incident and details of the incident to the superintendent or the superintendent's designee.

TRAINING OF EMPLOYEES

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

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

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

HEPATITIS B VACCINE

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

OCCUPATIONAL EXPOSURE

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

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

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

POST-EXPOSURE EVALUATION AND FOLLOW-UP

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

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

RECORD KEEPING

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

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

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

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

CONTROL METHODS

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

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

HANDWASHING

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

Hands should always be washed when:

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

Proper hand washing procedure:

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

BARRIERS

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

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

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

BLOOD AND OTHER POTENTIALLY INFECTED MATERIAL SPILL CLEANUP:

1. Wear disposable or utility gloves. Do not reuse disposable gloves. Disinfect utility gloves after use.
2. Use disposable (paper) towels and other absorbent materials to absorb spill.
3. Saturate the spill with a 1:10 household bleach solution prepared daily or other EPA approved disinfectant and allow to disinfect for 10 minutes **before** agitating the spill.
4. Disinfect the surface after the spill has been removed. Allow the disinfectant to work 10 minutes before wiping dry with disposable (paper) towels.
5. Rugs contaminated with body fluids should be cleaned by applying an absorbent compound. Saturate the spill with an EPA approved disinfectant appropriate for rug/carpet use for 10 minutes. Allow to dry as directed. Vacuum or mechanically remove with dust pan and broom. Apply EPA approved disinfectant appropriate for rug/carpet use for 10 minutes. Revacuum when dry.
6. Dispose of waste (gloves, paper towels, etc.) in leakproof plastic bag.
7. Clean and disinfect reusable equipment (mops, buckets, etc.)
8. Wash hands thoroughly with warm water and soap.

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

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

FIRST AID/HEALTH CARE

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

When that is not possible:

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

6. Dispose of gloves along with other soiled materials in plastic lined waste container, secured, and disposed of properly.
7. Wash hands thoroughly after removing gloves.

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

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

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

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

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

Clothing/Laundry

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

Diaper Changing Procedure

1. Wear disposable gloves.
2. Place student on a clean changing table using waterproof pad with two lean papers towels for each change.
3. Remove the soiled diaper and place in a plastic bag.

4. If other clothing is soiled, place in a plastic bag and mark with the child's name.
5. Clean skin in diaper area using individual disposable wipes or other cleansers provided by parents when special consideration to skin cleansing is needed for an individual student and apply clean diaper.
6. Wash pad after each change with soap and water and follow with 1:10 household bleach solution prepared daily or EPA approved disinfectant.
7. Remove gloves and place in plastic bag.
8. Wash hands with soap and water before and after diaper change.
9. Never leave child unattended on the changing area.
10. Supplies should be stored close to the changing area and out of the child's reach.
11. Report any abnormal conditions (blood or pus in diaper area, diarrhea, light colored, black or tarry stools, skin rashes, bruises or breaks in the skin).

Toy Sanitation Technique

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

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

Dishwashing Sanitation Technique

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

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

Disinfectants

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

INFECTION CONTROL PRACTICES OUTSIDE THE CLASSROOM

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

Blood Brother Rites

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

Bus Drivers

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

Buses should be equipped with the following supplies:

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

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

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

Custodians

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

General guidelines include:

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

Dietary Workers

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

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

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

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

Drama

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

Ear Piercing

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

Sciences

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

Sports/Physical Education

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

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

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

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

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

Athletic Situations

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

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

Handling of Body Fluid Spills During Sports:

Items to have on hand:

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

General Guidelines:

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

Blood Spill On Another Athlete:

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

Blood Spill on Clothing of Either Athlete:

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

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

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

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

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011

Personnel - All EmployeesInfectious Diseases

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

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

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

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

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

Date of Adoption: March 10, 2008

Reviewed: November 14, 2011

Personnel - All EmployeesFamily and Medical Leave Policy

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

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

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

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

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

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

Date of Adoption: December 12, 2011

Accountability for a Quality Education System, Today and Tomorrow



aquestt.com

Tab: Resources

Arlington Public Schools

Board Presentation

November 9, 2015

*Slides obtained from presentations provided
by: Mrs. Sandy Perry; DC West Schools
and NDE*

AQUESTT 101



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Federal and State Accountability

Federal Accountability

- Elementary and Secondary Education Act (ESEA)
- Required State Testing
- Adequate Yearly Progress (AYP)

State Accountability

- LB 438 -2014, Quality Education Accountability Act (QEAA)
- Accountability for a Quality Education System, Today and Tomorrow (AQuESTT)



***Replaces 2012 NEPAS
(Nebraska Public Accountability
System - Ranking of Districts)***



WHAT IT IS:

- A blueprint of continuous improvement that will align with the *accreditation of school districts*
- Annual Rating System – Not a Ranking System Annual Classifications

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CONNECTIONS



**STATE
ACCOUNTABILITY
SYSTEM**



AQuESTT

will align with the *accreditation of school districts.*

BROADER.

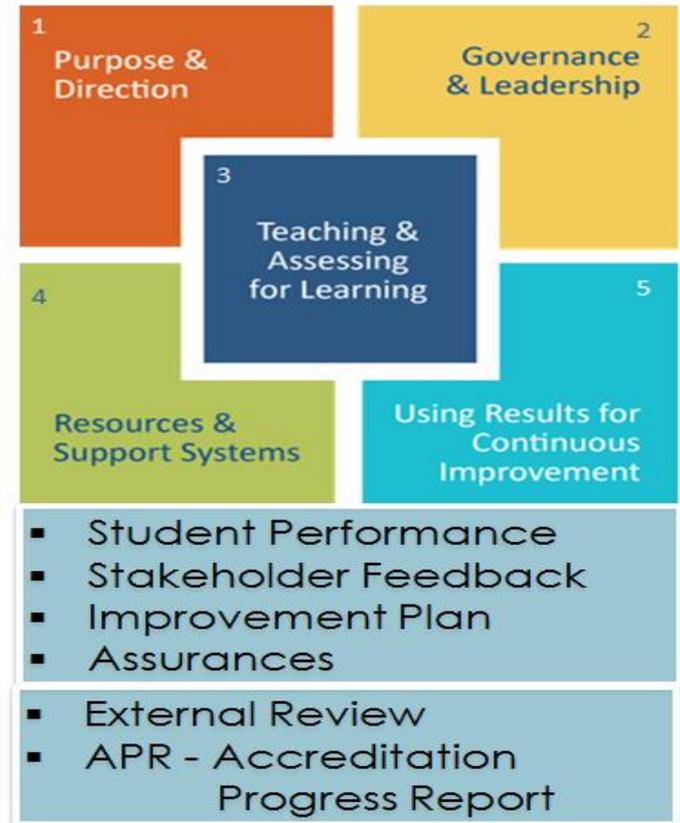
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BETTER.

CONNECTIONS



ACCREDITATION
SYSTEM



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BOLDER.

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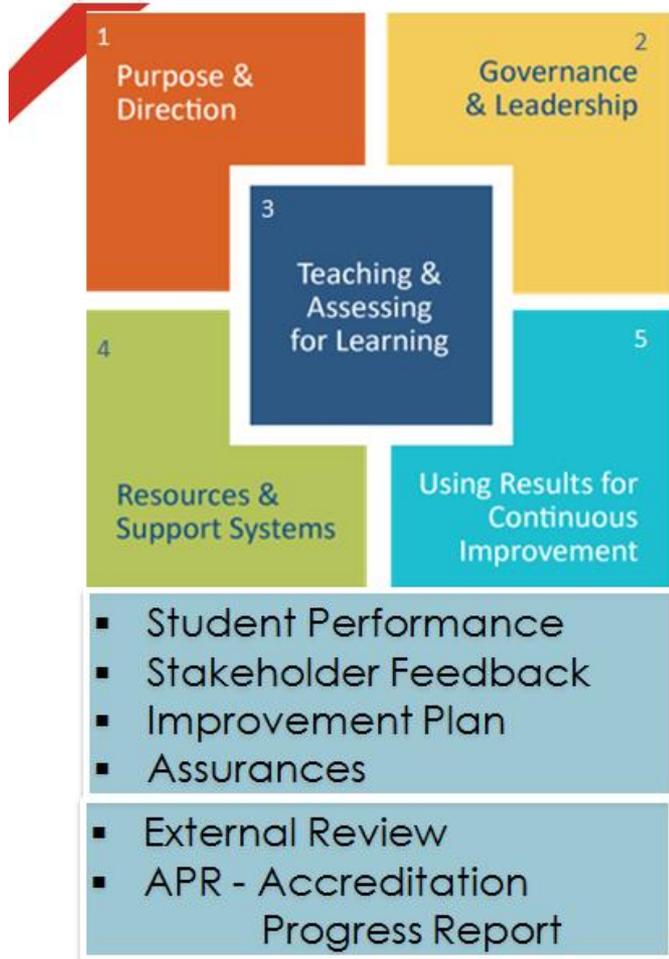
CONNECTIONS

Results Driven Accountability



**SPECIAL EDUCATION
ACCOUNTABILITY SYSTEM**

SYSTEM



RDA

Results Driven
Accountability

AQuESTT - Six Tenets

**STUDENT SUCCESS
And
ACCESS**

**TEACHING
And
LEARNING**



Accountability for a Quality Education System Today and Tomorrow

The AQuESTT

classification system is built on:

Data and Evidence Based Analysis within the



The Six Tenets of AQuESTT:

- **Student Success and ACCESS** (opportunities)

1. Positive partnerships, Relationships, and Student Success
2. Transitions – between grade levels, programs, schools, college...
3. Access to Educational Opportunities

- **Teaching and Learning**

4. College and Career Ready
5. Assessment (Classroom Based, State, National)
6. Educator Effectiveness

**FOCUS
AREAS**



Domain

STUDENT SUCCESS AND ACCESS





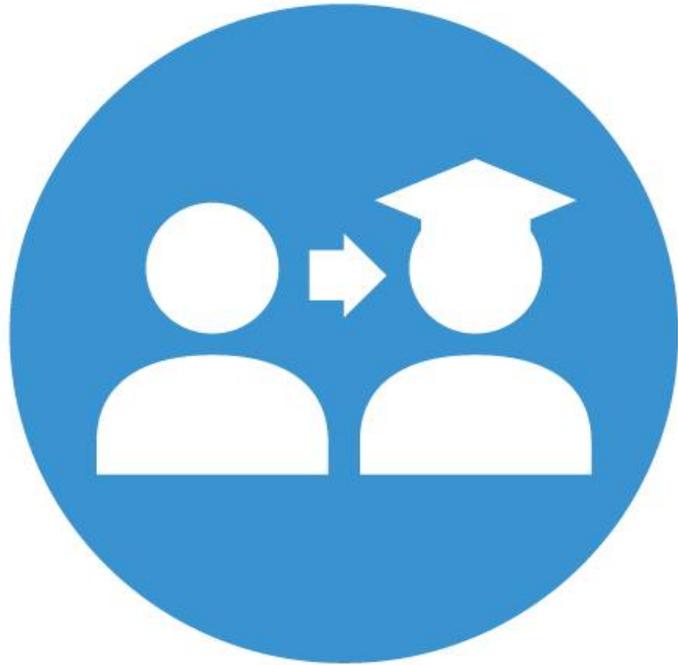
Student Success and ACCESS (opportunities)

1. Positive partnerships, Relationships, and Student Success

The State Board believes that student engagement through positive partnerships and relationships is fundamental to successful schools and districts. The State Board seeks to support schools and districts to implement best practices in student, family, and community engagement to enhance educational experiences and opportunities.

Areas of Focus:

- Individualized or Personalized Learning Plans
- Attendance and Participation
- Family Engagement
- Community and support services



Student Success and ACCESS (opportunities)

2. Transitions –
between grade levels,
programs, schools, college...

The State Board believes that quality educational opportunities focus on supports for students transitioning between grade levels, programs, schools, districts, and ultimately, college and careers.

Areas of Focus:

- Early Childhood-Elementary
- Elementary-Middle School
- Middle School-High School
- High School – Post High School

Student Success and ACCESS (opportunities)

3. Access to Educational Opportunities

The State Board believes that all students should have access to comprehensive instructional opportunities to be prepared for postsecondary education and career goals.



Areas of Focus:

- Early Childhood Education
- Comprehensive Learning Opportunities
- Expanded Learning Opportunities
- Blended Learning Opportunities



Domain

TEACHING AND LEARNING



Teaching and Learning

4. College & Career Ready



The State Board of Education believes that every student upon completion of their secondary education shall be prepared for postsecondary educational opportunities and to pursue their career goals.

Areas of Focus:

- Rigorous College & Career Ready Standards for All Content Areas
- Technological & Digital Readiness
- Support for Career Awareness and Career/College Goals



Teaching and Learning

5. Assessment

▀ The State Board believes the results of multiple assessment sources (national, state, and classroom-based) should be used to measure student achievement of college and career ready standards, and be used as an integral part of the instructional process.

Areas of Focus:

- Individualized
- Adaptive
- Classroom Based
- **State**
- National



Teaching and Learning

6. Educator Effectiveness

- ▶ The State Board believes that students should be surrounded by effective educators throughout their learning experiences such that schools and districts develop effective teachers and leaders that establish a culture of success.

Areas of Focus:

- Nebraska Teacher & Principal Performance Framework
- Professional Development
- Building Leadership Supports
- Effective Local Policy Makers & Superintendents

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Putting it all Together

Raw Data
Classifications (NeSA)

Indicators	Possible
Status NeSA-RMSW	4, 3, 2, 1
Adjustment for Improvement	↑
Adjustment f or Growth	↑
Adjustment for Non-Proficient	↑ ↓
Limits for Participation	—
Limits for Graduation	—



Evidence-based
Analysis (EBA)

EVIDENCE-BASED ANALYSIS (EBA)
RECOMMENDATION

SAMPLE QUESTIONS

The purpose of the Evidence-based Analysis (EBA) is to obtain information supporting AQuESTT classification and designation processes required by Neb. Rev. Stat. Sections 79-760.06 and 79-760.07. Superintendents will be asked to complete the EBA for their school district which will include the Rule 79 Assurance Form. Each school principal will receive a corresponding EBA to be completed for his/her school. The EBA will include six sections, one section for each of the AQuESTT levels. EBA items will pertain to policy practices and procedures related to each AQuESTT level and will provide opportunities to indicate needed areas of support or exemplary models of best practice.

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND STUDENT SUCCESS

POLICIES, PRACTICES, AND PROCEDURES
To what extent does your school perform the following?

	Never	Seldom	Sometimes	Usually
1. The school partners with community groups and support services for the academic, success and healthy social and emotional development for all students.	●	●	●	●
2. The school implements strategies to increase family attendance and participation at school activities.	●	●	●	●
3. School leadership collaboratively develop and communicate clear expectations for safe, secure, and healthy learning environment with all stakeholders.	●	●	●	●
4. The school implements data informed strategies for measuring and addressing student engagement.	●	●	●	●
5. Every student creates a Personal Learning Plan to plan, monitor and manage their own learning as well as meet curriculum competencies.	●	●	●	●

SYSTEMS OF SUPPORT
This information will be used to prioritize statewide investments and will NOT impact your school's AQuESTT classification. Please indicate what type of support, if any, might be needed at your school. Also, mark if your school has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

	Type of Support (check all that apply)			Exemplary Model to Share
	Technical Support	Professional Development	Other Resources	
1. Partnerships with community groups and support services	☑	☑	☑	☑
2. Strategies for family attendance and participation	☑	☑	☑	☑
3. Clear expectations for safe, secure, and healthy schools	☑	☑	☑	☑
4. Measuring and addressing student engagement	☑	☑	☑	☑
5. Student Personal Learning Plans	☑	☑	☑	☑

Information current as of 08/17/2015



Final Rating –
AQuESTT Classification
Report (ACR)

ACR: AQuESTT CLASSIFICATION REPORT
SAMPLE SCHOOL

NeSA Status
Average combined NeSA scores for the current year (each meeting criteria and rating)

Possible Impact

	4	3	2	1
POSITIVE PARTNERSHIPS, RELATIONSHIPS AND STUDENT SUCCESS	●	●	●	●
EA Evidence-based Analysis Adjustment	●	●	●	●
TRANSITIONS	●	●	●	●
EA Evidence-based Analysis Adjustment	●	●	●	●
EDUCATIONAL OPPORTUNITIES AND ACCESS	●	●	●	●
EA Evidence-based Analysis Adjustment	●	●	●	●
COLLEGE AND CAREER READY	●	●	●	●
EA Evidence-based Analysis Adjustment	●	●	●	●
ASSESSMENT	●	●	●	●
EA Evidence-based Analysis Adjustment	●	●	●	●
EDUCATOR EFFECTIVENESS	●	●	●	●
EA Evidence-based Analysis Adjustment	●	●	●	●

CLASSIFICATION

Excellent ● Good ● Fair ● Needs Improvement ●

Information current as of 08/17/2015

Assessment Focus

Status Ratings: With adjustments or limitations

Status NeSA-RMSW:

across all grade levels and subjects.

Adjustment for Improvement:

trend over 3 years, if increases of a **certain amount**, ratings will increase a level.

Adjustment for Growth:

a **certain %** of students show growth, ratings will increase a level.

Adjustment for Non Proficient:

Using a 3 year trend line: when a **certain amount** of more students become proficient, rating will increase by one level. If not, rating will decrease by one level.

Limits for Participation: 95% or higher/ Expectation

Graduation Rate: 90% or higher/ Expectation –

- Data is 1 year behind NeSA data and based on AYP.
- NDE will use **either** the 4 year **or** 7 year graduation rate **which EVER IS BETTER.**

Indicators	Possible
Status NeSA-RMSW	4,3,2,1
Adjustment for Improvement	↑
Adjustment for Growth	↑
Adjustment for Non-Proficient	↑ ↓
Limits for Participation	—
Limits for Graduation	—

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Purposes of the EBA

- **Gathers information** to inform systems of support for **ALL** schools and districts.
- **Supports accreditation** requirements for Nebraska schools and districts.
- **Informs the classification** of schools and districts **and** the **designation of priority schools.**

EVIDENCE-BASED ANALYSIS (EBA) RECOMMENDATION SAMPLE QUESTIONS

The purpose of the Evidence-based Analysis (EBA) is to obtain information supporting AQuESTT classification and designation processes required by Neb. Rev. Stat. Sections 79-760.06 and 79-760.07. Superintendents will be asked to complete the EBA for their school district which will include the Rule 10 Assurances Form. Each school principal will receive a corresponding EBA to be completed for his/her school. The EBA will include six sections, one section for each of the AQuESTT tenets. EBA items will pertain to policy, practices, and procedures related to each AQuESTT tenet and will provide opportunities to indicate needed areas of support or exemplary models of best practice.

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND STUDENT SUCCESS

POLICIES, PRACTICES, AND PROCEDURES

To what extent does your school perform the following?

	Never	Seldom	Sometimes	Usually
1. The school partners with community groups and support services for the academic success and healthy social and emotional development for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. The school implements strategies to increase family attendance and participation at school activities.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. School leadership collaboratively develop and communicate clear expectations for a safe, secure, and healthy learning environment with all stakeholders.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. The school implements data-informed strategies for measuring and addressing student engagement.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Every student creates a Personal Learning Plan to plan, monitor and manage their own learning as well as meet curriculum competencies.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

SYSTEMS OF SUPPORT

This information will be used to prioritize statewide investments and will NOT impact your school's AQuESTT classification. Please indicate what type of support, if any, might be needed at your school. **Also, mark if your school has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.**

	Type of Support (check all that apply)			Exemplary Model to Share
	Technical Support	Professional Development	Other Resources	
1. Partnerships with community groups and support services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Strategies for family attendance and participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Clear expectations for safe, secure, and healthy schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Measuring and addressing student engagement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Student Personal Learning Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Information current as of 08/17/2015

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Policy, Practices, and Procedures

Systems of Support

EVIDENCE-BASED ANALYSIS (EBA) RECOMMENDATION SAMPLE QUESTIONS

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SYSTEMS OF SUPPORT

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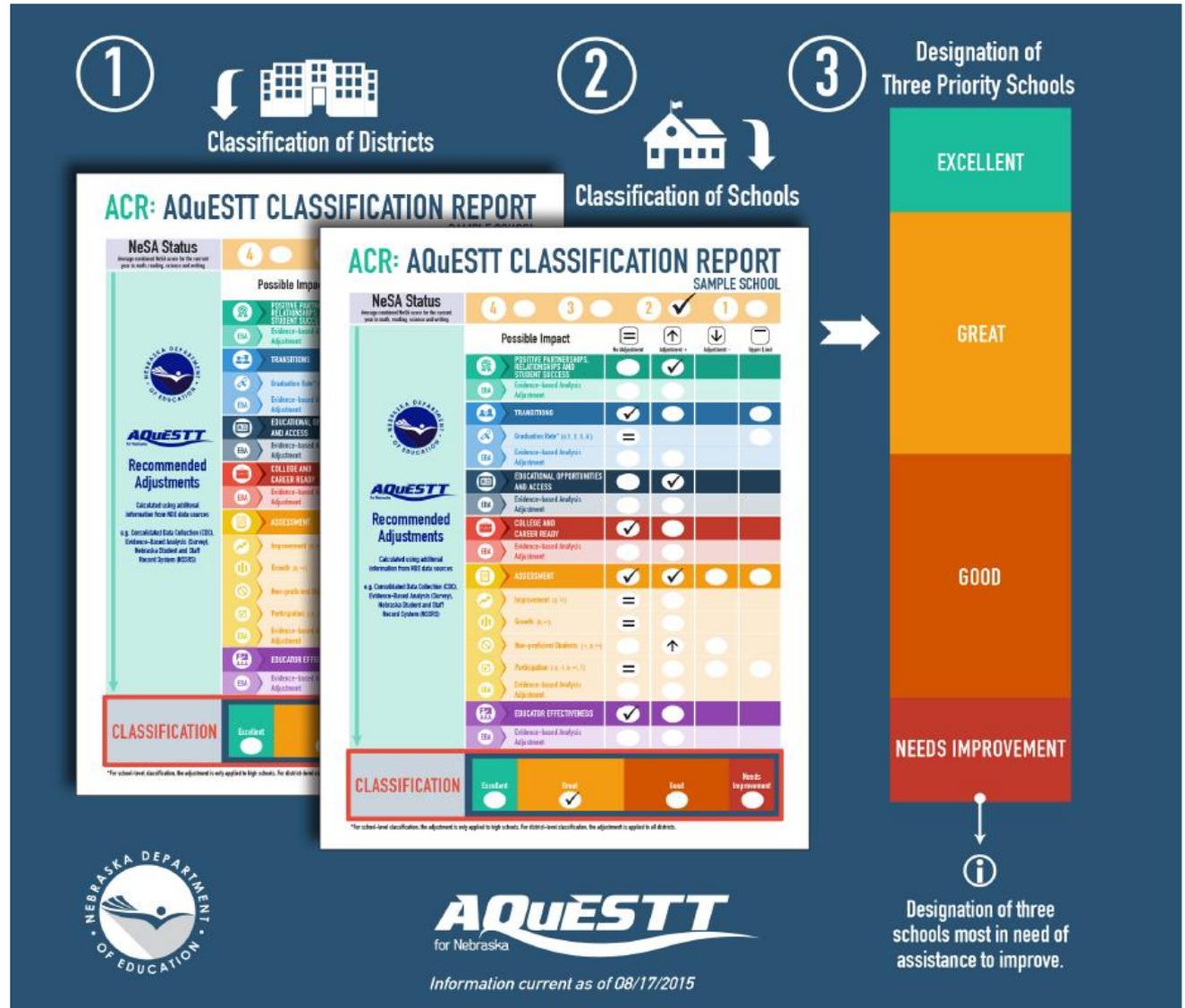
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5. Student Personal Learning Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(FINAL RATING) CLASSIFICATION REPORT

AQuESTT
Tenets
Extend/Connect

beyond
traditional
accountability
measures.



Rating

ASP: AQuESTT SCHOOL PROFILE



SCHOOL PROFILE

- Created for each school/district.
- Data from the Final Classification and Evidence-Based Analysis (EBA)
- ★ • Designed to be diagnostic and support continuous improvement for ALL schools

RESULTS



GOALS & Demographic Snapshot

School Improvement Goals	
	All students will improve problem-solving skills across the curriculum.
	All students will increase reading comprehension across the curriculum or all students will improve writing skills across the curriculum.
	All students will demonstrate respect and responsibility for others in the learning environment and school activities.

Demographic Snapshot	
Student Enrollment	
2,417	
Race/Ethnicity	
Hispanic: 1,652	
Whites: 269	
Black or African American: 280	
Asian: 99	
Two or More Races: 81	
American Indian/Alaskan Native: 46	

Demographic Snapshot		
Free/Reduced Lunch		
	State: 44.93%	School: 86.59%
Mobility In: 204 Students (8.4%)		
Special Education Students		
State:	District: 20.1%	School: 14.2%
English Language Learners		
State: 6.04%	District: 14.69%	School: 8.77%

AQUESTT

for Nebraska

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“Building an accountability system is literally,
the least we can do.

Building *a system that supports every student,
every day* is far more than
the minimums required by law.”

- **Nebraska State Board, 2014**

Part Time Certified Teacher in Second Grade

Research:

Achilles, C. M. (2012). *Class-size Policy: The Star Experiment and Related Class Size Studies*. NCPEA Policy Brief, 1.3. "A reanalysis of the STAR experiment found that small classes (15-17 pupils) in kindergarten through third grade proved both short-and long- term benefits for students, teachers, and society at large...poor, minority, and male students reap extra benefits in terms of improved test outcomes, school engagement, and reduced grade retention and dropout rates."

Zyngier, David. (2014). *Class size and academic results, with a focus on children from culturally, linguistically and economically disenfranchised communities*. Evidence Base issue 1, 2014. In this research summary, the author examined class size reduction and its effect on student achievement by analyzing 112 peer-reviewed studies, and showed that the overwhelming majority of these studies found that smaller classes have a significant impact on student achievement and narrowing the achievement gap.

2nd Grade Student Enrollment:

2014-15 - 41 total students broke into two classes of 20, 21. Two students with Individual Learning Plans.

2015-16 – 51 total students broke into two classes of 25, 26. Six students with Individual Learning Plans.

Data:

MAP Reading –

	Below	At	Above
2nd Grade	34%	20%	46%
1st Grade	15%	41%	44%
3rd Grade	13%	35%	52%

MAP Math -

	Below	At	Above
2nd Grade	20%	44%	36%
1st Grade	15%	61%	24%
3rd Grade	13%	53%	34%

DIBELS

	Intensive	Strategic	Core
2nd Grade	14%	17%	69%
3rd Grade	8%	32%	60%

DIBELS Progress Monitoring

	Intensive	Strategic	Core
2nd Grade	0%	10%	X
3rd Grade	98%	100%	X

STAR Reading –

	Below	At	Above
2nd Grade	33%	43%	24%
3rd Grade	18%	61%	21%

STAR Math -

	Below	At	Above
2nd Grade	31%	45%	24%
3rd Grade	13%	48%	39%

MAP testing - This is a standardized computer based test taken three times a year. The charts show the percent of students Below, At, or Above grade level expectations for that point in the year. These tests were given at the beginning of the 2015-16 school year.

DIBELS – This is a reading readiness assessment given to students in K-6th grade. This assessment is given three times a year. The results show students that are in the intensive or strategic intervention marker. This means that students were below grade level proficiencies. The core column means that these are the students who were at or above grade level proficiencies.

DIBELS progress monitoring – This is a reading readiness assessment that allows us to track student gains. Only students who fell in the intensive or strategic intervention category are progress monitored every two weeks. The percent shown are the students in those categories who have made adequate progress to be on track to catch up to grade level proficiencies.

STAR testing - This is a standardized computer based test taken quarterly. The charts show the percent of students Below, At, or Above grade level expectations for that point in the year. These tests were given at the beginning of the 2015-16 school year.

Behavior:

Office Referrals from August – October

- Referrals come from classroom, lunchroom, recess, specials, and before and after school incidents.

K	3
1 st	5
2 nd	12
3 rd	5
4 th	3
5 th	3
6 th	6

Estimated Cost:

Per Diem for Teacher at 1.18 Index: $\$41,684 \times .5 / 186 = \112.00

Approximately 100 days left in year: $\$11,200.00$

Retirement: $\$1,120.00$

FICA: $\$857.00$

Total: $\$13,177.00$

**Arlington Public Schools
Board of Education Regular Meeting Minutes
October 12, 2015 7:00 p.m.
HS Conference Room**

1. OPENING PROCEDURES

1.1. Call Meeting to Order

The regular meeting was opened at 6:58 p.m

1.2 Roll Call

Board Members Present: Micheal Dwyer, Matt O’Daniel, Teri O’Flaherty, Greg Sampson, Bruce Scheer, Luanne Sundberg. Others in attendance were Superintendent Lynn Johnson, Secondary Principal Aaron Pfingsten, Elementary Principal Jacque Morgan, Assistant Principal/AD James Shada, and Cheryl Keeler, recording secretary.

1.3 Pledge of Allegiance

1.4 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 Bruce Scheer.

2. WELCOME TO GUESTS AND PUBLIC FORUM

Patrons Shannon Willmott, Jessi Scheer, and Sara Hasenauer addressed the board. All three patrons encouraged the board to offer a before/after school program noting various benefits for the community and school.

3. CURRICULUM/INSTRUCTION REPORTS

3.1 Guidance Counselor Reports

High School Counselor Floyd Everitt and Elementary Counselor Kerri Harris presented oral and written reports capturing their annual goals and progress on goals.

4. PRINCIPALS' REPORTS

4.1 Mr. Pfingsten's Report

Provided a summary of and answered questions on the written report.

4.2 Mr. Shada's Report

Provided a summary of and answered questions on the written report.

4.3 Mrs. Morgan's Report

Provided a summary of and answered questions on the written report.

5. SUPERINTENDENT'S REPORT

5.1 State of the Schools Report

6. COMMITTEE AND REPRESENTATIVE REPORTS

6.1 Americanism/Education Evaluation

6.2 Buildings and Grounds Committee

Bruce Scheer provided a committee report and indicated that the work at the athletic field has resulted in improved drainage.

6.3 Finance Committee

6.4 Negotiations Committee

6.5 NASB Legislative Representative

6.6 Professional Development Sharing

Greg Sampson reported on general information received at NASB Area Meetings including information about negotiations software.

7. UNFINISHED BUSINESS

7.1 Discuss, Consider, and Take Necessary Action to move forward with an organized before/after school program.

Lynn Johnson and Luanne Sundberg updated the board on discussions had by the Daycare Action Planning Committee. This committee is asking the board to consider running a before and after school program. Discussion ensued about the various aspects, variations, and ramifications of offering this type of programming. It was concluded that more hard data to indicate interest level is necessary before discussing further.

8. NEW BUSINESS

8.1 Discuss and Consider position on Unified Sports proposed by NSAA.

Lynn Johnson updated the board on the proposed response that will be provided NSAA in a survey designed to gather response to interest in offering bowling as a Unified Sports.

8.2 Discuss, Consider and Review Policies 3200-3570.

Stand as presented.

8.3 Discuss and Consider on first reading amending Policy 3520 Transportation to encompass driving standards and eliminating Policy 3410 Safe Driving Record Standard for Drivers and Regulation 3520B Safe Driving Record Standard for Drivers.

Lynn Johnson recommended changes that would enhance consistency and improve policy alignment.

8.4 Discuss, Consider and Review the Superintendent Evaluation Instrument.

Mike Dwyer presented the process and the timeline and asked for input on the same.

8.5 Discuss, Consider, and Take Necessary Action to approve the purchase of a bus.

The Building and Grounds Committee presented information on two proposals and their support of moving forward with purchasing the Thomas C2.

Motion Passed: Motion to approve the purchase of a new bus not to exceed the price of \$85,680 passed 6-0 with a motion by Bruce Scheer and a second by Teri O'Flaherty.

9. CONSENT AGENDA

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

9.1 Minutes of the Previous Board Meeting(s): September 14, 2015 special hearing and regular meeting minutes.

9.2 Monthly Financial Reports

9.3 Claims (Check Register)

9.4 Special Fund Transfers

9.5 Hot Lunch Report

9.6 Activity Report

10. EXECUTIVE SESSION

11. ACTION ON EXECUTIVE SESSION ITEMS

12. ADJOURNMENT

There being no further business the meeting was adjourned at 8:40 p.m.

Micheal Dwyer, President

Lynn Johnson, Board Secretary

Date

Date

BUDGET MONITORING 2015-2016

Comparison of receipts and disbursements between 2014-2015 and 2015-2016 reveals the following.

Receipts	2014-2015	2015-2016
September	1,735,428.73 (Levy 1.137671 (Gen. Fd. 1.028529/	1,769,031.52
October	275,566.74 Bond 0.088940/Special Bldg. .020202)	362,772.80
November		
December		
January		
February		
March		
April		
May		
June		
July		
August		
RECEIPTS TO DATE	2,010,995.47	2,131,804.32

Disbursements	2014-2015	2015-2016
September	498,796.84	539,881.91
October	545,442.52	552,367.77
November		
December		
January		
February		
March		
April		
May		
June		
July		
August		
DISBURSEMENT TO DATE	1,044,239.36	1,092,249.68

BUDGET

Gen. Minus SpEd/Grants	7,233,050	7,392,767	12.29% Expended
General SpEd	865,381	898,843	12.05% Expended
Gen. SpEd Transportation	54,511	27,936	15.54% Expended
General Grants	238,334	250,258	12.02% Expended
Sub Total	8,391,276	8,569,804	
Total Lunch Fund Expend.	324,850	369,679	14.82% Expended
Total	8,716,126	8,939,483	

PERCENTAGE OF TOTAL BUDGET

EXPENDED TO DATE	11.98%	12.22%
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OCTOBER 2015 MONTHLY SUMMARY REPORT

SITE	BUDGET	MTD	YTD	BUDGET BALANCE	% SPENT
100 ELEMENTARY					
1110 REGULAR INSTRUCTION	\$1,369,265.00	108,471.23	226,500.76	\$1,142,764.24	16.54%
1210 SPECIAL EDUCATION	\$524,555.00	34,590.15	69,478.02	\$455,076.98	13.25%
1290 PRE-SCHOOL	\$18,391.00	0.00	221.03	\$18,169.97	1.20%
2120 GUIDANCE	\$78,869.00	5,072.12	10,241.49	\$68,627.51	12.99%
2210 STAFF DEVELOPMENT	\$15,100.00	490.00	1,450.00	\$13,650.00	9.60%
2212 CURRICULUM	\$13,500.00	1,151.36	2,302.72	\$11,197.28	17.06%
2220 LIBRARY SERVICES	\$69,852.00	6,454.07	11,633.37	\$58,218.63	16.65%
2410 PRINCIPAL	\$144,538.00	10,522.18	20,954.15	\$123,583.85	14.50%
2760 SPECIAL ED TRANSPORTATION	\$12,302.00	852.40	2,214.20	\$10,087.80	18.00%
TOTAL ELEMENTARY	\$2,246,372.00	167,603.51	344,995.74	\$1,901,376.26	15.36%
SECONDARY					
1110 REGULAR INSTRUCTION	\$2,199,592.00	160,645.66	327,909.25	\$1,871,682.75	14.91%
1210 SPECIAL EDUCATION	\$374,288.00	21,326.41	38,835.21	\$335,452.79	10.38%
2120 GUIDANCE	\$101,739.00	9,176.06	15,876.45	\$85,862.55	15.61%
2210 STAFF DEVELOPMENT	\$13,250.00	0.00	780.19	\$12,469.81	5.89%
2212 CURRICULUM	\$13,500.00	1,151.30	2,302.60	\$11,197.40	17.06%
2220 LIBRARY SERVICES	\$45,572.00	4,108.55	7,838.35	\$37,733.65	17.20%
2410 PRINCIPAL	\$279,782.00	20,500.68	41,453.31	\$238,328.69	14.82%
2760 SPECIAL ED TRANSPORTATION	\$7,000.00	252.16	2,127.15	\$4,872.85	30.39%
TOTAL SECONDARY	\$3,034,723.00	217,160.82	437,122.51	\$2,597,600.49	14.40%
300 DISTRICT WIDE					
1111 TECHNOLOGY	\$183,914.00	11,441.65	31,817.67	\$152,096.33	17.30%
1160 POVERTY PLAN	\$38,674.00	6,468.25	12,212.75	\$26,461.25	31.58%
2130 HEALTH SERVICES	\$40,664.00	3,780.40	6,260.82	\$34,403.18	15.40%
2150 SAFETY & SECURITY	\$6,000.00	671.80	671.80	\$5,328.20	11.20%
2310 BOARD OF EDUCATION	\$55,792.00	2,068.80	3,172.75	\$52,619.25	5.69%
2320 SUPERINTENDENT	\$301,904.00	21,904.59	44,672.31	\$257,231.69	14.80%
2510 GENERAL BUSINESS SUPPORT	\$35,297.00	1,270.81	2,948.90	\$32,348.10	8.35%
2520 OTHER VEHICLES	\$13,108.00	694.44	2,220.00	\$10,888.00	16.94%
2610 OPERATION OF PLANT	\$578,755.00	41,684.06	75,844.14	\$502,910.86	13.10%
2620 MAINTENANCE	\$1,449,758.00	8,657.41	17,052.88	\$1,432,705.12	1.18%
2750 REGULAR TRANSPORTATION	\$322,585.00	19,371.56	29,998.66	\$292,586.34	9.30%
TOTAL DISTRICT WIDE	\$3,026,451.00	118,013.77	226,872.68	\$2,799,578.32	7.50%
300 GRANTS DISTRICT WIDE					
3121/3504/3500 STATE PROGRAMS	\$27,682.00	2,545.34	4,071.56	\$23,610.44	14.71%
4200 TITLE I	\$58,442.00	6,145.47	7,311.42	\$51,130.58	12.51%
4992 REAP	\$34,000.00	0.00	0.00	\$34,000.00	0.00%
2765 Preschool Transportation	\$8,634.00	145.83	145.83	\$8,488.17	1.69%
4404-4406-4412-4410 IDEA GRANT	\$118,200.00	9,913.27	18,364.50	\$99,835.50	15.54%
4900 KICKS/PERKINS/ED/WALK/CORP	\$3,300.00	188.68	188.68	\$3,111.32	5.72%
5000 Transfer	\$12,000.00	0.00	12,000.00	\$0.00	100.00%
TOTAL GRANTS DISTRICT WIDE	\$262,258.00	18,938.59	42,081.99	\$220,176.01	16.05%
GENERAL FUND TOTAL	\$8,569,804.00	\$521,716.69	\$1,051,072.92	\$7,518,731.08	12.26%
400 HOT LUNCH					
TOTAL BUDGET	\$369,679.00	\$35,222.51	\$54,768.30	\$314,910.70	14.82%

MONTHLY GENERAL FUND BANK RECONCILIATION

REVISED BALANCE

10/31/2015

BALANCE AS OF 9/30/2015				\$2,594,369.38
UNIT MADE AND ELECTRONIC DEPOSITS		State Aid		\$34,763.54
Receipts:	Wash Co. Taxes	\$212,664.37		
	Dodge Co. Taxes	\$28,232.16		
	Douglas Co. Taxes	\$6,609.99		
	Douglas Co Fines	\$49.79		
	Preschool Tuition	\$3,240.00		
	American Bus Refund	\$140.33		
	Principal Refund	\$12.05		
	Refund Bus	\$35.40		
	IDEA 4410	\$70,474.00		
	HAL	\$6,242.00		
			Receipts	\$362,463.63
Non-Program Receipts				
	Hot Lunch Transfer	\$0.00	Total transf	\$0.00
MONTHLY INTEREST				
Estimates	Sweep interest	\$307.76		
	Bank checking	\$1.41		
			Total Interest	\$309.17
TOTAL MONTHLY RECEIPTS				\$362,772.80
MONTHLY DISBURSEMENTS				
	Accounts Payable	\$104,114.74		
	Fica Taxes EFT	\$97,633.34		
	Payroll	\$266,647.24		
	State Taxes EFT	\$13,506.59		
	Retirement	\$70,465.86		
			Total Disbursements	\$552,367.77
				\$0.00
ENDING BANK BALANCE 10-31-2015 (Sweep account bal & GF account bal)				\$2,404,774.41
CD Balance				\$0.00
Total to account for				\$2,404,774.41

MONTHLY SPECIAL BUILDING FUND RECONCILLIATION

10/31/2015

Balance as of 9/30/2015		\$322,794.79
DEPOSITS		
Property Taxes Washington Co.	\$3,703.68	
Property Taxes Douglas Co	\$321.82	
Property taxes Dodge Co	\$518.94	
	Total receipts	\$4,544.44
RECEIPTS		
Account interest	\$39.22	
	Total Interest	\$39.22
		\$0.00
TOTAL MONTHLY RECEIPTS		\$4,583.66
DISBURSEMENTS		
	\$0.00	
	Total Disburse	\$0.00
ENDING BUILDING BALANCE		\$327,378.45

MONTHLY DEPRECIATION FUND RECONCILLIATION

10/31/2015

Balance as of 9/30/2015		\$968,816.67
MONTHLY INTEREST		
ACCOUNT INTEREST	\$120.93	
	Total Interest	\$120.93
TOTAL MONTHLY RECEIPTS		\$120.93
	\$0.00	
	Total receipts	\$120.93
MONTHLY DISBURSEMENTS		
	\$0.00	
	\$0.00	
	\$0.00	
	Total Disburse	\$0.00
ENDING DEPRECIATION BALANCE		\$968,937.60

2009 BOND FUND RECONCILLIATION

10/31/2015

Balance as of 9/30/2015		\$470,759.27
MONTHLY INTEREST		
ACCOUNT INTEREST	\$62.10	
	Total Interest	\$62.10
TOTAL MONTHLY RECEIPTS		\$62.10
Bond Money Wash Co.	\$16,305.74	
Bond Money Douglas Co.	\$1,416.90	
Bond Money Dodge Co.	\$2,284.51	
	Total receipts	\$20,069.25
MONTHLY DISBURSEMENTS		
	\$0.00	
	Total Disburse	\$0.00
ENDING BOND BALANCE		\$490,828.52

EMPLOYEE BENEFIT FUND

10/31/2015

Balance as of 9/30/2015		\$83,819.14
MONTHLY DISBURSEMENTS		
BCBS	Admin Health	\$7,544.75
		Total Disburse
		\$7,544.75
ENDING BENEFIT BALANCE		\$76,274.39

CONSTRUCTION/QCPUF

10/31/2015

Balance as of 9/30/2015		\$800,730.00
MONTHLY INTEREST		
ACCOUNT INTEREST		\$104.58
		Total Interest
		\$104.58
TOTAL MONTHLY RECEIPTS		\$104.58
		0.00
		Total receipts
		\$104.58
MONTHLY DISBURSEMENTS		
Advanced Engineering HVAC		\$9,500.00
		\$0.00
		Total Disburse
		\$9,500.00
ENDING CONSTRUCTION BALANCE		\$791,334.58

SUMMARIES OF BALANCES

SPECIAL FUNDS CHECKING ACCOUNT BALANCE **\$2,654,753.54**

SUB ACCOUNTS:

BUILDING FUND BALANCE	\$327,378.45
DEPRECIATION FUND BALANCE	\$968,937.60
2009 BOND FUND BALANCE	\$490,828.52
EMPLOYEE BENEFIT FUND	\$76,274.39
CONSTRUCTION/GCPUF	\$791,334.58

CD QCPUF FUND **\$1,800,000.00**

CHECK REGISTER FOR NOVEMBER 2015 BOARD MEETING

PAYEE NAME	DESCRIPTION	AMOUNT
Ace	Green Line	\$22.98
Bell Creek	Repairs	\$1,819.50
Cash-Wa	Food	\$2,663.78
CMA Trucking	Gravel	\$338.80
Continuum Energy	Gas Service	\$388.37
Culligan	Repair Softener	\$288.00
Dennis Supply	Pump	\$250.28
Eakes	Copies/Staples	\$1,104.79
Earthgrains	Bread	\$1,074.15
Egan	Cleaning Supplies	\$3,523.43
Enterprise Publishing	Minutes/Notices	\$119.30
ESU #10	Subscription	\$111.30
ESU #2`	Training	\$50.00
ESU #3	Long Distance Calls	\$4,016.57
Fremont Glass	Window	\$162.71
Fremont Sanitation	Trash Removal	\$302.50
Hiland Dairy	Milk	\$2,902.32
Holbert, Sarah	Mileage	\$568.10
HomeTown Leasing	Copier Lease	\$642.69
HyVee	Water	\$3.49
Jackson Service	Linen Cleaning	\$373.40
Japp Seeding	Fertilizer/Aerate	\$1,225.00
Johnson, Lynn	Reimburse	\$18.00
JW Pepper	Music	\$609.08
Kriz Davis	Electrical Supplies	\$287.42
KSB Law	Legal Fees	\$75.00
Lincoln Electric	Welding Cart	\$204.00
Matheson	Industrial Tech Cylinders	\$427.33
McGraw-Hill	Text Books	\$557.39
Menards	Misc Supplies	\$165.42
NASB	Conference	\$175.00
NE Central	Parts	\$129.21
NE Food Distribution	Food	\$3,249.65
Omaha Truck Center	Bus Parts	\$361.93
One Source	Background Checks	\$167.00
Opfer Nursery	Tree Trimming	\$850.00
OPPD	Electricity	\$11,854.80
Ortmeier, Ric	Audit	\$5,400.00
P & H Electric	Belt	\$30.00
Payflex	Administrative Fees	\$100.00
Pegler Sysco	Food	\$3,294.00
Pitsco	Welding Equipment	\$96.90
Poppers Music	Music	\$132.93
Prairie Fields	Physical	\$85.00
Rich's Welding	Repair	\$9.28
Scholastic	Scholastic News	\$136.13
School Nurse	Health Supplies	\$382.50
School Specialty	Supplies	\$30.12
Shell	Gas Service	\$3,474.27
Sherwin Williams	Paint	\$358.30
Sid Dillon	Mirror	\$66.00
Stumps/Shindigz	Lanyards	\$260.45
Thermo King	Defrost	\$16.00
Thompson Co	Food	\$4,785.20
Thompson Music	Instrument Repairs	\$1,264.00
Trane	Repair	\$1,277.95
Trans-Alarm	Monitoring	\$309.00
United Seeds	Grass Seed	\$900.00
Village of Arlington	Water	\$1,941.80
Virco	Table/Stool	\$952.85
VISA	Supplies	\$1,987.38
Walmart	Supplies	\$569.40
Winnelson	Blades/Coupling/Drain	\$75.91
World Book	Annual renewal	\$117.00

Total Check Registers		\$69,135.06
October Hand payables		
NCDA	Show Choir Registration	\$150.00
UNO Music	Show Choir Registration	\$175.00
Totals		\$325.00

SUMMARY OF VISA

Holiday Inn	Lodging	\$239.54
Pioneer	Long Distance	\$112.25
Amazon	Micr Toner/Access Points	\$455.97
Amazon	Poe Switches	\$405.94
Bookfinders	Math Books	\$24.24
Amazon	Flash Drives/Cables	\$66.87
Amazon	Battery/Wiring Box	\$34.41
Amazon	Whiteboard System	\$169.00
Amazon	Phoenemic Handbook	\$24.96
NMEA	Allstate Music	\$14.00
Jimmy John's	Lunch	\$14.03
PECS	Schedule Board	\$115.93
E-Bay	Adapter	\$28.26
Accu-Tech	Battery/Wiring Box	\$83.30
NSAA	Wrestler Assessor Fee	\$30.00
Amazon	Power Supply	\$39.00
Screencastify	Software License	\$22.59
Amazon	Mouse	\$7.14
A-Z Reading	Subscription	\$99.95
	Total	\$1,987.38

CHECK REGISTER OCTOBER 15 PAYROLL DEDUCTIONS/RETIREMENT

	DATE	PAYEE NAME	AMOUNT	DESCRIPTION
	10/15/15	TSADUES/DEDUCTIONS	\$13,599.10	EMPLOYEE DEDUCTIONS
	10/15/15	NATIONAL INSURANCE	\$846.32	LTD/LIFE INSURANCE
	10/15/15	BLUE CROSS	15,810.08	INSURANCE
TOTAL			\$30,255.50	

Electronic Pays	\$97,633.34	Internal Revenue Service	FICA
	\$70,465.86	Nebr. Retirement System	Retirement
	\$13,506.59	Nebr. State Taxes	State

Total **\$181,605.79**

OCTOBER PAYROLL

Certified Staff	\$265,801.82
Non-Certified	\$99,458.36
Administration	\$32,460.67

Total **\$397,720.85**

SCHOOL LUNCH ACCOUNT - OCTOBER 2015

November 9, 2015 Board Meeting

Cash balance as of September 30, 2015:	Expenditures to date thru 10/31/15:	\$54,768.30
\$118,696.84		

October Receipts:

Lunches	27,673.40
Federal Reimbursement	10,220.80
State Reimbursement	
Interest	1.13
Other	221.44
Returned Checks	(30.00)
Payment Returned Check	40.00
	<u>\$38,126.77</u>

TOTAL CASH: \$156,823.61

October 2015 Bills/November 2015 Expenditures for Approval

Cash-Wa Dist./food	2,663.78
Culligan/repair	288.00
DHHS Food Distribution/food	3,249.65
Earthgrains/food	1,074.15
Hiland Dairy/food	2,902.32
Jackson Services/other	373.40
Pegler Sysco/food	3,294.00
Thompson Company/food	4,785.20
Walmart/other	31.60
	<u>\$ 18,662.10</u>

October Expenditures:

Food	15,916.58
Salaries/October	14,209.96
Other	5,095.97
	<u>\$ 35,222.51</u>

BALANCE ON HAND: \$121,601.10

Bank Balance

Checking	\$156,823.61	
CD's	-	
TRANSFERS TO GF	-	
MINUS EXPEND. FROM GF	(\$54,768.30)	(October \$35,222.51)
TOTAL:	\$102,055.31	

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

Working Balance 10/31/15: \$156,823.61

October 2015 ACTIVITY BALANCE

Account	Beginning Bal	Expenditures YTD	Revenues YTD	Balance
One School One Team	632.38	\$0.00	\$0.00	\$632.38
Always For Kids	\$12,443.39	\$3,916.29	-\$240.00	\$8,287.10
Art Class	\$5,578.99	\$539.16	\$408.00	\$5,447.83
Art Club	\$1,370.52	\$20.00	\$0.00	\$1,350.52
Athletics	-\$10,384.44	\$37,638.15	\$45,064.35	-\$2,958.24
Band	\$3,626.99	\$635.91	\$341.00	\$3,332.08
Band Fund Raising	\$1,226.50	\$0.00	\$1,128.00	\$2,354.50
Baylor/ACT	\$3,348.09	\$0.00	\$865.00	\$4,213.09
Book Club	\$271.46	\$0.00	\$0.00	\$271.46
Cheerleading	\$1,506.14	\$1,743.13	\$3,056.00	\$2,819.01
Class of 2015	\$774.36	\$774.00	\$0.00	\$0.36
Class of 2016	\$455.04	\$0.00	\$80.00	\$535.04
Class of 2017	\$3,879.32	\$0.00	\$1,077.60	\$4,956.92
Class of 2018	\$3,127.21	\$0.00	\$925.10	\$4,052.31
Class of 2019	\$1,045.00	\$0.00	\$1,275.10	\$2,320.10
SKILLS	\$244.23	\$50.00	\$750.00	\$944.23
Library Fund Elem/HS	\$4,394.07	\$1,099.31	\$1,706.69	\$5,001.45
Concessions	\$40.66	\$9,399.94	\$8,699.05	-\$660.23
Dance Squad	\$212.28	\$796.19	\$1,649.89	\$1,065.98
Drama	\$644.85	\$0.00	\$220.87	\$865.72
Elem Lounge	\$1,312.98	\$35.60	\$0.00	\$1,277.38
FLA	\$10,044.53	\$2,445.56	\$4,904.04	\$12,503.01
FFA	\$0.00	\$0.00	\$20.00	\$20.00
Floor Fund	\$1,927.95	\$0.00	\$0.00	\$1,927.95
General	\$4,408.49	\$615.00	\$2,377.25	\$6,170.74
Home Economics	\$2,903.21	\$0.00	\$60.00	\$2,963.21
Honors History	\$600.02	\$0.00	\$495.00	\$1,095.02
Honor Society	\$204.50	\$503.10	\$1,396.40	\$1,097.80
Interest	\$541.37	\$0.00	-\$51.71	\$489.66
JH Student Council	\$3,486.52	\$0.00	\$220.30	\$3,706.82
Middle School STEM	\$836.74	\$50.96	\$84.80	\$870.58
Metal Shop	\$342.40	\$0.00	\$0.00	\$342.40
Metro	\$50,960.12	\$0.00	\$0.00	\$50,960.12
Quiz Bowl	\$1,454.64	\$0.00	\$0.00	\$1,454.64
Secondary Lounge	\$2,836.31	\$35.60	\$33.96	\$2,834.67
Soaring to Excellence	\$589.50	\$0.00	\$0.00	\$589.50
Spanish Club	\$181.94	\$0.00	\$0.00	\$181.94
Speech	\$237.83	\$210.00	\$0.00	\$27.83
Spring Musical	\$6,508.40	\$295.00	\$0.00	\$6,213.40
Student Council	\$2,612.93	\$400.74	\$1,552.40	\$3,764.59
Student Vending	\$3,841.21	\$1,366.50	\$185.87	\$2,660.58
Swing Choir	\$1,585.79	\$2,344.74	\$1,331.98	\$573.03
Transition	\$1,671.34	\$57.83	\$0.00	\$1,613.51
Wood Shop	\$1,263.84	\$304.86	\$40.00	\$998.98
Yearbook	\$5,228.11	\$2,263.27	\$20.00	\$2,984.84
Pepsi	\$2,466.00	\$849.50	\$0.00	\$1,616.50
CAMPS				
BB Camp Fundraiser	\$5,143.46	-\$153.03	\$1,530.00	\$6,826.49
GBB Camp Fundraiser	\$2,653.82	-\$310.56	\$342.70	\$3,307.08
VB Camp Fundraiser	\$5,520.65	\$1,402.50	\$67.00	\$4,185.15
FB Fund (Camps)	\$5,602.75	\$2,664.38	\$89.00	\$3,027.37
CC Fundraiser	\$2,397.32	\$1,260.04	\$91.00	\$1,228.28
SB Fundraiser	\$3,210.56	\$2,016.07	\$107.00	\$1,301.49
Wrestling Fund	\$3,666.70	\$366.00	\$1,063.50	\$4,364.20
Boys Golf	\$752.00	\$0.00	\$0.00	\$752.00
Girls Golf	\$866.70	\$379.94	\$306.76	\$793.52
Track Fund	\$727.00	\$48.44	\$0.00	\$678.56
Baseball Fund	\$3,194.75	\$0.00	\$0.00	\$3,194.75
Totals	\$176,219.42	\$76,064.12	\$83,273.90	\$183,429.20
Cd Balance	\$84,293.87			
Checking Balance	\$99,135.33			
Savings Balance	\$200.00			

\$402.27 in CD interest for 14-15