

## Board of Education Regular Meeting

Monday, March 13, 2017 7:00 PM

Elm Creek Public Schools Media Center /Board of Education meeting room  
230 Calkins Avenue  
Elm Creek, NE 68836-0490

1. Call to Order
2. Flag Salute
3. Open Meetings Act
4. Roll Call
5. Review of Agenda
6. Citizen's Comments
7. Consent Agenda
  - 7.1. Approval of Minutes of Previous Meeting(s)
    - 7.1.1. Approve minutes from the February 13, 2017 Regular Meeting and the February 27, 2017 Special Meeting
  - 7.2. Payment of Invoices
  - 7.3. Financial Reports
  - 7.4. Approve employment recommendation of Leah Kenney, Family Consumer Science for the 2017-2018 school year.
8. Old Business
  - 8.1. Approve Second Reading of Elm Creek Public School Board Policies 3010-3570.
9. New Business
  - 9.1. Approve First Reading of Elm Creek Public School Board Policies 2000-2440
  - 9.2. Option Enrollment Capacity for the 2017-2018 school year.
10. Reports
  - 10.1. Transportation Committee Report
  - 10.2. Buildings and Ground Committee Report
  - 10.3. Curriculum, Finance and Technology Committee
  - 10.4. Principal's Report
  - 10.5. Superintendent Report
11. Next Regular Meeting - 8:00 p.m., April 10, 2017
12. Adjournment

**Board of Education Regular Meeting**

February 13, 2017 7:00 PM

Elm Creek Public Schools Media Center /Board of Education meeting room

**Attendance Taken at 7:01 PM:**

Present Board Members:

Suzanne Brodine  
Morgan Fouts  
Jeff Meads  
Morgan Meier  
JC Ourada

Absent Board Member:

John Worthing

**I. Call to Order**

**Motion Passed:** Call to Order at 7:01 with the absence of John Worthing passed with a motion by JC Ourada and a second by Jeff Meads.

Suzanne Brodine	Yes
Morgan Fouts	Yes
Jeff Meads	Yes
Morgan Meier	Yes
JC Ourada	Yes
John Worthing	Absent

**II. Flag Salute**

**III. Open Meetings Act**

**IV. Roll Call**

**V. Review of Agenda**

**Motion Passed:** Motion to approve the agenda as presented passed with a motion by Suzanne Brodine and a second by Morgan Meier.

Suzanne Brodine	Yes
Morgan Fouts	Yes
Jeff Meads	Yes
Morgan Meier	Yes
JC Ourada	Yes
John Worthing	Absent

**VI. Consent Agenda**

**Motion Passed:** Motion to approve the Consent Agenda as presented passed with a motion by Morgan Meier and a second by Morgan Fouts.

Suzanne Brodine	Yes
Morgan Fouts	Yes
Jeff Meads	Yes
Morgan Meier	Yes

JC Ourada Yes  
John Worthing Absent

- VI.A. Approval of Minutes of Previous Meeting(s)
- VI.B. Payment of Invoices
- VI.C. Financial Reports
- VI.D. Approve settlement with Fisher Track

**VII. Old Business**

**VII.A. Policy 3520AR Foster Care Student Procedures - 2nd reading**

**Motion Passed:** Policy 3520AR Foster Care Student Procedures - 2nd reading passed with a motion by JC Ourada and a second by Suzanne Brodine.

Suzanne Brodine Yes  
Morgan Fouts Yes  
Jeff Meads Yes  
Morgan Meier Yes  
JC Ourada Yes  
John Worthing Absent

**VIII. New Business**

**VIII.A. Policy review - 3000 section (Business) 1st reading**

**Motion Passed:** Policy review - 3000 section (Business) 1st reading passed with a motion by JC Ourada and a second by Jeff Meads.

Suzanne Brodine Yes  
Morgan Fouts Yes  
Jeff Meads Yes  
Morgan Meier Yes  
JC Ourada Yes  
John Worthing Absent

**VIII.B. Recognize the Elm Creek Education Association as the sole bargaining unit for Elm Creek teaching staff for the 2018-2019 contract year.**

**Motion Passed:** Recognize the Elm Creek Education Association as the sole bargaining unit for Elm Creek teaching staff for the 2018-2019 contract year passed with a motion by JC Ourada and a second by Morgan Fouts.

Suzanne Brodine Yes  
Morgan Fouts Yes  
Jeff Meads Yes  
Morgan Meier Yes  
JC Ourada Yes  
John Worthing Absent

**VIII.C. Approve Superintendent contract**

**Motion Passed:** Approve Superintendent contract passed with a motion by Suzanne Brodine and a second by Morgan Meier.

Suzanne Brodine Yes  
Morgan Fouts Yes  
Jeff Meads Yes  
Morgan Meier Yes  
JC Ourada Yes  
John Worthing Absent

**VIII.D. Approve purchase of Band Uniforms**

**Motion Passed:** Approve purchase of Band Uniforms passed with a motion by JC Ourada and a second by Suzanne Brodine.

Suzanne Brodine	Yes
Morgan Fouts	Yes
Jeff Meads	Yes
Morgan Meier	Yes
JC Ourada	Yes
John Worthing	Absent

#### **VIII.E. Approve Social Studies Curriculum proposal**

**Motion Passed:** Approve Social Studies Curriculum proposal passed with a motion by Suzanne Brodine and a second by Jeff Meads.

Suzanne Brodine	Yes
Morgan Fouts	Yes
Jeff Meads	Yes
Morgan Meier	Yes
JC Ourada	Yes
John Worthing	Absent

#### **VIII.F. Approval of ESU 10 Service Contracts for the 2017-18 school year**

**Motion Passed:** Approval of ESU 10 Service Contracts for the 2017-18 school year passed with a motion by JC Ourada and a second by Morgan Meier.

Suzanne Brodine	Yes
Morgan Fouts	Yes
Jeff Meads	Yes
Morgan Meier	Yes
JC Ourada	Yes
John Worthing	Absent

#### **VIII.G. Approve technology purchase**

**Motion Passed:** Approve technology purchase passed with a motion by Suzanne Brodine and a second by Morgan Meier.

Suzanne Brodine	Yes
Morgan Fouts	Yes
Jeff Meads	Yes
Morgan Meier	Yes
JC Ourada	Yes
John Worthing	Absent

#### **IX. Reports**

**IX.A. Curriculum, Finance and Technology Committee**

**IX.B. Transportation Committee Report**

**IX.C. Buildings and Ground Committee Report**

**IX.D. Superintendent Report**

**IX.D.1. NRSCA information**

#### **X. Next Regular Meeting**

#### **XI. Adjournment**

**Motion Passed:** Motion to adjourn meeting at 8:00 pm passed with a motion by JC Ourada and a second by Morgan Meier.

Suzanne Brodine	Yes
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Morgan Fouts	Yes
Jeff Meads	Yes
Morgan Meier	Yes
JC Ourada	Yes
John Worthing	Absent

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Chairperson

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Superintendent

**Board of Education Regular Meeting**

February 27, 2017 7:00 AM

Elm Creek Public Schools Media Center /Board of Education meeting room

**Attendance Taken at 7:04 AM:**

Present Board Members:

Suzanne Brodine

Morgan Fouts

Jeff Meads

Morgan Meier

JC Ourada

John Worthing

**I. Call to Order**

**II. Flag Salute**

**III. Open Meetings Act**

**IV. Roll Call**

**V. Review of Agenda**

**Motion Passed:** Motion to approve the agenda as presented passed with a motion by Suzanne Brodine and a second by Morgan Fouts.

Suzanne Brodine	Yes
Morgan Fouts	Yes
Jeff Meads	Yes
Morgan Meier	Yes
JC Ourada	Yes
John Worthing	Yes

**VI. Executive Session**

**VI.A. Motion to enter Executive Session**

**Motion Passed:** Motion to enter Executive Session at 7:05 am passed with a motion by JC Ourada and a second by Suzanne Brodine.

Suzanne Brodine	Yes
Morgan Fouts	Yes
Jeff Meads	Yes
Morgan Meier	Yes
JC Ourada	Yes
John Worthing	Yes

**VI.B. Motion to exit Executive Session and resume regular meeting**

**Motion Passed:** Motion to exit Executive Session and resume regular meeting at 7:50 am passed with a motion by JC Ourada and a second by Morgan Meier.

Suzanne Brodine	Yes
Morgan Fouts	Yes
Jeff Meads	Yes
Morgan Meier	Yes
JC Ourada	Yes

John Worthing                      Yes

**VII. Consent Agenda**

**VII.A. Approve PK-6 and 7-12 Principal recommendations for the 2017-2018 school year.**

**Motion Passed:** Motion to approve the Consent Agenda as presented passed with a motion by John Worthing and a second by Jeff Meads.

Suzanne Brodine	Yes
Morgan Fouts	No
Jeff Meads	Yes
Morgan Meier	Yes
JC Ourada	Yes
John Worthing	Yes

**VIII. Adjournment**

**Motion Passed:** Motion to adjourn meeting passed with a motion by JC Ourada and a second by Suzanne Brodine.

Suzanne Brodine	Yes
Morgan Fouts	Yes
Jeff Meads	Yes
Morgan Meier	Yes
JC Ourada	Yes
John Worthing	Yes

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Chairperson

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Superintendent

# Check Register

Direct	Dep.	Check Number	Check Date	Vendor ID	Vendor Name	Amount
		Invoice	Invoice Date	PO Number	PO Date Description	
<b>Checks Printed</b>						
<b>1 - GENERAL FUND</b>						
Bank Account :A - General Fund						
		00014703	03/13/2017	ADVANCEDW	ADVANCED WATER COMPANY	
		6595	02/14/2017		03/07/2017 SERVICE CONTRACT	4,515.00
					<b>Check Total</b>	<b>4,515.00</b>
		00014704	03/13/2017	AGRICOOP	CHS AGRI SERVICE CENTER	
		022817	02/28/2017		03/07/2017 FUEL	2,139.07
					<b>Check Total</b>	<b>2,139.07</b>
		00014705	03/13/2017	ALPHAREH	ALPHA REHABILITATION P.C.	
		1470	02/28/2017		03/07/2017 SPED SERVICES	374.01
					<b>Check Total</b>	<b>374.01</b>
		00014706	03/13/2017	APPLEINC	APPLE INC	
		022017	02/20/2017		03/07/2017 1st PAYMENT - IPAD LEASE	12,504.92
					<b>Check Total</b>	<b>12,504.92</b>
		00014707	03/13/2017	ARNOLDM	ARNOLD MOTOR SUPPLY	
		76-131973	02/16/2017		03/07/2017 BATTERIES	70.95
					<b>Check Total</b>	<b>70.95</b>
		00014708	03/13/2017	BAUERRI	RICK BAUER	
		02282017	02/28/2017		03/07/2017	45.00
					<b>Check Total</b>	<b>45.00</b>
		00014709	03/13/2017	BLACKHILLS	BLACK HILLS ENERGY	
		02231701	02/23/2017		03/07/2017 225 EAST BOYD	1,228.77
		02231740	02/23/2017		03/07/2017 230 EAST CALKINS	3,244.82
		02231794	02/23/2017		03/07/2017 122 N CHURCH	44.00
					<b>Check Total</b>	<b>4,517.59</b>
		00014710	03/13/2017	C&S TRUCK	C&S TRUCK & SALVAGE	
		89564	02/14/2017		03/07/2017 2013 RADIATOR REPAIRS	1,358.42
					<b>Check Total</b>	<b>1,358.42</b>
		00014711	03/13/2017	CENTURY	CENTURYLINK	
		020717	02/07/2017		03/07/2017 TELEPHONE SERVICE	314.94
					<b>Check Total</b>	<b>314.94</b>
		00014712	03/13/2017	CHARTERC	CHARTER COMMUNICATIONS	
		022417	02/24/2017		03/07/2017 INTERNET	211.28
					<b>Check Total</b>	<b>211.28</b>
		00014713	03/13/2017	CHEMSEARCH	CHEMSEARCH	
		2634989	02/28/2017		03/07/2017 TRAILBLAZER MAXX	575.00

# Check Register

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name Description	Amount
				Check Total	575.00
	00014714 57581	03/13/2017 02/27/2017	COMPUTERP	COMPUTER PROS LENOVO TS ETC	4,699.00
				Check Total	4,699.00
	00014715 10120	03/13/2017 03/01/2017	CONDITION	CONDITIONED AIR MECHANICAL SYSTEMS REPAIRS (LIBRARY)	3,682.50
				Check Total	3,682.50
	00014716 INV024279	03/13/2017 02/22/2017	CONFERENCE	CONFERENCE TECHNOLOGIES 3-YEAR SOFTWARE MAINT	1,323.00
				Check Total	1,323.00
	00014717 022717	03/13/2017 02/27/2017	COUNTRYC	Country Clinic BUS PHYSICAL	185.00
				Check Total	185.00
	00014718 ECS010517	03/13/2017 01/18/2017	DOUBLED	Double D Cleaners RAGS ETC	90.05
				Check Total	90.05
	00014719 9208491	03/13/2017 02/21/2017	ECOL	ECOLAB PEST ELIMINATION PEST ELIM	68.61
				Check Total	68.61
	00014720 1059367	03/13/2017 02/07/2017	ECOWATER	ECOWATER SYSTEMS SOFT SALT	192.00
				Check Total	192.00
	00014721	03/13/2017	ESU10	Educational Service Unit 10	
	030117A	03/01/2017	03/07/2017	LAMINATION	15.75
	030117B	03/01/2017	03/07/2017	TECH - REPAIRS	315.00
	030117C	03/01/2017	03/07/2017	VOC REHAB	433.05
	030117D	03/01/2017	03/07/2017	DEAF ED	179.91
	030117E	03/01/2017	03/07/2017	PT/OT	121.57
	030117F	03/01/2017	03/07/2017	PT/OT	1,922.90
	030117G	03/01/2017	03/07/2017	SUPERVISION	307.95
	030117H	03/01/2017	03/07/2017	SUPERVISION	1,569.74
	030117I	03/01/2017	03/07/2017	SPEECH	1,359.06
	030117J	03/01/2017	03/07/2017	PSYCH SERVICES	3,001.12
	030117K	03/01/2017	03/07/2017	AUDIOLOGY	74.96
				Check Total	9,301.01
	00014722 030117	03/13/2017 03/01/2017	FOSTERC	CURT FOSTER	100.00
				Check Total	100.00
	00014723	03/13/2017	FOSTFAMI	Foster's Family Foods	

# Check Register

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name Description	Amount
	CODE 14-022817	02/28/2017		03/07/2017 FOOD	195.26
				Check Total	195.26
	00014724	03/13/2017	GOVCONNE	GOVCONNECTION, INC.	
	54516270	02/03/2017		03/07/2017 REPLACEMENT LAMPS	1,063.28
	54540146	02/13/2017		03/07/2017 PROXIMITY KEYFOBS	29.84
	54560384	02/20/2017		03/07/2017 REPLACEMENT LAMP	531.64
				Check Total	1,624.76
	00014725	03/13/2017	HAPPP	HAPP PUBLISHING	
	013117	01/31/2017		03/07/2017 JANUARY MTG	120.53
				Check Total	120.53
	00014726	03/13/2017	HOMETOWN	Hometown Leasing	
	030117	03/01/2017		03/07/2017 COPIERS	1,539.64
				Check Total	1,539.64
	00014727	03/13/2017	ISLANDSU	Island Supply Welding	
	164593	02/28/2017		03/07/2017 CYL RENTAL	58.80
				Check Total	58.80
	00014728	03/13/2017	LARRY'S	LARRY'S SERVICE CENTER	
	37521	02/09/2017		03/07/2017 VAN 12B	120.00
	37527	02/18/2017		03/07/2017 IMPALA	59.21
	37758	01/24/2017		03/07/2017 SERVICE 12B	64.20
				Check Total	243.41
	00014729	03/13/2017	LINWELD	MATHESON TRI GAS	
	51147581	02/28/2017		03/07/2017	124.24
				Check Total	124.24
	00014730	03/13/2017	MAASB	BRADY MAAS	
	022017	02/20/2017		03/07/2017 HANDICAP RAMP	780.00
				Check Total	780.00
	00014731	03/13/2017	MENARD	MENARDS - KEARNEY	
	27301	02/16/2017		03/07/2017 CLEANERS, PAINT, TILE	84.67
				Check Total	84.67
	00014732	03/13/2017	MIDSTATEI	MID-STATES INSURANCE AGENCY	
	71876794022017	02/01/2017		03/07/2017 TREASURER BOND	20.00
				Check Total	20.00
	00014733	03/13/2017	MOSAIC	MOSAIC	
	AXT0217	03/02/2017		03/07/2017 FEBRUARY 2017	3,963.24
				Check Total	3,963.24
	00014734	03/13/2017	NECOUNATT	NEBRASKA COUNCIL OF SCHOOL ATTORNEYS	
	2707	02/08/2017		03/07/2017 SCHOOL LAW REPORTER	140.00

# Check Register

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name Description	Amount
				Check Total	140.00
	00014735	03/13/2017	NPPD	NEBRASKA PUBLIC POWER DISTRICT	
	211010056740-0 21517	02/15/2017		03/07/2017 BUS BARN	46.88
	211010056744-0 21517	02/15/2017		03/07/2017 BALLFIELD	53.65
	211010056748-0 21517	02/15/2017		03/07/2017 230 E CALKINS	4,698.95
				Check Total	4,799.48
	00014736	03/13/2017	NRCSA	NE RURAL COMMUNITY SCHOOLS ASSN	
	2017 LEG FORUM	02/20/2017		03/07/2017 REGISTRATION	80.00
				Check Total	80.00
	00014737	03/13/2017	PERRY	Perry, Guthery, Haase & Gessford, PC, LLO	
	2711-022117	02/21/2017		03/07/2017 LEGAL SERV	300.00
	2711.12-022117	02/21/2017		03/07/2017 FISHER TRACKS	330.00
				Check Total	630.00
	00014738	03/13/2017	PIONEERTE	PIONEER TELEPHONE	
	465905	03/01/2017		03/07/2017 LONG DISTANCE	108.67
				Check Total	108.67
	00014739	03/13/2017	SERVICE	SERVICEMASTER OF MID NE	
	13733	02/28/2017		03/07/2017 2010 ADDITION	3,466.00
	13734	02/28/2017		03/07/2017 ELEM FACILITY	3,719.00
				Check Total	7,185.00
	00014740	03/13/2017	SPARQDATA	SPARQDATA SOLUTIONS	
	753	02/24/2017		03/07/2017 NEGOTIATIONS SOFTWARE	2,800.00
				Check Total	2,800.00
	00014741	03/13/2017	STATENE	STATE OF NEBRASKA	
	1048688	02/01/2017		03/07/2017	238.96
				Check Total	238.96
	00014742	03/13/2017	THOMPSON	THE THOMPSON CO.	
	1857774	02/02/2017		03/07/2017 CAN LINERS, SOAP, TOWELS	277.52
	1860865	02/09/2017		03/07/2017 CAN LINERS, TOWELS, TISSUE	232.68
	1864098	02/16/2017		03/07/2017 CAN LINERS, TP, TOWELS	268.67
	1867179	02/23/2017		03/07/2017 CAN LINERS, TP, TISSUE, TOWELS	387.05
				Check Total	1,165.92
	00014743	03/13/2017	VERIZON	VERIZON WIRELESS	
	9779850263	02/08/2017		03/07/2017 CELL PHONE	51.28
				Check Total	51.28

# Check Register

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name PO Date Description	Amount
	00014744	03/13/2017	VILLAGEE	Village Of Elm Creek	
	022817	02/28/2017		03/07/2017	1,190.00
				<b>Check Total</b>	<b>1,190.00</b>
	00014745	03/13/2017	WOODWARDS	WOODWARDS DISPOSAL SERVICE	
	NO8721-679	02/25/2017		03/07/2017 SHRED SERVICE	25.00
				<b>Check Total</b>	<b>25.00</b>
				<b>1 - GENERAL FUND Totals:</b>	<b>73,416.21</b>
				<b>Total of Checks Printed:</b>	<b>73,416.21</b>
				<b>Report Total:</b>	<b>73,416.21</b>

**CHECK REGISTER FOR ACTIVITY ACCOUNT: FEBRUARY 2017**

Check Number	Date	Paid To	Description	Amount
Bank ID: C	Activity Fund			
12874	2/1/2017	Firstier Bank	JR. HIGH BB	\$ 365.00
12875	2/1/2017	DAVE GRIEK	JH OFFICIAL	\$ 120.00
12876	2/1/2017	SCOTT MEIER	JH OFFICIAL	\$ 120.00
12877	2/6/2017	FORT KEARNY CONFERENCE	GIRLS BBALL QUARTERFINAL	\$ 1,006.60
12878	2/6/2017	KEARNEY HIGH SCHOOL	STUCO DIST CONVENTION	\$ 400.00
12879	2/6/2017	NEBRASKA PUBLIC EMPLOYEES RETIREMENT	SEPT REPORT	\$ 117.97
12880	2/6/2017	DIVAS FLORAL SHOP & BOUTIQUE	FLORICULTURE CLASS	\$ 41.57
12881	2/7/2017	CHESTERMAN CO.	POP	\$ 2,396.80
12882	2/7/2017	GOPHER	RESISTANCE BANDS	\$ 139.23
12883	2/7/2017	J & H ATHLETIC EQUIP RECONDITIONING	HELMETS	\$ 1,080.05
12884	2/7/2017	YANDA'S MUSIC	CLAVIMOVER	\$ 350.00
12885	2/7/2017	ISAAC FRECKS	OFFICIAL	\$ 300.00
12886	2/7/2017	NATE WILLIAMS	JV OFFICIAL	\$ 120.00
12887	2/7/2017	Firstier Bank	ELWOOD - GIRLS ONLY	\$ 1,189.00
12888	2/7/2017	Village Of Elm Creek	VILLAGE CENTER RENTAL-FFA	\$ 40.00
12889	2/8/2017	DAVE GRIEK	JH OFFICIAL	\$ 120.00
12890	2/10/2017	MINDEN HIGH SCHOOL	SPEECH ENTRY FEES	\$ 56.00
12891	2/11/2017	AMHERST PUBLIC SCHOOLS	CHEER ENTRY FEES	\$ 60.00
12892	2/14/2017	HOLDREGE HIGH SCHOOL	SUB DISTRICT GAME	\$ 33.00
12893	2/14/2017	GRAFTON & ASSOCIATES	PEER ED CONFERENCE	\$ 50.00
12894	2/14/2017	DIVAS FLORAL SHOP & BOUTIQUE	FLORICULTURE CLASS	\$ 98.04
12895	2/14/2017	NEBRASKA FFA ASSN	CHAPTER VISIT FEE	\$ 35.00
12896	2/14/2017	PSAT/NMJQT	TEST BOOKLETS	\$ 82.00
12897	2/14/2017	STELLING BRASS & WINDS	INSTRUMENT REPAIRS	\$ 436.75
12898	2/14/2017	Foster's Family Foods	SUPPLIES	\$ 23.97
12899	2/14/2017	Cash Wa Distributing	CONCESSIONS SUPPLIES	\$ 2,012.27
12900	2/15/2017	LINCOLN JOURNAL STAR	VOID-WRONG AMOUNT	\$ -
12901	2/15/2017	CORPORATE PAYMENT SYSTEMS	MEALS, MUSIC, BOOKS ETC	\$ 2,275.67
12902	2/15/2017	LINCOLN JOURNAL STAR	SUBSCRIPTION	\$ 105.33
12903	2/16/2017	HOLDREGE HIGH SCHOOL	EXTRA PLAYERS, CHEER	\$ 33.00
12904	2/21/2017	NE ACADEMY OF SCIENCES	SCIENCE OLYMPIAD	\$ 120.00
12905	2/21/2017	BLUE CROSS BLUE SHIELD OF NE	BOARD MEMBER INSURANCE	\$ 6,117.46
12906	2/21/2017	MEL ARMSTRONG	REIMBURSEMENT-BUS LICENSE	\$ 7.69
12907	2/21/2017	SCHOLASTIC BOOK FAIRS	BOOK FAIR	\$ 1,258.87
12908	2/21/2017	PAYFLEX SYSTEMS USA	FEBRUARY FEES	\$ 150.00
12909	2/22/2017	HOLDREGE HIGH SCHOOL	EXTRA PLAYERS ETC - DIST	\$ 88.00
12910	2/22/2017	GI CENTRAL CATHOLIC	EXTRA PLAYERS, CHEER	\$ 118.00
12911	2/22/2017	Firstier Bank	JH GAME	\$ 460.00
12912	2/22/2017	NATE WILLIAMS	JV BASKETBALL	\$ 120.00
12913	2/22/2017	DAVE GRIEK	JH OFFICIAL	\$ 120.00
12914	2/22/2017	CRICKET SPORTS	STATE WRESTLING SHIRTS	\$ 430.00
12915	2/22/2017	AWARDS UNLIMITED	TRACK MEDALS	\$ 888.99
12916	2/22/2017	WAL-MART	STU CO VALENTINES	\$ 96.50

ELM CREEK SCHOOL BOARD TREASURER'S REPORTS  
FOR MARCH 13, 2017

**GENERAL FUND - ACCT NO. 137766**

BANK BALANCE FEBRUARY 1, 2017 (Reconciled 3-3-17) \$ 1,448,545.56

**RECEIPTS**

BUFFALO COUNTY (BOND FUNDS)	\$	89,241.73
BUFFALO COUNTY (General Funds)	\$	227,616.13
DAWSON COUNTY	\$	12,702.13
ESU 10	\$	1,020.00
LUNCH FUND PAYROLL TRANSFER	\$	6,598.95
NASB	\$	1,698.00
PHELPS COUNTY	\$	30,422.67
STATE - APPORTIONMENT	\$	43,998.51
STATE - SPED SCHOOL AGE	\$	31,257.00
STATE AID	\$	4,464.90
		\$ 449,020.02

TOTAL RECEIPTS \$ 449,020.02

AVAILABLE BALANCE \$ 1,897,565.58

**DISBURSEMENTS:**

Bills Paid FEBRUARY 9, 2017	\$	65,765.99
FEBRUARY PAYROLL	\$	299,779.72
		\$ 365,545.71

TOTAL DISBURSEMENTS \$ 365,545.71

**BOOK BALANCE MARCH 1, 2017 \$ 1,532,019.87**

**DEPRECIATION FUND - ACCT NO 14832**

BALANCE FEBRUARY 1, 2017	\$	71,549.40
INTEREST	\$	-
RECEIVED	\$	-
		\$ 71,549.40

BOOK BALANCE MARCH 1, 2017 \$ 71,549.40

**CERTIFICATES OF DEPOSIT THRU FEBRUARY 28, 2017**

#6692	Bus Depreciation	\$	11,624.67
#6233	Track Maintenance - Issued 8/31/09	\$	16,337.07
#6013	Track Maintenance	\$	55,662.98
#6235	Unknown Capital Outlays - Issued 8/31/09	\$	16,313.00
#2232	Unemployment	\$	10,785.84
#6482	Track Maintenance - Issued 8/31/2011	\$	10,199.37
#6701	ECPS-(Issued 3-12-15)	\$	24,254.22
	CERTIFICATE TOTALS	\$	145,177.15

**ELM CREEK SCHOOL BOARD TREASURER'S REPORTS  
FOR MARCH 13, 2017**

**BUILDING FUND**

Balance FEBRUARY 1, 2017	\$	69,505.08
INTEREST	\$	10.66
EXPENSES	\$	-
BALANCE MARCH 1, 2017	\$	<u>69,515.74</u>

**BOND FUND (OPENED 11-12-09)**

Balance FEBRUARY 1, 2017	\$	2,447.71
RECEIPTS	\$	-
DISBURSEMENTS (Wire Transfer - Bond Payment)	\$	-
BALANCE MARCH 1, 2017	\$	<u>2,447.71</u>

**SAM/DUNS ACCOUNT (REAP-1173)**

Balance FEBRUARY 1, 2017	\$	10,193.40
DISBURSEMENTS	\$	-
BALANCE MARCH 1, 2017	\$	<u>10,193.40</u>

ELM CREEK SCHOOL BOARD TREASURER'S REPORTS  
FOR MARCH 13, 2017

**LUNCH FUND**

BANK BALANCE FEBRUARY 1, 2017 (Reconciled 3-6-17) \$ 18,081.23

**RECEIPTS**

LUNCH SALES	\$	5,284.65
Federal Reimbursement Lunch	\$	6,314.68
Federal Reimbursement Breakfast	\$	1,693.46
EFUND PAYMENTS	\$	375.00
State Reimbursement	\$	715.26
TRANSFERS FROM GENERAL ACCT	\$	-
<b>TOTAL RECEIPTS</b>	<b>\$</b>	<b>14,383.05</b>

AVAILABLE BALANCE \$ 32,464.28

**DISBURSEMENTS**

Food/Groceries/Milk Etc.	\$	8,685.02
General Expenses	\$	382.63
Payroll Transfer	\$	6,598.95
Returned Checks.	\$	-

TOTAL DISBURSEMENTS \$ 15,666.60

BALANCE MARCH 1, 2017 \$ 16,797.68

**MARCH BILLS**

BERNARD FOODS	\$	-
CASHWA	\$	4,739.82
DOUBLE D	\$	60.38
FOSTERS	\$	39.99
HEARTLAND REFRIGERATION	\$	-
HILAND (MILK)	\$	1,484.37
NE FOOD DISTRIBUTION PROGRAM	\$	815.33
PAYROLL TRANSFER	\$	8,977.70
THOMPSON	\$	816.31

\$ 16,933.90

ACTIVITY FUND  
TREASURER'S REPORT  
3-13-17  
Reconciled 3-2-17

Account Description	BEG FEB	EXPENSES	INCOME	END JAN
ACCELERATED READER	\$ 4,744.63	\$ -	\$ 105.50	\$ 4,850.13
ALUMNI	\$ 54.28	\$ -	\$ -	\$ 54.28
ANNUAL	\$ (9,482.14)	\$ -	\$ 15.00	\$ (9,467.14)
ATTEND/VAL SCHOL (tea conc)	\$ 1,355.65	\$ -	\$ -	\$ 1,355.65
BAND	\$ (7,796.36)	\$ 519.16	\$ -	\$ (8,315.52)
BAND CLUB	\$ -	\$ -	\$ -	\$ -
BAND INSTR RENTAL	\$ 535.00	\$ -	\$ -	\$ 535.00
BBALL	\$ (5,492.87)	\$ 3,790.44	\$ 1,078.38	\$ (8,204.93)
BOARD SCHOLARSHIP FUND	\$ 252.54	\$ -	\$ -	\$ 252.54
BOYS BBALL CLUB	\$ 240.08	\$ -	\$ -	\$ 240.08
CHEER	\$ 1,398.57	\$ 285.02	\$ -	\$ 1,113.55
CHOIR	\$ (6,093.05)	\$ -	\$ -	\$ (6,093.05)
CHOIR CLUB	\$ 1,606.67	\$ -	\$ -	\$ 1,606.67
CLASS OF 2009	\$ (54.64)	\$ -	\$ -	\$ (54.64)
CLASS OF 2010	\$ 78.45	\$ -	\$ -	\$ 78.45
CLASS OF 2013	\$ 292.21	\$ -	\$ -	\$ 292.21
CLASS OF 2014	\$ 116.95	\$ -	\$ -	\$ 116.95
CLASS OF 2015	\$ 29.30	\$ -	\$ -	\$ 29.30
CLASS OF 2016	\$ (1,645.49)	\$ -	\$ -	\$ (1,645.49)
CLASS OF 2017	\$ 1,441.70	\$ 490.89	\$ 44.00	\$ 994.81
CLASS OF 2018	\$ 4,642.67	\$ -	\$ -	\$ 4,642.67
CLASS OF 2019	\$ 4,582.30	\$ -	\$ -	\$ 4,582.30
CLASS OF 2020	\$ 3,550.62	\$ -	\$ -	\$ 3,550.62
CLASS OF 2021	\$ 5,316.44	\$ -	\$ -	\$ 5,316.44
CLASS OF 2022	\$ 1,443.30	\$ -	\$ -	\$ 1,443.30
COMP PURCHASE	\$ (151.23)	\$ -	\$ -	\$ (151.23)
CONCESSIONS	\$ (9,981.49)	\$ 4,813.27	\$ 1,390.90	\$ (13,403.86)
COURTESY COMMITTEE	\$ 193.30	\$ -	\$ -	\$ 193.30
CROSS COUNTRY	\$ (1,875.13)	\$ -	\$ -	\$ (1,875.13)
CROSS COUNTRY CLUB	\$ 729.70	\$ -	\$ -	\$ 729.70
DANCE CLUB	\$ (476.35)	\$ -	\$ -	\$ (476.35)
DRAMA	\$ (272.99)	\$ -	\$ -	\$ (272.99)
ELEM PLAYGROUND	\$ -	\$ -	\$ -	\$ -
FCCLA	\$ 383.94	\$ 50.00	\$ 91.00	\$ 424.94
FCS - PATTERNS	\$ 440.46	\$ -	\$ -	\$ 440.46
FFA	\$ 10,716.88	\$ 75.00	\$ 648.09	\$ 11,289.97
FINE ARTS	\$ 14,855.21	\$ 350.00	\$ -	\$ 14,505.21
FOB CHECKOUT	\$ 2,700.00	\$ -	\$ 150.00	\$ 2,850.00

ACTIVITY FUND  
TREASURER'S REPORT  
3-13-17  
Reconciled 3-2-17

Account Description	BEG FEB	EXPENSES	INCOME	END JAN
FOOTBALL	\$ (15,515.79)	\$ 1,080.05	\$ -	\$ (16,595.84)
FOOTBALL CLUB	96.78	\$ -	\$ 94.00	\$ 190.78
GENERAL DONATION FUND	\$ 539.10	\$ -	\$ -	\$ 539.10
GENERAL EXPENSES/INCOME	\$ 202.15	\$ 3,030.08	\$ 1,263.75	\$ (1,564.18)
GENERAL POSTAGE	\$ (447.55)	\$ -	\$ -	\$ (447.55)
GIRLS BBALL CLUB	\$ 828.06	\$ -	\$ -	\$ 828.06
GOLF	\$ (4,268.47)	\$ -	\$ -	\$ (4,268.47)
GOLF CLUB	\$ 789.11	\$ -	\$ -	\$ 789.11
GYM RENT	\$ 5,989.50	\$ -	\$ -	\$ 5,989.50
IND TECH SPECIAL FUND	\$ 1,894.79	\$ -	\$ -	\$ 1,894.79
INSURANCE	\$ 2,857.51	\$ 6,117.46	\$ 3,246.87	\$ (13.08)
IPADs	\$ 17,080.72	\$ -	\$ 11.25	\$ 17,091.97
IRS 125 (Payflex)	\$ (1,250.00)	\$ 150.00	\$ -	\$ (1,400.00)
LASER	\$ 10.41	\$ -	\$ -	\$ 10.41
MISCELLANEOUS	\$ 22,387.91	\$ -	\$ -	\$ 22,387.91
MOTOR CLUB	\$ 849.57	\$ -	\$ -	\$ 849.57
MUSIC TRIP	\$ 1,974.62	\$ -	\$ -	\$ 1,974.62
NHS	\$ 2,161.19	\$ 496.00	\$ 793.60	\$ 2,458.79
ONE ACT	\$ (71.44)	\$ -	\$ -	\$ (71.44)
PRES FREE SCHOL	\$ (166.36)	\$ -	\$ -	\$ (166.36)
PRESCHOOL	\$ 36,414.75	\$ -	\$ -	\$ 36,414.75
PROM	\$ 871.04	\$ -	\$ -	\$ 871.04
RETIREMENT	\$ 44.91	\$ -	\$ -	\$ 44.91
SCHOOL PLAY	\$ 383.80	\$ -	\$ -	\$ 383.80
SIGN ADVERTISING	\$ 9,610.58	\$ -	\$ -	\$ 9,610.58
SPECIAL ED (CIRCLE OF FRIENDS)	\$ 1,274.64	\$ -	\$ -	\$ 1,274.64
SRS GIFTS	\$ (282.12)	\$ -	\$ -	\$ (282.12)
STU COUNCIL	\$ 1,500.65	\$ 496.50	\$ 237.40	\$ 1,241.55
SUPERMERCADO	\$ 176.68	\$ -	\$ -	\$ 176.68
SURPLUS PRO	\$ 93.00	\$ -	\$ -	\$ 93.00
TRACK	\$ (9,064.34)	\$ 888.99	\$ -	\$ (9,953.33)
TRACK CLUB	\$ 2,906.83	\$ -	\$ -	\$ 2,906.83
VOLLEYBALL	\$ (21,000.32)	\$ -	\$ -	\$ (21,000.32)
VOLLEYBALL CLUB	\$ 1,369.86	\$ -	\$ -	\$ 1,369.86
WRESTLING	\$ (14,256.59)	\$ 119.70	\$ 141.34	\$ (14,234.95)
WRESTLING CLUB(Incl INSF ck)	\$ (1,285.20)	\$ 430.00	\$ 378.00	\$ (1,337.20)
	\$ 63,079.09	\$ 23,182.56	\$ 9,689.08	\$ 49,585.61

general fund

Mar. 1, 2017

ytd expenditure summary

		16/17 Budget	Expended during month	current month ytd expended	balance	% remaining
1100	All Instruction	\$2,325,000.00	\$171,731.53	\$1,057,829.15	\$1,267,170.85	54.50
1200	Special Education Programs	\$565,100.00	\$38,707.42	\$247,924.88	\$317,175.12	56.13
2100	Guidance Services	\$200,000.00	\$14,852.46	\$75,286.81	\$124,713.19	62.36
2200	Library	\$57,500.00	\$3,751.75	\$23,698.47	\$33,801.53	58.79
2300	General Administration	\$295,000.00	\$21,969.95	\$91,386.53	\$203,613.47	69.02
2400	Office of the Principal	\$125,000.00	\$8,539.89	\$51,452.10	\$73,547.90	58.84
2500	Business Suport	\$432,100.00	\$13,556.34	\$115,862.00	\$316,238.00	73.19
2600	Maint. And Operation of Buildings	\$555,000.00	\$34,746.25	\$209,146.78	\$380,599.47	68.58
2700	Pupil Transportation	\$158,525.00	\$14,562.34	\$72,600.79	\$85,924.21	54.20
3000	State Categorical Programs	\$104,250.00	\$9,229.61	\$63,066.23	\$41,183.77	39.50
4000	Federal Programs	\$210,000.00	\$32,776.53	\$124,249.45	\$85,750.55	40.83
5000	Debt Services		\$0.00	\$0.00		
8000	Transfers to other Funds	\$165,000.00	\$0.00	\$590,000.00	-\$425,000.00	0.00
9000	Miscellaneous					
		\$5,192,475.00		\$2,722,503.19	\$2,469,971.81	47.57

general fund

updated

3/1/17

ytd expenditure summary

multiplier

1.0435

		15/16 Budget	15/16 Actual	16/17 Budget	16/17 projected	17/18 (4.35% increase)
1100	All Instruction	\$2,544,914.00	\$2,055,119.00	\$2,325,000.00	\$2,115,660.00	\$2,207,691.21
1200	Special Education Programs	\$475,500.00	\$492,327.00	\$565,100.00	\$495,850.00	\$517,419.48
2100	Guidance Services	\$198,419.00	\$136,074.00	\$200,000.00	\$150,575.00	\$157,125.01
2200	Library	\$53,500.00	\$46,401.00	\$57,500.00	\$47,400.00	\$49,461.90
2300	General Administration	\$288,800.00	\$250,912.00	\$295,000.00	\$182,775.00	\$190,725.71
2400	Office of the Principal	\$104,100.00	\$99,956.00	\$125,000.00	\$102,910.00	\$250,000.00
2500	Business Support	\$257,100.00	\$163,708.00	\$432,100.00	\$231,725.00	\$241,805.04
2600	Maint. And Operation of Buildings	\$531,200.00	\$345,733.00	\$555,000.00	\$418,295.00	\$436,490.83
2700	Pupil Transportation	\$209,500.00	\$123,944.00	\$158,525.00	\$145,205.00	\$151,521.42
3000	State Categorical Programs	\$101,417.00	\$101,726.00	\$104,250.00	\$126,135.00	\$131,621.87
4000	Federal Programs	\$215,353.00	\$157,598.00	\$210,000.00	\$248,500.00	\$259,309.75
5000	Debt Services		\$61,651.00			
8000	Transfers to other Funds		\$50,000.00	\$165,000.00	\$625,000.00	\$250,000.00
9000	Miscellaneous	\$2,000.00				
		\$4,981,803.00	\$4,085,149.00	\$5,192,475.00	\$4,890,030.00	\$4,843,172.22

230 E. Calkins Ave., Elm Creek, NE 68836  
(308) 856-4300 phone (308) 856-4907 fax



Tom Reeser, Superintendent

Jason Sullivan, Principal

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Dear School Board,

Please accept this letter as a my formal recommendation of Mrs. Leah Kenney to be hired for the Family Consumer Science teaching position at Elm Creek High School for the 2017-2018 school year. It is without reservation that I endorse the hiring of Mrs. Kenney in the aforementioned capacity.

Jason Sullivan, Ed.S.  
Principal, Elm Creek Public Schools  
Elm Creek, NE 68836

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Business OperationsBudget Planning

1. The Superintendent, with the assistance of the Curriculum, Finance and Technology Committee, shall direct the preparation of the school budget annually for the fiscal year beginning September 1 and ending August 31. Income and expenditure estimates shall be based upon the following:

- A. Past experience.
- B. State guidelines, legal spending limitations, and other statutes and regulations.
- C. Other projection techniques.

2. The annual budget preparation shall be compatible with the long-range aims of the school district. In addition, the Superintendent, in preparing the budget, shall consider the priorities as established by the board for the total school program and shall equalize the educational opportunities offered at the school.

3. The specific manner in which the annual budget shall be compiled shall be at the discretion of the Superintendent. However, the budget shall contain the following:

- A. The beginning fund balance for each fund.
- B. Estimated receipts.
- C. Estimated expenditures.
- D. Estimated ending fund balance.

4. A report of the anticipated budget position shall be presented to the board early in each calendar year. At this time the board will establish guidelines for the development of the budget. The tentative budget shall then be developed for the board review, modification and approval prior to the budget hearing.

5. The Superintendent shall each year, prior to the preparation of the budget, establish a budget plan. The budget plan shall take into consideration all items of expenditure requests in relationship to the total school program, and shall be mindful of equalizing the educational opportunities at each level. In the budget plan the Superintendent will direct board budget priorities.

6. In preparing the annual budget for the board, the Superintendent shall give to the school principals and staff the information necessary for them to assess adequately the availability of funds and to relate funds available to the Superintendent's budget plan.

The principals will, based upon the availability of funds and the school's budget plan, submit budget recommendations to the Superintendent. Each principal's recommendations and requests will be evaluated according to the budget plan, then accepted or rejected for inclusion into the proposed budget. The Superintendent will convey or make available the Superintendent's decisions to the principal and staff prior to developing the final document.

Date of Adoption: November 11, 2013

Business OperationsPublic Review of Budget

The Superintendent shall make the tentative budget conveniently available for public inspection and arrange for a public hearing on the tentative budget as required by law. At least one public hearing shall be held regarding the tentative budget prior to the final action by the board. Notice and time of such hearing together with a summary of the proposed budget statement, shall be published as required by law.

Legal Reference: Neb. Rev. Stat. §§ 13-501 to 13-513

Date of Adoption: November 11, 2103

Business OperationsTransfer of Funds Between Categories

All transfers of funds between the major classifications of the budget shall be according to law and upon approval of the board. The board may make transfers of monies between the various items within the General Fund without a rehearing on the budget. Monies may be borrowed from one fund into another as allowed by law as long as such funds are replaced as soon as revenues are available.

Legal Reference: Neb. Rev. Stat. §§ 13-501 to 13-513

Date of Adoption: November 11, 2013

Business OperationsBudget as Spending Plan - Budgeted Items

After the budget has been adopted, the Superintendent shall be responsible for the proper use of the budget by all personnel. The Superintendent shall establish and operate budget controls for all schools and departments and shall ensure that the administration of the budget is in conformity with the legal requirements as well as the policies and actions of the board.

Date of Adoption: November 11, 2013

Business Operations

Tuition Fees

The Board of Education may at its sole discretion allow non-resident students to attend Elm Creek Public Schools upon payment of tuition in an amount established by the Board of Education, and paid in advance, as and to the extent required by law.

Legal Reference:      Neb. Rev. Stat. § 79-215

Date of Adoption:      November 11, 2013

Business Operations

Materials Fees

Each principal is responsible, in cooperation with teachers, coaches and other instructional personnel for planning and requesting budgetary provision for all materials and activities recognized as part of the total school program.

Date of Adoption: November 11, 2013

Business OperationsSummer School Fees

Students who fail classes and are required to take summer school classes out of district shall be expected to pay their own tuition and travel expenses. If Elm Creek Public Schools provides summer school instruction, the tuition charges shall be based upon the actual costs incurred in operation and will not be intended to provide a financial profit for the district.

Date of Adoption: November 11, 2013

Business Operations

Federal Funds

The Superintendent shall recommend to the Board of Education approval of application for federal assistance under the provisions of federal laws if the use of such funds is not contrary to the educational goals and policies of the district.

Date of Adoption: November 11, 2013

Business Operations

Sale and Disposal of School Property

The Superintendent is authorized and directed to dispose of books, furniture, equipment, real estate, and other property that is obsolete or no longer needed for school operations. Any sale of school property is contingent on approval by the vote of at least two-thirds of the members of the Board of Education at a regular meeting.

Such disposal may be by private sale, auction, trade-in, or by taking bids and selling to the highest or most responsible bidder.

The following procedures shall be followed for an auction or when taking bids:

1. The intention to sell shall be publicized, via school newsletter, a weekly memo, a bulletin posting, a newspaper advertisement, or other means suitable to the value and nature of the property.
2. Real estate will be sold to the highest bidder, except that a minimum acceptable price may be established prior to bidding.
3. Items which are offered for sale in an approved manner which are not sold after a reasonable period of time may be considered to have no value and may be disposed of as determined by the Superintendent and reported to the Board of Education.

Property that has little or no value shall be discarded or recycled as appropriate. No school employee shall take such property for their personal use, even if the item has been placed in the trash, without the express approval of the administration.

Legal Reference: Neb. Rev. Stat. § 79-10,114

Date of Adoption: July 11, 2016

Business OperationsLeasing

When inadequate space exists for the proper function of the educational program or for administrative needs, the Board of Education may use funds to lease additional space. When the board determines that space within its buildings is in excess of that required for the proper functioning of the educational program or for administrative needs, the Board may lease space to another party, providing the business of the leasing party does not distract from the reputation, education or administration of the schools.

Date of Adoption: November 11, 2013

Business OperationsShort-Term Investing

The Treasurer of the Board has the responsibility of investing funds in savings accounts, certificates of deposit, United States Government Securities and other legally approved investments. The interest received on any investments shall be credited to the fund from which the money was taken to make the investment, or in such other manner as may be permitted by law and in the best interests of the District's financial responsibilities.

Legal Reference: Neb. Rev. Stat. § 79-1043

Date of Adoption: November 11, 2013

Business OperationsDepository

The Treasurer of the Board shall deposit the funds received in a bank situated within the boundaries of the district.

The depository bank or banks shall be, from time to time, designated by the Board by formal resolution. Such designation may be withdrawn at any time by the Board by formal resolution entered upon its records.

If there is no bank within the district, or if the bank refuses or neglects to make application as a depository, the board may designate any bank that is a state bank or national bank within the State.

Legal Reference: Neb. Rev. Stat. §§ 77-2350 and 77-2350.1

Date of Adoption: November 11, 2013

**RESOLUTION**

**RESOLVED**, that the official depository of school funds for this School District is hereby designated to be \_\_\_\_\_, and that the designation of any other institution as the depository of school funds is hereby withdrawn.

The above Resolution, having been read in its entirety, member \_\_\_\_\_ moved for its passage and adoption, and member \_\_\_\_\_ seconded the same. After discussion and on roll call vote, the following members voted in favor of passage and adoption of the above Resolution: \_\_\_\_\_

The following members voted against the same: \_\_\_\_\_

The following members were absent or not voting: \_\_\_\_\_

The above Resolution, having been consented to and approved by a majority of the members of the School Board of this School District, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

**DATED** this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

Elm Creek Public Schools

**BY:** \_\_\_\_\_  
President

Attest:

\_\_\_\_\_  
Secretary

Legal Reference: Neb. Rev. Stat. §§ 77-2350 and 77-2350.01

Date of Adoption: November 11, 2013

Business OperationsPurchasing Policies

The Superintendent shall ensure that all purchases are made in the interest of economy and efficiency. Where necessary, standards and procedures shall be established to accomplish the following policies of the Board of Education:

1. Purchases up to \$10,000. For the greatest efficiency in expediting purchases, the administration shall be authorized to purchase any item specifically budgeted which has a sale price within the established limit.
2. Purchases from \$10,000 up to \$40,000. The Superintendent shall request the submission of proposals for purchases which have a sale price within the established limit. The Superintendent shall receive and evaluate all proposals in making a recommendation to the Board of Education for acceptance. The Board of Education may review all proposals submitted relating to the recommended purchase. Since this is a proposal system, not a bidding process, the school district in no way shall be obligated to arbitrarily award the contract to the lowest proposal, but shall reserve the right to reject any and all proposals or to waive any informality in any proposal it deems advisable, and to award to the proposer which, in its opinion, is most desirable.
3. Purchases of \$40,000 and above. The Superintendent shall advertise for sealed bids which shall be opened in conformity with any applicable laws and in compliance with any procedures established by the Superintendent. The Board retains the right to determine the responsibility of the bidders, and shall award the contract to the lowest responsible bidder meeting specifications, be the bidder a member or apart from the local community.
4. Any school employee who orders any supplies or equipment outside of that which has been included in the annual budget and without written authorization of the principal or superintendent shall be personally liable for payment for the supplies or equipment purchased.
5. School employees or students purchasing supplies and equipment out of an activity account must first secure a purchase order from the principal authorizing the purchase. Failure to do so will cause the person to be personally liable for payment for the supplies or equipment purchased.

Credit Card Purchasing Program

1. The Board of Education authorizes the Superintendent or designee to contract with one or more financial institutions, card-issuing banks, credit card companies, charge card companies, debit card companies, or third-party merchant banks capable of operating a purchasing card program on behalf of the District.

2. The Board of Education delegates to the Superintendent or designee: (a) the determination of the type of purchasing card or cards to be utilized in the District's purchasing card program; and (b) the determination of which employees shall be approved or disapproved to be assigned a purchasing card in the District's purchasing card program. The Superintendent shall submit the approved names to the Board, from time to time.
3. The District's purchasing card program may only be utilized for the purchase of goods and services for and on behalf of the District. No officer or employee of the District shall use a purchasing card for any unauthorized use.
4. An itemized receipt for purposes of tracking expenditures shall accompany all purchasing card purchases. In the event that a receipt does not accompany an authorized cardholder's purchase, the Superintendent or designee shall temporarily or permanently suspend said cardholder's purchasing card privileges.
5. Upon the termination or suspension of employment of an individual using a purchasing card, the Superintendent or designee shall immediately close such individual's purchasing card account and said employee shall immediately return the purchasing card.

Legal Reference: Neb. Rev. Stat. § 13-610

Date of Adoption: July 11, 2016

Business OperationsContracting for Services

Contractual services which by their nature are not adapted to award by competitive bidding, such as contracts for the services of individuals possessing a high degree of professional skill, where the ability or fitness of the individual plays an important part, are not subject to bid but are subject to approval by the Board of Education in conformity with established policy.

Every contract for services to be provided to Elm Creek Public Schools shall require that the contractor use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska. Such requirement shall be deemed to be included and a part of the terms of every contract for services with the School District, including but not limited to oral contracts.

Legal Reference: Neb. Rev. Stat. § 4-114

Date of Adoption: November 11, 2013

Business Operations

Paying for Goods and Services

At a regularly scheduled meeting of the Board the administration shall present a list of bills for which payment is due, for the approval of the Board of Education. Supporting documents to verify payment shall be available for review upon request.

Date of Adoption: November 11, 2013

Business Operations

Report of Treasurer

The Treasurer shall submit a monthly reconciliation to the Board which shall include:

1. Balances
2. Receipts
3. Disbursements
4. Investments

Date of Adoption: November 11, 2013

Business OperationsPeriodic Audit

An audit of the accounts of the school district shall be made annually by a certified public accounting firm selected by the Board. The audit examination shall be conducted in accordance with generally accepted auditing standards, shall comply with the current rules and regulations approved by the State Board of Education, and shall include all funds over which the Board has direct or supervisory control.

Legal Reference: Neb. Rev. Stat. § 79-1229  
NDE Rule 1

Date of Adoption: November 11, 2013

Business Operations

System of Accounts

The accounting systems and procedures for the school district shall be set up so as to conform to best business practice and existing guides from the state department of education.

Date of Adoption: November 11, 2013

Business Operations

Inventory of Equipment

An inventory of equipment shall be maintained by the Superintendent or designee and shall serve the functions of property control and determination of necessary insurance coverage.

Date of Adoption: November 11, 2013

Business Operations

Monies in School Buildings

Monies collected by school district employees and by student treasurers shall be managed in a good and prudent business manner.

All monies collected shall be receipted and accounted for and directed without delay to the proper location of deposit.

Date of Adoption: November 11, 2013

Business OperationsBonds

The treasurer shall give a bond or equivalent insurance coverage payable to the School District in such amount as required by law and determined appropriate by the Board of Education. The Board of Education may require that other school officials whose duties require the handling of funds be bonded or obtain insurance coverage including, but not limited to, the bookkeeper, activities director, Superintendent and cafeteria supervisor. The cost of such bonds or equivalent insurance coverage shall be paid by the School District.

Legal Reference: Neb. Rev. Stat. §§ 79-586 and 79-589

Date of Adoption: November 11, 2013

Business Operations

Educational Service Units - Designated Representative

The Superintendent of Schools is the designated representative of this school district for purposes of indicating the approval or disapproval of the school district of proposals of core services offerings and the use of the property tax levy of the educational service unit of which the school district is a member.

Legal Reference:   Neb. Rev. Stat. § 79-1242  
                          NDE Rule 84

Date of Adoption:   November 11, 2013

Business Operations

Security

The Superintendent of schools is directed to establish such rules and regulations as may be needed to provide for security of all school district property and safety of students and staff.

Date of Adoption: November 11, 2013

BusinessVideo Surveillance

1. Purpose. The Board authorizes the use of video cameras and other passive electronic measures (such as motion detectors) for the purposes of ensuring the health, welfare and safety of staff, students and visitors, safeguarding District facilities and equipment, and maintaining student discipline and an appropriate educational and work environment.
2. Placement. Video cameras and similar devices are authorized to be used on school facilities, school vehicles and other places within the control of the District. The locations in which the devices will be placed and the times the devices will be in use are to be determined by the Superintendent or the Superintendent's designee consistent with the purposes set forth in this Policy. The devices shall not be placed or operational in locations in which individuals have a high expectation of privacy, such as restrooms and locker rooms.
3. Notice. Notice of the fact that video surveillance cameras are being utilized shall be given through appropriate mechanisms, such as by posting signs in the building entry and other locations and by including a notice in the student-parent and staff handbooks.
4. Viewing Monitors and Video Recordings. Monitors used to view video recordings are to be located and positioned such that only authorized personnel are able to see the images on the monitors. Only authorized personnel shall be allowed to view recorded video. Authorized personnel for these purposes are: school administrators, school staff members with a direct involvement with the recorded contents of the specific video recording and employees or agents responsible for the technical operations of the system (for technical purposes only).

School administrators may allow law enforcement officers to view monitors and recorded video when such is consistent with school security and discipline and consistent with law.

Students shall not be permitted to view the monitors. Students shall not be permitted to view recorded video except where the individual student is the focus of the recorded video.

5. Use of Video Recordings. Video records may be used as a basis for student or employee disciplinary action and for making reports to law enforcement.
6. Video Recordings as Education Records. Video recordings which are considered to be "education records" within the scope of FERPA shall be maintained in accordance with FERPA and other applicable laws. A video recording may be considered an education record when a specific student is the focus of the video recording.

For example, if the video recording shows a student violating a school rule, the video recording is an education record of that student. It may be viewed on request by that student's parent (or the student if age 18 or older). The video recording may not be viewed by, nor will a copy be given to, others without the parent's written consent unless a FERPA exception exists.

In the event more than one student is a focal point of the video recording, it may be an education record of each such student. This would be the case, for example, if two students are recorded fighting. In that event, the school would allow both set of parents an opportunity on request to view the video, but will not give a copy of the video to either set of parents, without the written consent of the other student's parent.

7. Maintaining Video Recordings. The District shall comply with all applicable state and federal laws related to record maintenance and retention of video recordings. Video recordings that contain personal information shall be securely stored and, when such recordings are no longer needed or required to be maintained, shall be properly disposed of or erased.
8. Maintaining the Integrity of the Video Surveillance System. The building principals shall be responsible for periodically checking the video surveillance system within their building to ensure it is operating properly. Students or staff who vandalize, damage, disable, or render inoperable surveillance cameras or equipment, or use the video surveillance system in a manner that is not consistent with the purposes set forth in this Policy, shall be subject to appropriate disciplinary action (up to and including expulsion, for a student, and termination, for a staff member) and referral to appropriate law enforcement authorities.

Legal Reference: Family Educational Rights and Privacy Act, 20 U.S.C. § 1232(g) (34 C.F.R Part 99)  
State Records Administrator Guidelines:  
Schedule 10: Records of Local School Districts (Feb. 1989)  
Schedule 24: Local Agencies General Records (March 2005)  
Electronic Imaging Guidelines (March 2003)

Date of Adoption: November 11, 2013

Business OperationsRisk Management and Safety Committee

Elm Creek Public Schools is committed to providing and maintaining a safe and healthy work environment. The administration is to make the safety of employees an integral part of the management function. Each employee is to make safety an integral part of their duties by following established safety regulations and procedures, assisting in accident prevention activities by reporting any job-related injury to the administration immediately, reporting unsafe conditions immediately, and providing suggestions to eliminate accidents and injuries. Failure to follow safety rules may lead to disciplinary action up to and including termination.

Safety and health management is the ultimate responsibility of the Board. Functional authority for continued development and implementation of health and safety is hereby delegated to the Superintendent or the Superintendent's designee.

The Superintendent or designee is to establish and maintain the Safety Committee or committees as required by law. The Safety Committee(s) shall be made up of members, hold meetings, and perform such functions as required by law. The Safety Committee(s) shall adopt and maintain an effective written Injury Prevention Program for the School District. The Superintendent or the Superintendent's designee is delegated authority and responsibility as required or allowed by law over such Injury Prevention Program.

Management shall participate in the Safety Committee(s), in safety education and training, the establishment of safety rules, policies and procedures as provided in Board policy, the School District's written Injury Prevention Program, and as otherwise provided by law. The Superintendent shall ensure that records of safety law compliance and workplace injuries are created and retained as required by law.

Legal Reference: Neb. Rev. Stat. §§ 48-443 to 48-445

Date of Adoption: November 11, 2013

Business OperationsTrespassers

Restrictions on the use of school buildings and grounds may be implemented by administrative action. The Board gives all district and building administrators and their designees full power and authority to implement and enforce restrictions on access to school property and to issue no trespassing commands and stay away/no trespassing letters. Such action shall be taken consistent with constitutional and other legal rights.

All district and building administrators and their designees shall have full power and authority to direct any individual or group to leave school grounds and stay away where such individual or group has:

1. failed to comply with identification or check-in procedures,
2. are determined by such administrators or designees to not have a legitimate school purpose to be on school grounds, or
3. who are determined by such administrators or designees to present a risk to the safety of building users or a risk of disruption to the educational program, including without limitation, registered sex offenders.

A refusal to leave or stay away as directed will be considered trespassing and shall be reported by the administrators or their designees to proper law enforcement authorities.

Legal Reference: Neb. Rev. Stat. §§ 28-520 to 28-522

Date of Adoption: November 11, 2013

Business OperationsSafe 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 Reference: Neb. Rev. Stat. §§ 79-318, 79-602, 79-607 and 79-608  
Neb. Rev. Stat. § 60-4,182 (point system)  
Title 92, Nebraska Administrative Code, Chapter 91

Date of Adoption: November 11, 2013

**DRIVER CERTIFICATION  
FOR USE OF DISTRICT VEHICLES OR TRANSPORTATION OF STUDENTS**

*This certification is required for all persons who: (1) drive District-owned or leased vehicles or (2) drive students as part of their employment or (3) provide a pupil transportation service which is sponsored or approved by the District.*

Name \_\_\_\_\_ Operator's License No: \_\_\_\_\_ License Class: \_\_\_\_\_

I certify that the following information is true and accurate:

\_\_\_\_\_ I have a current and valid Nebraska motor vehicle license, current proof of insurance, and the physical and mental ability to properly operate a motor vehicle.

\_\_\_\_\_ My driver's license is subject to the following restrictions (check the applicable restrictions) and I will comply with all such restrictions:

- |                          |                             |
|--------------------------|-----------------------------|
| _____ Corrective Lenses  | _____ Outside Mirrors       |
| _____ Automatic Signals  | _____ Maximum Speed Rest.   |
| _____ Mechanical Aids    | _____ Daylight Only         |
| _____ Restricted Area    | _____ 2 Lane, 2 Way Only    |
| _____ Automatic Trans.   | _____ No Interstate Driving |
| _____ No One Way Streets | _____ Other: _____          |

\_\_\_\_\_ I will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems will be utilized by all occupants. Cell phones and other handheld wireless communication devices will not be used while the vehicle is in motion.

\_\_\_\_\_ I have been given instruction on emergency evacuation procedures, first aid and other instruction applicable to the group of pupils being transported.

\_\_\_\_\_ I certify that I am of good moral character and I will not engage in conduct or use language inappropriate for children.

\_\_\_\_\_ I certify that I have a satisfactory driving record. I agree to immediately notify my supervisor or the Superintendent upon the occurrence of any of the following events:

- Suspension, revocation, withdrawal or expiration of my driver's license;
- Any ticket or accident while in a District-owned vehicle or while engaged in school business;
- Any ticket or accident which could result in the suspension, revocation, or withdrawal of my driver's license while in any vehicle at any time;
- Any circumstance which may result in any of the responses on this Driver Certification not continuing to be completely accurate or which may indicate that I should not be driving a school vehicle or transporting students.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Driver

# Basic First Aid Procedures

First aid is the immediate and temporary care given to the victim of an accident or sudden illness until medical services can be obtained. Keep these points in mind when handling situations that may require you to administer first aid:

- Remove everyone from danger and then provide first aid in a safe location. Also, do not attempt to make a rescue until you are sure you won't become a victim.
- Remain calm. Keeping your composure while helping the injured person will help him/her to keep calm and cooperate. If the person becomes anxious or excited, the damage from the injury could be increased.
- Plan quickly what you need to do. Learn basic procedures or have your first aid information available so you can care for the injured person.
- Send for professional help as soon as possible. The local emergency telephone number is \_\_\_\_\_.
- The school telephone number is: \_\_\_\_\_
- Let the person know that help is on the way and try to make them as comfortable as possible.

## Evaluating the Situation and Setting Priorities

To effectively deal with emergencies, the situation must be evaluated and priorities set.

<p>Three evaluations which must be made to establish priorities for treatment:</p> <ul style="list-style-type: none"> <li>• Condition of the scene</li> <li>• Type of injury</li> <li>• Need for treatment</li> </ul>	<p>Primary first aid procedures are to:</p> <ul style="list-style-type: none"> <li>• Restore breathing.</li> <li>• Control bleeding.</li> <li>• Prevent shock</li> </ul>
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Whenever possible, do not move the victim. Treat the person where you find him/her. However, several types of situations require the person to be moved out of immediate danger, such as fire, electrocution, and drowning.

## Bleeding

Bleeding needs immediate attention. Evaluate the type of bleeding and the amount of blood lost:

<ul style="list-style-type: none"> <li>• Capillary oozing.</li> </ul>	<p>Injuries to capillaries or small veins. It is indicated by steady oozing of dark colored blood.</p>
<ul style="list-style-type: none"> <li>• Venous bleeding</li> </ul>	<p>Bleeding from the vein. It is indicated by a flow of dark-colored blood at a steady rate.</p>
<ul style="list-style-type: none"> <li>• Arterial bleeding.</li> </ul>	<p>Bleeding from an artery. It is indicated by bright red blood flowing quickly in spurts.</p>

Blood flowing in a small, steady stream or small spurts can be serious, but can be controlled. Blood flowing in a heavy stream or large spurts is very serious and must be brought under control immediately.

The primary step to control bleeding is to exert direct pressure over the wound. Place the cleanest material available against the bleeding point and apply pressure by hand until the wound clots and can be dressed with bandages. If necessary, apply direct, even pressure with your bare hand. If blood soaks through the bandage, do not remove it. Apply more bandages and secure them. Make sure the bandages are not too tight so circulation is not restricted.

Look for swelling around the wound. If the bandage interferes with the circulation of the blood, loosen it. Elevate the wound above the level of the heart, except when there is a broken bone.

### Artery Pressure Point

If direct pressure on the wound does not control bleeding, direct pressure on any artery pressure point closest to the wound is necessary. The artery pressure point must be located between the heart and the wound.

## **Tourniquet Warning**

A tourniquet should only be used for hemorrhaging that cannot be controlled by direct or arterial pressure. Tourniquets are dangerous to apply, to leave on, and to remove. Stoppage of blood supply below the tourniquet can lead to gangrene and loss of limb.

## **Shock**

Shock occurs when the vital body functions are depressed. The three most common causes of shock are:

- Excessive bleeding
- Inadequate breathing
- Unsplintered fractures

If shock is not treated promptly, death may result, even if the injury causing the shock is not severe enough to cause death. It is NOT recommended that drivers attempt to splint a fractured bone; instead simply treat the victim for shock.

### **Recognizing shock**

When a person is in shock, the skin is pale, cold, clammy, and moist with beads of sweat around the lips and forehead. The pulse is fast, weak, or entirely absent. Breathing is shallow and irregular and the eyes are dull and vacant with dilated pupils. The person complains of nausea and dizziness. She may be unaware of the seriousness of the injury and then suddenly collapse.

### **Control of shock**

The victim should lie down on top of an article of clothing, newspaper or other material and kept warm with a light blanket. In warmer temperatures, it is not necessary to use a cover.

The person should not become overly warm so that perspiration occurs. Perspiration draws blood to the skin, away from the interior of the body where it is needed. In order to help the flow of blood to the heart and head, elevate their legs at least 12 inches high. If there is a head or chest injury or breathing seems difficult, elevate the chest instead of the legs.

Offer small amounts of water to the person every 15 minutes. Do not give water if the victim is vomiting, nauseous, or unconscious.

## **Burns**

It is not recommended to treat burns. First aid treatment often causes complications and interferes with the treatment given by the physicians. Keep the burned area uncontaminated and treat for shock.

Do not apply burn preparation and do not use ice water. It intensifies the shock. There are exceptions when it may be necessary to give first aid. Chemicals may continue to burn the skin if they are not removed. Large amounts of water should be used to flush the area free of the chemicals, particularly if it is a chemical burn of the eyes or face.

## **Mouth-to-Mouth Resuscitation**

Breathing may stop for the following three reasons:

- Air passage is blocked
- Nerve centers that control breathing are not functioning due to drowning, electrocution, head injury or poisoning
- A sucking sound in the chest prevents the lungs from expanding.

In the first two cases, the skin may be blue and breathing may appear to have stopped. If there seems to be no back injury, place the person on his back, open the mouth and clear out foreign matter with your fingers. Place your hand on the victim's forehead, tilt the head back so the chin points upward and lift jaw. This action moves the base of the tongue away from the back of the throat so the airway is not blocked.

Pinch nostrils to prevent any leakage of air. Open your mouth wide, take a deep breath, and place your mouth over the victim's mouth. With a small child, place your mouth over the mouth and nose, making a tight seal.

Blow vigorously into the mouth, while continuing to lift the lower jaw in order to keep the airway clear. Between each breath, remove your mouth and listen for the outflow of air coming from the lungs. If you hear air, an exchange of air has occurred. Continue to breathe for the person, blowing into the mouth approximately 12 times a minute.

After each breath, remove your mouth and listen for the exchange of air. Blow less vigorously with a small child using shallower breaths at rate of about 20 per minute. A sign of restored breathing is a sigh or a gasp from the victim.

Breath may be irregular at first so continue mouth-to-mouth resuscitation. If normal breathing doesn't occur, continue breathing for the person, alternating with others until aid arrives.

## **Be Prepared--Learn Cardiopulmonary Resuscitation (CPR)**

CPR should be used when a person is unresponsive or when breathing or heart beat stops. Call 911 immediately. If someone is available, have him or her call emergency medical services while you begin CPR. Try to stimulate the victim. If no response, turn them onto their back by supporting the head and neck. If head or neck injury is suspected, do not bend or turn neck. Tilt the head back and lift chin up and out to open the airway. Look, listen and feel for breath. If no breathing is present, seal your lips tightly around their mouth; pinch their nose shut. Give two slow breaths (1 to 1½ seconds each), until chest rises.

If no signs of circulation, place heel of one hand in the center of the chest. Compress at a rate that provides about 100 compressions and 20 breaths per minute. For a child, compression depth should be ½ to 1 inch. For an adult, compressions should be about 2 inches.

Repeat cycle of five compressions to one breath until signs of circulation return or until help arrives.

## **Epilepsy**

Once an epileptic seizure begins, you may not be able to move the person. Try to prevent him/her from injury, such as striking his head or body against any hard, sharp, or hot object.

Do not restrain the person or interfere with his movements. Epilepsy victims seldom bite their tongues during seizures. More harm is done when an object is forced between the teeth or into the mouth. Breaking teeth, cutting lips, mouth, or tongue, can occur more often than by the tongue being bitten because of the seizure.

You should communicate information about any seizure to the parents and to the school authorities.

## **Choking**

The Heimlich Method, or Hug of Life, is a procedure to help a choking person. Stand behind the person, place your arms around his/her waist and grasp your hands together halfway between the navel and sternum (right below the rib cage). Form a fist with the thumb side against the midriff area. Grasp your fist with your other hand, press midriff area with a quick upward thrust. If the person has collapsed, turn him on his back. Straddle him and press into the same spot with a quick upward thrust with the heel of one hand placed on top of the other hand. Continue until object is freed and/or the person begins coughing.

Do not pound or slap a choking person on the back. This can force the object further into the throat. Artificial respiration or offering water is useless because the throat is blocked. Children often choke from running with food or other objects in their mouths.

## **EMERGENCY EVACUATION PROCEDURES** **(For Students Being Transported in Small Vehicles—Cars & Vans)**

In a vehicle accident or emergency situation, the driver must use his/her best judgment to decide what action shall be taken. As a driver, your primary responsibility is student safety. In an emergency, it may be necessary that the vehicle be evacuated.

### **A Vehicle Must Be Evacuated In These Situations:**

- The vehicle is on fire. It must be stopped and evacuated immediately. Passengers will move to a point 100 feet or more from the vehicle and remain there until the vehicle driver has determined that no danger remains. If a vehicle is unable to move and is close to existing fire or highly combustible materials, the danger of fire shall be assumed and all passengers must be evacuated.
- The vehicle is stopped in an unsafe location and is unable to proceed (e.g., due to an accident or weather conditions). The driver must determine immediately if it is safer for passengers to remain on the vehicle or to evacuate. For example, if the vehicle is in the path of any train, or on or closely adjacent to any railroad tracks.
- The vehicle could change position and increase the danger. For example, if a vehicle were to come to rest near a body of water or precipice where it could slide into the water or over a cliff, it must be evacuated;
- If there is danger of collision. Under normal traffic conditions, the vehicle should be visible for a distance of 300 feet or more. A position over a hill or around a curve where such visibility does not exist should be considered reason for evacuation.

**Important Factors In School Vehicle Evacuation:** The safety of the pupils is of utmost importance and must be given first consideration. Prior to evacuation, the emergency brakes shall be set, ignition turned off, the transmission placed in an appropriate gear; and hazard flashers turned on to warn traffic. The driver should stay in the vehicle during evacuation to facilitate the evacuation procedures. The driver should be familiar with any extra equipment on the vehicle that would aid in an evacuation of a student with a disability and assure that the student is safely evacuated.

Students should be instructed to evacuate on side of the vehicle away from the roadway—typically the passenger side. Evacuations shall be conducted with deliberate speed. A time interval of 1½ to 2 seconds per passenger has proven to be the safest and most efficient. A vehicle should be completely evacuated in 2 ½ minutes. To insure a safe exit, passengers must have their hands free. They must leave personal belongings in the vehicle except those needed for their safety (coats, etc.). During an evacuation, passengers must be directed to a safe point at least 100 feet from the vehicle and remain there until given further directions.

Upon evacuation, the driver should attend to any injured students and immediately contact emergency service (call 911 and the school). Discuss the accident only with police and school district officials. Do not leave the scene of an accident until the safe transportation of all students has been arranged by the student's parent, the school, or emergency personnel.

To assist the driver in evacuations (or to respond to situations where the driver is incapacitated), mature, responsible students should be selected and trained to lead passengers to safety from each door utilized for evacuation. The selected student should be trained to: • turn off ignition switches; • set emergency brakes; • summon help when and where needed (instructions and telephone numbers shall be available); • use windows for evacuation in emergencies; • set flags and reflectors or reflective triangles; • open and close service and emergency exit doors; • direct school vehicle evacuations; • perform other duties as directed by the driver.

**Emergency Equipment:** The driver should be familiar with and appropriately use emergency equipment during an evacuation. Emergency equipment for a small vehicle may include the following: • reflector kit; • vehicle-mounted hazard flashers; • body fluid clean-up kit; • first aid kits; • fire extinguishers; • triangle shaped reflectors;

Business Operations

Transportation

Elm Creek Public Schools shall not provide free transportation to and from school except for circumstances where the administration determines it to be appropriate and efficient to provide transportation for students who would otherwise be entitled by law to a transportation allowance; to students residing on an established route; and to students entitled by right to transportation services.

Transportation may be provided for school activities and field trips as determined appropriate by the administration from time to time.

Legal Reference:     Neb. Rev. Stat. § 79-611  
                              NDE Rule 91

Date of Adoption:     November 11, 2013

Business OperationsProcedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is over \$40,000.00. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. Notice to Bidders: The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.
2. Regular Manner of Advertisement for Bids: The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.
3. Bid Opening: When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.
4. Contract Award: The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.
5. Performance and Payment Bonds. Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of \$10,000 or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed eighty-six thousand dollars (\$86,000), or the dollar amount set forth in Neb. Rev. Stat. § 81-3445, as amended from time to time.
  
7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

Legal Reference: Neb. Rev. Stat. § 52-118; Neb. Rev. Stat. § 73-101 *et seq.*; Neb. Rev. Stat. § 73-106; Neb. Rev. Stat. § 81-3445

Date of Adoption: November 11, 2013

Business OperationsRebates to School Personnel

No school employee or board member shall receive any commission, expense-paid trips, or anything of value from individuals or companies from which the school district purchases equipment or materials required in the operation of the school district. The operation of the school district includes the purchase of materials for the repair and maintenance of the school plant, for providing educational programs, for materials and supplies used in school organizations, such as clubs, specific classes, and for comparable items.

Legal Reference: Neb. Rev. Stat. § 79-520

Date of Adoption: November 11, 2013

Business OperationsRecords Management and Disposition

1. General Standard. Records should generally be organized, managed, retained and disposed of in accordance with law and the Secretary of State's schedules for retention and disposition of public records.
2. Records Officer. The Superintendent is hereby designated as the records officer of the school district for purposes of this policy. Any questions about the type or category of a record or the required retention period for it should be addressed to the records officer.
3. Electronic Messages. Electronic messages are communications using an electronic system for the conduct of school district business internally, between other state and local government agencies, and with parents, students, patrons and others in the outside world. These messages may be in the form of e-mail, electronic document exchange (electronic fax), and electronic data interchange (EDI). In this policy, the terms electronic messages and e-mail are used, depending on the context, to mean the same thing. The school district's electronic system in which records are collected, organized, and categorized to facilitate preservation, retrieval, use, and disposition is as follows:
  - a. End-User Management. End-user means anyone who creates or receives electronic messages on the school district's electronic system. Electronic messages are to be managed at the end-user's desktop rather than from a central point. Each end-user is responsible for organizing, managing and disposing of records that are part of his or her desktop computer.
  - b. Categories for Retention. Electronic messages fall within three categories: (1) transitory messages; (2) records with a less than permanent retention period; and (3) records with a permanent retention period. End-users are to organize, store, retain and dispose of electronic messages according to these three categories. This means determining which electronic messages require long-term retention, determining who is responsible for making this decision, and establishing storage and disposition requirements for electronic messages.
    - i. Transitory messages. Transitory messages include copies posted to several persons and casual and routine communications similar to telephone conversations. For example, as determined on an individual case-by-case basis by the end-user, transitory messages include certain embryonic materials, notes or drafts; unwanted and unneeded "junk" mail; "personal" mail for employees not related to school business; unsolicited sectarian, religious, partisan, political or commercial messages, or political advertising or advertisements promoting particular personal or religious beliefs, a specific ballot question, or controversial topics or positions. There is no retention requirement for transitory messages. Employees

sending or receiving such communications may delete them immediately without obtaining approval.

- ii. *Less than permanent retention records.* These records are governed by the retention period for equivalent hard copy records as specified in the approved records retention and disposition schedules. These records should be converted to hard copy (printed) or an electronic format which can be retrieved and interpreted (downloaded) for the legal retention period. Employees creating or receiving such communications may delete or destroy the records only according to the applicable retention schedule. Questions relating to the retention or destruction of these records should be referred to the records officer.
  - iii. *Permanent/archival retention records.* These are records scheduled for transfer to the Nebraska State Historical Society (NSHS). Decisions relating to such records should be made by the records officer in consultation with NSHS, and the State Records Administrator about either transferring the records or maintaining them in the agency of origin. If the transfer decision is made, the method, frequency and format of the transfer should be determined cooperatively by the records officer, the NSHS, and the State Records Administrator.
- c. Electronic Storage Limitations. The district's computer systems have storage limitations. E-mails are deleted by the computer system within 60 to 90 days to avoid operational problems. End-users are instructed that electronic messages that are required to be maintained past that time period should be converted to hard copy (printed) or an electronic format which can be retrieved and interpreted (downloaded) for the legal retention period. The retention period for the particular record is the best indicator of which storage medium or format to choose.
- d. Proper Use of Electronic Messages.
- i. Non-Discrimination. Electronic messaging is not permitted to be used to promote discrimination on the basis of race, color, national origin, age, marital status, sex, political affiliation, religion, disability or sexual preference; promote sexual harassment; or to promote personal, political, or religious business or beliefs.
  - ii. Permissible Use. Electronic messaging is to be used only for purposes that are consistent with the mission of the school district. Electronic messaging is not permitted to be used for personal purposes except for: incidental, intermittent or occasional use which does not interfere with performance of duties as determined by the administration, use that is authorized pursuant to an individual use agreement, and use that represents a form of the employee's compensation. Electronic messaging is not permitted to be used for personal financial gain or for the purpose of

campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question. Electronic messaging is not permitted to be used for purposes of assisting a non-profit organization except when and to the extent such use serves a school purpose or facilitates school district business.

- iii. Conduct. Employees shall not read electronic messages received by another employee when there is no school purpose for doing so, send electronic messages under another employee's name without the employee's consent or administrative authorization, or change or alter any portion of a previously sent electronic message without administrative authorization.
- iv. Other Regulations. Electronic messaging is subject to all requirements of the school district's "Acceptable Use of Computers, Network, Internet and Websites" policy and may be monitored and accessed at any time without prior notice. The school district has complete authority to regulate all electronic messaging. Electronic messaging is a privilege and not a property right and is not a public forum. Electronic messaging is made available subject to all board policy and regulations, these regulations, building guidelines, use agreements, handbook provisions, and all administrative orders or directives as issued from time to time.

#### 4. Electronic Records

All books, papers, documents, reports, and records kept by the District may be retained as electronic records. Minutes of the meetings of the school board may be kept as an electronic record.

#### 5. Litigation Holds

When litigation against the District or its employees is filed or threatened, the District will take all reasonable action to preserve all documents and records that pertain to the issue. Such action will in particular be taken when the litigation may be filed in federal court or otherwise subject to federal rules of discovery.

As soon as the District is made aware of pending or threatened litigation, a litigation hold directive will be issued by the records officer or designee. The directive will be given to all persons suspected of having records that may pertain to the litigation issue.

The litigation hold directive overrides any records retention schedule that may otherwise call for the disposition or destruction of the records until the litigation hold has been lifted. E-mail and computer accounts of separated employees that have been placed on a litigation hold will be maintained by the records officer until the hold is released.

Employees who receive notice of a litigation hold are to preserve all records that pertain to the litigation issue. This includes preserving electronic messages that would otherwise be deleted by the computer system; such messages are to be converted by the recipients of the litigation hold to hard copy (printed) or electronic format which can be retrieved and interpreted (downloaded) for the duration of the litigation hold.

No employee who has been notified of a litigation hold may alter or delete an electronic or other record that falls within the scope of the hold. Violation of the litigation hold may subject the employee to disciplinary actions, up to and including dismissal, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

6. Settlement Agreements

A public written or electronic record of all settled claims shall be maintained.

The record for all such claims settled in the amount of fifty thousand dollars or more (or one percent of the total annual budget of the School District, whichever is less) shall include a written executed settlement agreement. The settlement agreement shall contain a brief description of the claim, the party or parties released under the settlement, and the amount of the financial compensation, if any, paid by or to the School District or on its behalf. Any such settlement agreement shall be included as an agenda item on the next regularly scheduled public meeting of the School Board for informational purposes or for approval if required.

Any such settled claim or settlement agreement shall be a public record. Nonetheless, specific portions of the record may be withheld from the public to the extent permitted or provided by statute.

The foregoing does not apply to claims made in connection with insured or self-insured health insurance contracts.

Legal Reference: Neb. Rev. Stat. " 84-712 through 84-712.09  
Neb. Rev. Stat. " 84-1201 to 84-1227  
Laws 2010, LB 742  
State Records Administrator Guidelines:  
Schedule 10: Records of Local School Districts (Feb. 1989)  
Schedule 24: Local Agencies General Records (March 2005)  
Electronic Imaging Guidelines (March 2003)

Date of Adoption: August 10, 2015

Business OperationsESSA

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

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

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

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

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

14. Other Requirements. The Superintendent shall take or cause other staff to take such action as required by law for the District to maintain compliance with ESSA and specific ESSA grant programs in which the District participates.

Legal Reference: ESSA

Date of Adoption: July 11, 2016

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AdministrationFunctional Principle of Administration

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

Date of Adoption: December 9, 2013

AdministrationElection of Administrative Personnel

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

The rehiring and compensation package (salary/benefits) for the Superintendent shall be considered at the regular December meeting of the Board of Education. The rehiring and compensation package (salary/benefits) for the Principal shall be considered at the regular March meeting of the Board of Education. Action on such rehiring and compensation packages shall be taken by the Board of Education on or before April 15 of each year. The dates for action are subject to modification in the discretion of the Board of Education.

Date of Adoption: December 9, 2013

AdministrationThe Superintendent of Schools

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

Date of Adoption: December 9, 2013

AdministrativeDuties of the Superintendent of Schools

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

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

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

27. Completes, or oversees the completion of, all forms required by the State Department of Education and sees that they are sent in before the due date.
28. Is responsible for the over-all upkeep and maintenance of the school facilities, grounds, and equipment and sees to their maintenance and safety.
29. Is responsible for all long-range and short term planning concerning school facilities.
30. Shall have a census taken each year of all people under the age of twenty-one whose parents or guardians live within the boundaries of Buffalo County School District #10-0009.
31. Adheres to the "Code of Ethics" set forth by the Nebraska Department of Education, the American Association of School Administrators, and Board policy.
32. Oversees the scheduling of buses and drivers for all activity trips.
33. Forms advisory committees or councils, including members who are not employees of the Board of Education, to advise the Superintendent in formulating policies and plans for carrying on the work of the schools. Such committees shall be advisory only and without expense to the School District.
34. Delegate duties or work to subordinate officers or employees as required for the effective administration of the school system except in such matters as when the statutes or resolutions of the Board of Education prohibit the delegation of such authority. Work completed upon delegation of the Superintendent shall be deemed as having been done by the Superintendent of Schools.
35. All reports or recommendations to the Board from any officer or employee under the direction of the Superintendent shall be made to the office of the Superintendent unless otherwise directed by the Board of Education.
36. A job description for the Superintendent will be adopted from time to time by the Board of Education which the Superintendent shall be expected to adhere to.

Date of Adoption: December 9, 2013

## ELM CREEK PUBLIC SCHOOLS SUPERINTENDENT JOB DESCRIPTION

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### REQUIREMENTS:

- A. Education Level: M.A. or higher preferred. Must qualify for Nebraska Administrative and Supervisory Certificate.
- B. Certification: Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with a Superintendent endorsement and such other endorsements as required by NDE Rule 10.
- C. Experience Desired: Prior experience as a Superintendent preferred.
- D. Other Requirements: Must have ability to work effectively with professional staff to provide leadership in a creative learning climate.

**REPORTS TO:** Board of Education

**OVERTIME:** Exempt.

Administrative exemption: The Superintendent has the primary duty of performing administrative functions directly related to academic instruction or training.

Executive exemption: The primary duty of the Superintendent is the management of the school district. The Superintendent customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the Superintendent's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.

### TASKS

The Superintendent is responsible for planning, directing, or coordinating the academic, clerical, or auxiliary activities of the school district. Specific duties and responsibilities may vary depending on the assignments given by the Board of Education. The Superintendent is expected to adhere to all Board policies and requirements, state and federal laws and regulations, including ethics regulations. The tasks to be performed by the Superintendent include the following:

- Prepare for and attend meetings of the Board of Education and present information as requested or as needed.
- Direct and coordinate activities of teachers, administrators, and support staff at schools, public agencies, and institutions.
- Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations.
- Collaborate with the administrative team and teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives.
- Prepare budget in accordance with Board directives and state law and regulations. Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.

- Determine the scope of educational program offerings, and prepare drafts of course schedules and descriptions in order to estimate staffing and facility requirements.
- Observe teaching methods and examine learning materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- Plan and develop instructional methods and content for educational, vocational, or student activity programs.
- Prepare and submit budget requests and recommendations, or grant proposals to solicit program funding.
- Prepare, maintain, or oversee the preparation/maintenance of attendance, activity, planning, or personnel reports and records.
- Recommend personnel actions related to programs and services. Conduct staff observations and evaluations in accordance with the Board evaluation policy and legal requirements, and assure that observations and evaluations are completed by others who are delegated such duties. Implement improvement or corrective action plans implemented when needed. Make recommendations on employee actions requiring Board action.
- Recruit, hire, train, and evaluate primary and supplemental staff.
- Review and approve new programs, or recommend modifications to existing programs, submitting program proposals for school board approval as necessary.
- Set educational standards and goals, and help establish policies and procedures to carry them out.
- Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- Develop partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- Direct and coordinate school maintenance services and the use of school facilities.
- Enforce discipline and attendance rules.
- Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- Review and interpret government codes, and develop programs to ensure adherence to codes and facility safety, security, and maintenance.
- Teach classes or courses to students when necessary in the absence of teachers.
- Write articles, manuals, and other publications, and assist in the distribution of promotional literature about facilities and programs.
- Advocate for new schools to be built, or for existing facilities to be repaired or remodeled, when needed.
- Establish, coordinate, and oversee particular programs across school districts, such as programs to evaluate student academic achievement.

## **KNOWLEDGE**

The Superintendent should possess and effectively utilize knowledge in the following areas when performing job tasks:

- Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.
- Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
- Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
- Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Economics and Accounting — Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.
- Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
- Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
- Law and Government — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
- Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- Telecommunications — Knowledge of transmission, broadcasting, switching, control, and operation of telecommunications systems.
- Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- Therapy and Counseling — Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
- Food Production — Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.

- Geography — Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.
- Philosophy and Theology — Knowledge of different philosophical systems and religions. This includes their basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture.
- Engineering and Technology — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.
- History and Archeology — Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.
- Chemistry — Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.
- Medicine and Dentistry — Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.
- Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.
- Transportation — Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.
- Biology — Knowledge of plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.
- Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.
- Building and Construction — Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads.
- Design — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.
- Foreign Language — Knowledge of the structure and content of a foreign (non-English) language including the meaning and spelling of words, rules of composition and grammar, and pronunciation.
- Physics — Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub-atomic structures and processes.

## SKILLS

The Superintendent should possess and effectively utilize the following skills when performing job tasks:

- Coordination — Adjusting actions in relation to others' actions.
- Speaking — Talking to others to convey information effectively.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

- Writing — Communicating effectively in writing as appropriate for the needs of the audience.
- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.
- Systems Evaluation — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
- Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
- Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Systems Analysis — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Management of Financial Resources — Determining how money will be spent to get the work done, and accounting for these expenditures.
- Instructing — Teaching others how to do something.
- Management of Material Resources — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- Time Management — Managing one's own time and the time of others.
- Service Orientation — Actively looking for ways to help people.
- Operations Analysis — Analyzing needs and product requirements to create a design.
- Mathematics — Using mathematics to solve problems.
- Persuasion — Persuading others to change their minds or behavior.
- Equipment Selection — Determining the kind of tools and equipment needed to do a job.
- Negotiation — Bringing others together and trying to reconcile differences.
- Quality Control Analysis — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
- Operation and Control — Controlling operations of equipment or systems.
- Science — Using scientific rules and methods to solve problems.
- Installation — Installing equipment, machines, wiring, or programs to meet specifications.
- Technology Design — Generating or adapting equipment and technology to serve user needs.
- Troubleshooting — Determining causes of operating errors and deciding what to do about it.
- Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.
- Equipment Maintenance — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.

- Repairing — Repairing machines or systems using the needed tools.

## **ABILITIES**

The Superintendent is to possess and effectively utilize the following abilities when performing job tasks:

- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Speech Clarity — The ability to speak clearly so others can understand you.
- Near Vision — The ability to see details at close range (within a few feet of the observer).
- Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Mathematical Reasoning — The ability to choose the right mathematical methods or formulas to solve a problem.
- Number Facility — The ability to add, subtract, multiply, or divide quickly and correctly.
- Memorization — The ability to remember information such as words, numbers, pictures, and procedures.
- Speech Recognition — The ability to identify and understand the speech of another person.
- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- Speed of Closure — The ability to quickly make sense of, combine, and organize information into meaningful patterns.
- Selective Attention — The ability to concentrate on a task over a period of time without being distracted.
- Time Sharing — The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).

- Perceptual Speed — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
- Visualization — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.
- Far Vision — The ability to see details at a distance.
- Auditory Attention — The ability to focus on a single source of sound in the presence of other distracting sounds.
- Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- Spatial Orientation — The ability to know your location in relation to the environment or to know where other objects are in relation to you.
- Extent Flexibility — The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.
- Hearing Sensitivity — The ability to detect or tell the differences between sounds that vary in pitch and loudness.
- Manual Dexterity — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.
- Finger Dexterity — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.
- Wrist-Finger Speed — The ability to make fast, simple, repeated movements of the fingers, hands, and wrists.
- Trunk Strength — The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.

## WORK ACTIVITIES

The Superintendent is to perform the following work activities associated with this position:

- Communicating with Persons Outside Organization — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
  - conduct parent conferences
  - make presentations
- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
  - conduct or present information at Board and Board Committee meetings
  - conduct or attend staff meetings
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
- Provide Consultation and Advice to Others — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
  - consult with and provide advice to the Board on operations of the school
  - consult with and provide advice to the administrative team on operations of the school
  - consult with parents or school personnel to determine student needs
  - consult with parents or teachers to develop programs

- recommend modifications to educational programs
- Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.
  - coordinate employee continuing education programs
  - direct and coordinate activities of workers or staff
  - oversee execution of organizational or program policies
- Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
  - conduct training for personnel
  - coordinate educational content
  - coordinate instructional outcomes
  - develop instructional materials
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- Staffing Organizational Units — Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.
  - develop staffing plan
  - evaluate information from employment interviews
  - hire, discharge, transfer, or promote workers
  - interview job applicants
  - recommend personnel actions, such as promotions, transfers, and dismissals
- Developing Objectives and Strategies — Establishing long-range objectives and specifying the strategies and actions to achieve them.
  - develop policies, procedures, methods, or standards
  - establish educational policy or academic codes
  - write public sector or educational grant proposals
- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
  - plan meetings or conferences
  - use time management techniques
- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
  - analyze operational or management reports or records
  - analyze organizational operating practices or procedures
  - analyze survey data to forecast enrollment changes
  - evaluate educational outcomes
- Monitoring and Controlling Resources — Monitoring and controlling resources and overseeing the spending of money.
  - develop budgets
- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
  - resolve problems in educational settings
- Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
  - assign work to staff or employees
  - establish employee performance standards
  - evaluate performance of employees or contract personnel

- maintain group discipline in an educational setting
- motivate workers to achieve work goals
- orient new employees
- supervise student extra-curricular activities
- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Performing Administrative Activities — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.
  - administer educational institutions
  - maintain educational records, reports, or files
  - oversee site-based school management
  - prepare educational reports
- Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- Developing and Building Teams — Encouraging and building mutual trust, respect, and cooperation among team members.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- Coaching and Developing Others — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.
  - explain rules, policies or regulations
  - prepare instruction manuals
- Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- Scheduling Work and Activities — Scheduling events, programs, and activities, as well as the work of others.
- Estimating the Quantifiable Characteristics of Products, Events, or Information — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.
- Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
  - use conflict resolution techniques
  - use government regulations
  - use interpersonal communication techniques
  - use interviewing procedures
  - use public speaking techniques
  - use teaching techniques
- Resolving Conflicts and Negotiating with Others — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.

- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Interacting With Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Selling or Influencing Others — Convincing others to buy merchandise/goods or to otherwise change their minds or actions.
- Performing for or Working Directly with the Public — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- Assisting and Caring for Others — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
  - counsel individuals with personal problems
- Handling and Moving Objects — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
- Inspecting Equipment, Structures, or Material — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- Performing General Physical Activities — Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.
- Drafting, Laying Out, and Specifying Technical Devices, Parts, and Equipment — Providing documentation, detailed instructions, drawings, or specifications to tell others about how devices, parts, equipment, or structures are to be fabricated, constructed, assembled, modified, maintained, or used.
- Operating Vehicles, Mechanized Devices, or Equipment — Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as passenger vehicles.
- Controlling Machines and Processes — Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).
- Repairing and Maintaining Electronic Equipment — Servicing, repairing, calibrating, regulating, fine-tuning, or testing machines, devices, and equipment that operate primarily on the basis of electrical or electronic (not mechanical) principles.
- Repairing and Maintaining Mechanical Equipment — Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.

## **ESSENTIAL FUNCTIONS**

The essential functions of the Superintendent position include the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities. The essential functions further include the ability to perform the following identified physical requirements:

<b>Essential Physical Requirements Superintendent</b>	Item is not a requirement of the job	Occasional -- up to 33% of time	Occasional/Essential -- up to 33% of time, absolutely essential to the job	Frequent -- between 34% - 66%	Continuous -- over 66% of time
<b>Stamina</b>					
1. Sitting		X			
2. Walking				X	
3. Standing				X	
4. Sprinting/Running		X			
<b>Flexibility</b>					
5. Bending or twisting at the neck more than the average person		X			
6. Bending or twisting at the trunk more than the average person		X			
7. Squatting/Stooping/Kneeling		X			
8. Reaching above the head		X			
9. Reaching forward			X		
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X		
<b>Activities</b>					
11. Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12. Hand/grip strength		X			
13. Driving on the job		X			
14. Typing non-stop		X			
<b>Use of Arms and Hands</b>					
15. Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16. Finger dexterity (typing or putting a nut on a bolt)		X			
<b>Lifting Requirements</b>					
17. Lifting up to 10 pounds (Mark all that apply)					
Floor to waist			X		
Waist to shoulder			X		
Shoulder to overhead			X		
18. Lifting 11 to 25 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
19. Lifting 26 to 50 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
20. Lifting 51 to 75 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
21. Lifting 76 plus pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?		X			
<b>Pushing/Pulling</b>					
23. 25 to 50 pounds			X		
24. 51 to 75 pounds		X			
25. 76 to 90 pounds		X			
26. Over 90 pounds		X			
<b>Carrying</b>					
27. 10 to 25 pounds			X		
28. 26 to 50 pounds		X			
29. 51 to 75 pounds		X			
30. 76 to 90 pounds		X			
31. Over 90 pounds		X			

Administration

The Principalship

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

Date of Adoption: December 9, 2013

AdministrationDuties of the Principal1. General Duties

- a. The Principal shall perform such duties as are assigned by the Board and the Superintendent.
- b. Within limits of the law, Board regulations, and instructions from the Superintendent, the Principal shall be the administrative authority of the Principal's school. The Principal is responsible for a thorough knowledge of all laws, regulations, and instructions governing the Principal's position. The Principal shall coordinate all administrative and supervisory activities which occur in the Principal's building. The Principal shall be responsible for the administration of school policies in the school under the Principal's supervision, and for making available to the staff of the school knowledge of such regulations as they are enacted by the Board of Education or formulated by the Superintendent. The Principal is responsible for the detailed organization of the school, the assignment of duties of staff members under the Principal's supervision, and the administration of the instructional program.
- c. The Principal shall handle complaints from patrons or parents which affect the school, investigate the same, refer to the Superintendent all cases which the Principal can not adjust satisfactorily, and comply with the grievance and complaint policies established by the Board of Education and the Superintendent.
- d. The Principal is responsible for the efficiency of the teachers and other staff members under the Principal's supervision, and shall evaluate them in accordance with established procedures as may be defined by the Board of Education and the Superintendent.
- e. A job description for Principals will be adopted from time to time by the Board of Education which the Principals shall be expected to adhere to.

2. Responsibility and Authority

- a. The Principal is directly responsible to the Superintendent for all aspects of the management of the School as assigned, and for any general school assignments as delegated by the Superintendent.
- b. The Elementary Principal is the immediate supervisor of all Elementary professional and support staff members.

3. Specific Duties

- a. Attend all Board of Education meetings unless excused by the Superintendent.
- b. Participate as a member of the administrative team, with involvement in matters including, but not limited to:
  - i. Evaluation of the curriculum
  - ii. Supervision of buildings and grounds maintenance
  - iii. Creation (& updating) of job descriptions for all positions
  - iv. Analysis of achievement test data

- v. Supervision of co-curricular activities
- c. Participate as a member of the Academic Advisory Council
- d. Review Elementary staff members' requisitions and make recommendation to the Superintendent.
- e. Maintain records, issue reports, send communications, and write documents including the following:
  - i. Class enrollment
  - ii. Class schedule
  - iii. Student records: grades, attendance, test data, health, discipline, accident, and cumulative files
  - iv. Property accounting and inventory
  - v. Curriculum handbook - teacher handbook, classified staff handbook, student handbook
  - vi. Semester and yearly plans
  - vii. Evaluations data, staff evaluations, personal improvement plans
  - viii. Weekly/monthly bulletins to parents
  - ix. Daily bulletins to students and teachers
- f. Conduct teacher performance appraisal per Board Policies and State Law.
- g. Administer staff personal leave, professional leave, and sick leave policies.
- h. Secure substitutes for staff who are absent.
- i. Evaluate support staff in writing once per year.

4. Organizational Expectations and Performance Standards

- a. Leadership and management:
  - i. Establishes clear and appropriate professional and personal goals
  - ii. Demonstrates initiative and alternative approaches to problem solving
  - iii. Exhibits competence in planning and organizing
  - iv. Is effective in implementation and follow-through
  - v. Provides for effective motivational techniques
  - vi. Delegates authority appropriately and effectively.
- b. Communication:
  - i. Encourages and initiates communication in problem solving
  - ii. Communicates clearly and thoroughly, both verbally and in writing
  - iii. Shows communicative adaptability to pupils, staff, parents, and public.
- c. Decision making:
  - i. Involves those to be affected in the decision-making process
  - ii. Collects adequate information before making decisions
  - iii. Uses reliable sources of information
  - iv. Does not delay important decisions nor allow pressure to cause hasty decisions
  - v. Explains reasons for decisions to persons affected.
- d. Responsiveness to others:
  - i. Exhibits openness and humaneness in dealing with others
  - ii. Reacts to mistakes with patience
  - iii. Counsels individuals in private
  - iv. Friendly and open-minded in meeting situations

- v. Steady and even-tempered when faced with criticism
  - vi. Cooperates well with colleagues
  - vii. Recognizes achievements of students and staff
  - viii. Is an active listener.
- e. Development and maintenance of effective educational conditions:
- i. Requires school programs to reflect sound, research based practices consistent with adopted instructional programs and philosophy
  - ii. Develops and executes plans to monitor and evaluate the effectiveness of programs and the accomplishment of organizational goals
  - iii. Encourages enthusiasm for learning and teaching
  - iv. Provides for a cooperative feeling among students and staff
- f. Contribution to district cohesiveness:
- i. Provides effective interpretation and implementation of Board policies and administrative regulations and assumes initiative for suggesting necessary or desirable changes
  - ii. Contributes to the development of sound administrative consensus and supports the implementation of such consensus
  - iii. Expresses concerns regarding individual administrative decisions directly to the person responsible
  - iv. Shares with colleagues current literature and research, helpful ideas, highlights of meetings attended
  - v. Is prompt in providing support necessary to the completion of others tasks
  - vi. Appreciates and draws upon the expertise of other administrators
  - vii. Recognizes and contributes to organizational goals;
- g. Staff development and professional growth:
- i. Establishes clear performance expectations
  - ii. Assists staff members in setting and reaching goals
  - iii. Uses the evaluation program effectively, involves resource persons appropriately
  - iv. Observes in classrooms on a regular basis
  - v. Identifies areas of strength as well as areas of deficiency
  - vi. Encourages the professional growth of all staff.
- h. Professional knowledge:
- i. Exhibits awareness of sound educational practice
  - ii. Shows alertness to new knowledge that might benefit students or staff
  - iii. Keeps current with educational literature and research
  - iv. Participates in professional organizations and activities.
- i. Student relations:
- i. Maintains positive school climate
  - ii. Exhibits concern for individual pupils' welfare
  - iii. Encourages appropriate activities to help pupils develop self-discipline and leadership skills
  - iv. Effectively handles student disciplinary problems.
- j. Community relations:
- i. Exhibits awareness of the main concerns of the school community

- ii. Is sensitive to the educational goals and special needs of the community and its component groups
- iii. Establishes avenues for dialog between school and community
- iv. Is effective in interpreting school programs to the community.

5. Conditions of Employment

Except as may be otherwise established by the Board:

- a. Regular, dependable attendance is an essential function of the position.
- b. Work days shall include all week days from July 1 through June 30, exclusive of holidays and scheduled school vacations.
- c. Work hours during the school year shall be 8 1/2 hours per day minimum, which shall overlap with the regular school hours.
- d. Work hours during the summer shall be 8:30 - 3:30 minimum.
- e. Report to school on snow days if possible.
- f. Professional leave and other leaves shall be arranged with the Superintendent in accordance with such reporting procedures which the Superintendent may establish.

See: Job Description for Principal - Regulation No. 2210A

Date of Adoption: December 9, 2013

## ELM CREK PUBLIC SCHOOLS PRINCIPAL JOB DESCRIPTION

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### REQUIREMENTS:

- A. Education Level: M.A. or higher preferred. Must qualify for Nebraska Administrative and Supervisory Certificate.
- B. Certification: Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10.
- C. Experience Desired: Prior principal experience preferred.
- D. Other Requirements: Must have ability to work effectively with professional staff to provide leadership in a creative learning climate.

**REPORTS TO:** Superintendent of Schools

**OVERTIME:** Exempt.

Administrative exemption: The Principal has the primary duty of performing administrative functions directly related to academic instruction or training.

Executive exemption: The primary duty of the Principal is the management of the school to which the Principal is assigned. The Principal customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the Principal's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.

### TASKS

The Principal is responsible for planning, directing, or coordinating the academic, clerical, or auxiliary activities of the school to which the Principal is assigned. Specific duties and responsibilities may vary depending on the assignments given by the Superintendent or the Board of Education. The Principal is expected to adhere to all Board policies and requirements state and federal laws and regulations, including ethics regulations. The tasks to be performed by the Principal include the following:

- Direct and coordinate activities of teachers, administrators, and support staff at schools, public agencies, and institutions.
- Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations.
- Collaborate with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives.
- Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.
- Determine the scope of educational program offerings, and prepare drafts of course schedules and descriptions in order to estimate staffing and facility requirements.
- Observe teaching methods and examine learning materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.

- Plan and develop instructional methods and content for educational, vocational, or student activity programs.
- Prepare and submit budget requests and recommendations, or grant proposals to solicit program funding.
- Prepare, maintain, or oversee the preparation/maintenance of attendance, activity, planning, or personnel reports and records.
- Recommend personnel actions related to programs and services.
- Recruit, hire, train, and evaluate staff. Conduct staff observations and evaluations in accordance with the Board evaluation policy and legal requirements, and assure that observations and evaluations are completed by others who are delegated such duties. Implement improvement or corrective action plans implemented when needed. Make recommendations on employee actions requiring Board action.
- Review and approve new programs, or recommend modifications to existing programs, submitting program proposals for school board approval as necessary.
- Set educational standards and goals, and help establish policies and procedures to carry them out.
- Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- Develop partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- Direct and coordinate school maintenance services and the use of school facilities.
- Enforce discipline and attendance rules.
- Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- Review and interpret government codes, and develop programs to ensure adherence to codes and facility safety, security, and maintenance.
- Teach classes or courses to students when necessary in the absence of teachers.
- Write articles, manuals, and other publications, and assist in the distribution of promotional literature about facilities and programs.
- Advocate for new schools to be built, or for existing facilities to be repaired or remodeled, when needed.
- Establish, coordinate, and oversee particular programs across school districts, such as programs to evaluate student academic achievement.
- Supervise instructional, athletic, and extracurricular programs.
- Provide appropriate and safe learning environment.
- Modify curriculum to meet student needs with assistance from appropriate directors and supervisors.
- Implement multicultural and other educational plans.
- Coordinate special education services for identified students.
- Meet with students for purposes of furnishing information, monitoring, counseling and recognition for academic, athletic or activity success.
- Attend meetings of the Board of Education and present information as requested or as needed.

## KNOWLEDGE

The Principal should possess and effectively utilize knowledge in the following areas when performing job tasks:

- Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.
- Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
- Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
- Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Economics and Accounting — Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.
- Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
- Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
- Law and Government — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
- Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- Telecommunications — Knowledge of transmission, broadcasting, switching, control, and operation of telecommunications systems.
- Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

- Therapy and Counseling — Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
- Food Production — Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.
- Geography — Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.
- Philosophy and Theology — Knowledge of different philosophical systems and religions. This includes their basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture.
- Engineering and Technology — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.
- History and Archeology — Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.
- Chemistry — Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.
- Medicine and Dentistry — Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.
- Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.
- Transportation — Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.
- Biology — Knowledge of plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.
- Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.
- Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.
- Building and Construction — Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads.
- Design — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.
- Foreign Language — Knowledge of the structure and content of a foreign (non-English) language including the meaning and spelling of words, rules of composition and grammar, and pronunciation.
- Physics — Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub-atomic structures and processes.

## SKILLS

The Principal should possess and effectively utilize the following skills when performing job tasks:

- Coordination — Adjusting actions in relation to others' actions.
- Speaking — Talking to others to convey information effectively.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Writing — Communicating effectively in writing as appropriate for the needs of the audience.
- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.
- Systems Evaluation — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
- Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
- Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Systems Analysis — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Management of Financial Resources — Determining how money will be spent to get the work done, and accounting for these expenditures.
- Instructing — Teaching others how to do something.
- Management of Material Resources — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- Time Management — Managing one's own time and the time of others.
- Service Orientation — Actively looking for ways to help people.
- Operations Analysis — Analyzing needs and product requirements to create a design.
- Mathematics — Using mathematics to solve problems.
- Persuasion — Persuading others to change their minds or behavior.
- Equipment Selection — Determining the kind of tools and equipment needed to do a job.
- Negotiation — Bringing others together and trying to reconcile differences.
- Quality Control Analysis — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
- Operation and Control — Controlling operations of equipment or systems.

- Science — Using scientific rules and methods to solve problems.
- Installation — Installing equipment, machines, wiring, or programs to meet specifications.
- Technology Design — Generating or adapting equipment and technology to serve user needs.
- Troubleshooting — Determining causes of operating errors and deciding what to do about it.
- Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.
- Equipment Maintenance — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
- Repairing — Repairing machines or systems using the needed tools.

## ABILITIES

The Principal is to possess and effectively utilize the following abilities when performing job tasks:

- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Speech Clarity — The ability to speak clearly so others can understand you.
- Near Vision — The ability to see details at close range (within a few feet of the observer).
- Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Mathematical Reasoning — The ability to choose the right mathematical methods or formulas to solve a problem.
- Number Facility — The ability to add, subtract, multiply, or divide quickly and correctly.
- Memorization — The ability to remember information such as words, numbers, pictures, and procedures.
- Speech Recognition — The ability to identify and understand the speech of another person.
- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.

- Speed of Closure — The ability to quickly make sense of, combine, and organize information into meaningful patterns.
- Selective Attention — The ability to concentrate on a task over a period of time without being distracted.
- Time Sharing — The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).
- Perceptual Speed — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
- Visualization — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.
- Far Vision — The ability to see details at a distance.
- Auditory Attention — The ability to focus on a single source of sound in the presence of other distracting sounds.
- Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- Spatial Orientation — The ability to know your location in relation to the environment or to know where other objects are in relation to you.
- Extent Flexibility — The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.
- Hearing Sensitivity — The ability to detect or tell the differences between sounds that vary in pitch and loudness.
- Manual Dexterity — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.
- Finger Dexterity — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.
- Wrist-Finger Speed — The ability to make fast, simple, repeated movements of the fingers, hands, and wrists.
- Trunk Strength — The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.

## WORK ACTIVITIES

The Principal is to perform the following work activities associated with this position:

- Communicating with Persons Outside Organization — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
  - conduct parent conferences
  - make presentations
- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
  - conduct or attend staff meetings
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.

- Provide Consultation and Advice to Others — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
  - consult with and provide advice to the Board on operations of the school
  - consult with and provide advice to the administrative team on operations of the school
  - consult with parents or school personnel to determine student needs
  - consult with parents or teachers to develop programs
  - recommend modifications to educational programs
- Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.
  - coordinate employee continuing education programs
  - direct and coordinate activities of workers or staff
  - oversee execution of organizational or program policies
- Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
  - conduct training for personnel
  - coordinate educational content
  - coordinate instructional outcomes
  - develop instructional materials
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- Staffing Organizational Units — Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.
  - develop staffing plan
  - evaluate information from employment interviews
  - hire, discharge, transfer, or promote workers
  - interview job applicants
  - recommend personnel actions, such as promotions, transfers, and dismissals
- Developing Objectives and Strategies — Establishing long-range objectives and specifying the strategies and actions to achieve them.
  - develop policies, procedures, methods, or standards
  - establish educational policy or academic codes
  - write public sector or educational grant proposals
- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
  - plan meetings or conferences
  - use time management techniques
- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
  - analyze operational or management reports or records
  - analyze organizational operating practices or procedures
  - analyze survey data to forecast enrollment changes
  - evaluate educational outcomes
- Monitoring and Controlling Resources — Monitoring and controlling resources and overseeing the spending of money.
  - develop budgets
- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.

- resolve problems in educational settings
- Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
  - assign work to staff or employees
  - establish employee performance standards
  - evaluate performance of employees or contract personnel
  - maintain group discipline in an educational setting
  - motivate workers to achieve work goals
  - orient new employees
  - supervise student extra-curricular activities
- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Performing Administrative Activities — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.
  - administer educational institutions
  - maintain educational records, reports, or files
  - oversee site-based school management
  - prepare educational reports
- Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- Developing and Building Teams — Encouraging and building mutual trust, respect, and cooperation among team members.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- Coaching and Developing Others — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.
  - explain rules, policies or regulations
  - prepare instruction manuals
- Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- Scheduling Work and Activities — Scheduling events, programs, and activities, as well as the work of others.
- Estimating the Quantifiable Characteristics of Products, Events, or Information — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.
- Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
  - use conflict resolution techniques
  - use government regulations

- use interpersonal communication techniques
- use interviewing procedures
- use public speaking techniques
- use teaching techniques
- Resolving Conflicts and Negotiating with Others — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Interacting With Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Selling or Influencing Others — Convincing others to buy merchandise/goods or to otherwise change their minds or actions.
- Performing for or Working Directly with the Public — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- Assisting and Caring for Others — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
  - counsel individuals with personal problems
- Handling and Moving Objects — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
- Inspecting Equipment, Structures, or Material — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- Performing General Physical Activities — Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.
- Drafting, Laying Out, and Specifying Technical Devices, Parts, and Equipment — Providing documentation, detailed instructions, drawings, or specifications to tell others about how devices, parts, equipment, or structures are to be fabricated, constructed, assembled, modified, maintained, or used.
- Operating Vehicles, Mechanized Devices, or Equipment — Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as passenger vehicles.
- Controlling Machines and Processes — Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).
- Repairing and Maintaining Electronic Equipment — Servicing, repairing, calibrating, regulating, fine-tuning, or testing machines, devices, and equipment that operate primarily on the basis of electrical or electronic (not mechanical) principles.
- Repairing and Maintaining Mechanical Equipment — Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.

## **ESSENTIAL FUNCTIONS**

The essential functions of the Principal position include the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities. The essential functions further include the ability to perform the following identified physical requirements:

Essential Physical Requirements Principal	Item is not a requirement of the job	Occasional – up to 33% of time	Occasional/Essential – up to 33% of time, absolutely essential to the job	Frequent – between 34% - 66%	Continuous – over 66% of time
<b>Stamina</b>					
1. Sitting		X			
2. Walking				X	
3. Standing				X	
4. Sprinting/Running		X			
<b>Flexibility</b>					
5. Bending or twisting at the neck more than the average person		X			
6. Bending or twisting at the trunk more than the average person		X			
7. Squatting/Stooping/Kneeling		X			
8. Reaching above the head		X			
9. Reaching forward			X		
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X		
<b>Activities</b>					
11. Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12. Hand/grip strength		X			
13. Driving on the job		X			
14. Typing non-stop		X			
<b>Use of Arms and Hands</b>					
15. Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16. Finger dexterity (typing or putting a nut on a bolt)		X			
<b>Lifting Requirements</b>					
17. Lifting up to 10 pounds (Mark all that apply)					
Floor to waist			X		
Waist to shoulder			X		
Shoulder to overhead			X		
18. Lifting 11 to 25 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
19. Lifting 26 to 50 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
20. Lifting 51 to 75 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
21. Lifting 76 plus pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?		X			
<b>Pushing/Pulling</b>					
23. 25 to 50 pounds			X		
24. 51 to 75 pounds		X			
25. 76 to 90 pounds		X			
26. Over 90 pounds		X			
<b>Carrying</b>					
27. 10 to 25 pounds			X		
28. 26 to 50 pounds		X			
29. 51 to 75 pounds		X			
30. 76 to 90 pounds		X			
31. Over 90 pounds		X			

AdministrationEvaluation of Principals and Other Certificated Administrative Personnel1. Objectives

The Board recognizes that the roles of a school superintendent, principal, assistant principal, and other certificated administrative personnel of the School District (hereinafter collectively referred to as "Administrators") are varied and complex requiring an appraisal process that accurately measures performance and provides support for the continued growth and improvement of the Administrator. The general job description and an evaluation instrument with performance standards for each administrative position shall be promulgated under the direction of the Superintendent of Schools and approved by the Board of Education, and provided to the affected Administrator. The appraisal process for each Administrator and administrative position shall serve these purposes:

- a. To raise the quality of administration and educational service to the children of our community.
- b. Clarify for the Administrators their respective role in the school system as seen by the Board.
- c. Clarify for all Board members the role of the administration and the immediate priorities among each Administrator's responsibilities.
- d. Develop harmonious working relationships between the Board and administrative supervisors and each Administrator.
- e. Aid the individual Administrator to grow professionally.

The evaluation of administrative performance is intended to be a cooperative and continuing process designed to improve the quality of the educational program.

2. General Procedures

The formal Administrator appraisal is based primarily upon the procedures and processes defined below. The procedures provide for a consistent and equitable appraisal of important aspects of the Administrator's duties and responsibilities. They do not, however, specifically include the total range of expectations of the effective performance of the administrative duties of each administrative position or the Administrator assigned to such position. As a result, additional data and information related to the respective administrative role may be utilized to generate a comprehensive appraisal.

3. Appraisal Cycle

Probationary Administrators shall be observed and evaluated at least once each semester, except the Superintendent, who shall be observed and evaluated by the Board of Education once each semester in the first contract year of employment, and once per year each contract year thereafter. Permanent (tenured) Administrators shall be evaluated at least once each school year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the Administrator or in the discretion of the appraiser.

The appraisal cycle and appraisal process for a permanent Administrator is intended for the direction of the responsible appraiser. A failure to complete evaluations within the designated cycle or in the manner directed by this policy shall not give the permanent Administrator rights, but may be addressed in evaluating the responsible appraiser's performance.

The entire instructional period for Administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an Administrator's work for no less than fifty (50) minutes (cumulative) during the time periods being evaluated.

#### 4. Appraisal Process

The appraisal process is the responsibility of the Administrator and the Administrator's immediate supervisor as determined by the Board of Education and/or the Superintendent of Schools, provided that the supervisor of the Superintendent shall be the Board of Education. In the event the responsible appraiser has not initiated the appraisal process within the time or in the manner required, the Principal has the responsibility to timely notify the responsible appraiser.

Performance standard categories set forth in the evaluation instrument for each administrative position, as adopted and amended from time-to-time, shall serve as the basis for the informal job-target-based formative appraisal and the formal summative appraisal. During the formal summative appraisal, data is collected as required to provide a basis for appraising the performance categories. Data collection may include, but is not limited to, surveys (formal or informal information gathering from staff, students, parents, community members, and other Administrators), statistics received by routine reports; statistics generated by reports specifically designed for the appraisal; review of sample written materials of the Administrator (such as, for example, a Principal's evaluations of teachers) and observations of performance. The Administrator may be assigned responsibility to assist with data collection and shall have the duty to provide such assistance as is requested.

The collected data along with the professional opinions of the responsible appraiser shall serve as the basis for the final appraisal report.

#### 5. Final Formal Summative Evaluation

The appraisal process culminates in a final formal summative evaluation. The final formal summative evaluation consists of a rating of each performance category identified in the evaluation instrument, identification of whether the Administrator's performance meets or does not meet district standards of performance, a list of deficiencies in the Administrator's performance, suggestions and plans for improvement to assist the Administrator in overcoming such deficiencies, and follow-up evaluations as appropriate in order to correct performance below district standards. As a professional, the Administrator may be assigned responsibility to provide suggestions for improvement plans or similar job growth strategies and shall have the duty of complying with such requests. Further, in the event improvement plans or other similar performance measures are implemented, the Administrator shall have the duty to comply with such plans. The Administrator is expected to be cooperative, professional, and to exhibit a

willingness to improve performance and to accept the constructive criticisms and suggestions of the appraiser.

*See:* Evaluation instruments for each administrative position.

Date of Adoption: December 9, 2013

Administration

Evaluation Instrument of Superintendent

**I. EVALUATION PLAN**

The following are steps recommended as an evaluation for the Superintendent of Schools.

1. Review of Performance Evaluation instrument by individual board members.
2. Completion of rating instrument by individual members.
3. Individual member consultation with Superintendent. (optional)
4. Compilation of ratings by Board President.
5. Meeting with Board members to review compiled ratings, identify strengths, areas for improvement, and superintendent's goals for current year.
6. Meeting with the Superintendent to review ratings, strengths, and areas for improvement.
7. Superintendent response to evaluation and revisions of goals for ensuing year.
8. Determination of salary and/or contract terms (as appropriate).

II. PERFORMANCE INSTRUMENT

Levels of Performance				
4	3	2	1	N/A

A. EDUCATIONAL LEADERSHIP

1. Administering the development and maintenance of an educational program designed to meet the needs of the community and to carry out policies of the Board of Education.
2. Overseeing the setting of educational goals of the district both annually and over a long-range period
3. Conducting a continuous evaluation of the development and needs of the school system, utilizing community, staff, and student input.
4. Evaluating all administrative personnel, in writing, on an annual basis.
5. Attending state, regional, and national conferences pertaining to the superintendent's duties, upon approval by the Board.
6. Initiating policy considerations to cover situations requiring discretionary action when the superintendent feels the circumstances necessitate a policy.
7. Being alert to advances and improvements in the educational process.

Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations	Not Applicable

COMMENTS:

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B. STAFF RELATIONS

Levels of Performance

4            3            2            1            N/A

1. Providing the number and type of positions needed for the effective operation of the schools.
2. Nominating for appointment, assigning, and defining the duties of all personnel, subject to the approval of the Board.
3. Striving to create good morale among staff members,
4. Dealing with personnel matters on an impartial basis.
5. Recommending the dismissal of staff members for just cause.

Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations	Not Applicable

COMMENTS:

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C. COMMUNITY LEADERSHIP

Levels of Performance

1. Assuming a major responsibility of maintaining good human relationships among students, teachers, administrators, board members, parents, and the general public. The superintendent shall serve as a unifying force within the school district, striving at every opportunity to reconcile divergent viewpoints on behalf of what is best for students and what is best for public education.
2. Generating and coordinating a public relations program for the school system.
3. Serving as the educational spokesperson for the district in all matters, stressing the positive attributes of the district and the need for continued support for education
4. Establishing and maintaining a sound working relationship with the news media, utilizing any public service opportunities for the betterment of education within the community.
5. Maintaining in all departments and schools, a continuous study of the problems of the school as a basis for their being remediated.

	4	3	2	1	N/A
	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations	Not Applicable

COMMENTS:

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Levels of Performance

D. WORKING RELATIONSHIP WITH THE BOARD OF EDUCATION

4                      3                      2                      1                      N/A

1. Keeping the board informed, by frequent reporting, on the progress and conditions of the school and by keeping in continuous contact with the president of the Board of Education.
2. Attending and participating in all meetings of the board except when the superintendent's own position, salary, or tenure may be under consideration.
3. Preparing for each member of the board, before each board meeting, an agenda listing items to be considered.
4. Developing the necessary rules and regulations to effectively carry out board policy. Also, taking care of all other administrative duties not specifically covered in board policy.
5. Offering professional guidance, recommendation or assistance, when appropriate, when the board is making decisions.

Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations	Not Applicable

COMMENTS:

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Levels of Performance

E. FINANCIAL DIRECTION

4                      3                      2                      1                      N/A

- 1. Supervising the preparation of the annual budget and recommending it to the board at its regular meeting for budget approval and supervising the preparation for the public hearing on the budget in accordance with Nebraska statutes.
- 2. Directing the formulation of, or the revision of, salary schedules as a result of negotiations and making such recommendations to the board.

Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations	Not Applicable

COMMENTS:

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Levels of Performance

4                      3                      2                      1                      N/A

F. MANAGEMENT OF FACILITIES  
 GROUNDS AND EQUIPMENT

1. Serving as custodian of all property, real or personal, owned, leased or borrowed by the district; and lending, exchanging, transmitting or receiving such property only in accordance with approval of the board.
  
2. Assembling data for the recommended building program and acting as educational advisor to the architect in the preparation of all plans and specifications for the construction of all new buildings or modifications of existing buildings.
  
3. Recommending boundaries, and changes in boundaries, for the schools within the district.

Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations	Not Applicable

COMMENTS:

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Levels of Performance

G. PERSONAL QUALITIES

4                      3                      2                      1                      N/A

- 1. Maintains high standards of ethics, honesty and integrity in all personal and professional matters.
- 2. Demonstrates his ability to work well with individuals and groups.
- 3. Possesses and maintains the health and energy necessary to meet the responsibility of his position.
- 4. Speaks well in front of large and small groups, expressing his ideas in a logical, forthright, and professional manner.
- 5. Maintains his professional development by reading, course work, conference attendance, work on professional committees, visiting other districts, and meeting other superintendents.

Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations	Not Applicable

COMMENTS:

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III. SUMMARY

What are the three strongest areas of the superintendent's performance during the past year?

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

What are the three areas most in need of improvement during the coming year?

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_  
Board President Signature

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



Administration

PRINCIPAL EVALUATION AND APPRAISAL

Name \_\_\_\_\_

Date \_\_\_\_\_

	Meets District Standards	Does Not Meet Standards	Needs Improvement
<u>Instructional Leadership</u>			
1. Provides direction for the school and instructional management			
2. Provides for ongoing staff development			
3. Provides for improvement of instruction			
4. Provides for appropriate curricular offerings and effectively organizes personnel to staff offerings within resources provided			
5. Provides leadership for positive educational change			
6. Communicates and promotes standards of performance			
Narrative Comments:			
<u>School's Operation</u>			
7. Provides for effective and efficient day by day operation of the school			
8. Maintains school facilities conducive to a positive learning environment			
9. Promotes and maintains a positive school climate			
10. Utilizes effective practices to promote desirable student conduct			

11. Demonstrates effective organizational skills			
12. Demonstrates effective skills in problem analysis, decision making and judgment			
Narrative Comments:			
<u>Interpersonal Relationships</u>			
13. Works effectively with staff, students, parents, community members, superiors and peers			
14. Demonstrates effective communication skills			
15. Demonstrates sensitivity to others			
Narrative Comments:			
<u>Professional Responsibilities</u>			
16. Implements district programs, policies and procedures			
17. Participates in professional growth activities			
18. Demonstrates personal motivation and self-discipline			
19. Assumes responsibilities outside the school as related to school matters			
Narrative Comments:			

Identification of performance strengths: \_\_\_\_\_  
\_\_\_\_\_

Identification of performance areas to be improved upon: \_\_\_\_\_  
\_\_\_\_\_

Record of progress or deficiencies with respect to any existing self-identified job performance targets: \_\_\_\_\_  
\_\_\_\_\_

Record of progress or deficiencies with respect to any existing Professional Development Plan: \_\_\_\_\_  
\_\_\_\_\_

Area for consideration in future self-identified job performance targets or Professional Development Plan: \_\_\_\_\_  
\_\_\_\_\_

Identified Methods of Remediation: \_\_\_\_\_  
\_\_\_\_\_

Superintendent's comments and action recommended (to be completed for evaluation at end of year; action always subject to reconsideration:

\_\_\_\_\_ Recommended for reappointment

\_\_\_\_\_ Recommended for Professional Development Plan

\_\_\_\_\_ Recommended for dismissal

Principal's Comments: \_\_\_\_\_  
\_\_\_\_\_

Signatures:

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

Date of Adoption: December 9, 2013

Administration

Line of Authority

Each teacher or other employee of the School District shall be under the general direction of the Superintendent, but shall be under the immediate supervision of the building Principal or other designated supervisor.

Date of Adoption: December 9, 2013

AdministrationAdministrative Actions in Emergencies

In any crises or emergency circumstances, the immediate concern is securing the safety and welfare of students and staff. A second priority, if appropriate, will be the securing and salvaging of property. The superintendent of schools will be in charge of administering and monitoring any emergency event, except that if the situation is confined to a particular building, the principal will be in charge with the superintendent of schools advising on necessary decisions. Once the nature of the emergency is determined and the immediate concerns for students and staff are addressed, the superintendent of schools will:

1. Alert board members.
2. Decide whether or not to convene or postpone school, with attendant adjustments in transportation and activity schedules.
3. Determine the need to involve other agencies and/or officials (e.g., Police, fire and emergency personnel, counseling services, insurance representatives). All administrators will maintain an accessible, emergency phone list.
4. Notify students, staff, and patrons via appropriate media.
5. Report on the incident at the next regular or emergency board meeting and evaluate the effectiveness of the response strategy.

Inclement Weather: In the event of bad weather, or other circumstance in which the safety of students would be endangered by attending school, the superintendent of schools will make the decision to cancel or delay the start of school and whether or not staff are to report for duty. When school is canceled, ordinarily all after-school activities will be canceled. Any decision to the contrary must have the superintendent of school's permission and include provision for communicating with all affected parties in a timely manner. Weather information will be sought from current weather station reports and consultation with the transportation director and other area superintendents. The decision to cancel school will be made as early as possible. A system will be developed to alert the staff, and the superintendent of schools shall inform appropriate television and radio stations and request that they make the appropriate announcement to the local media. The board of education will determine in the spring whether time missed for inclement weather or other emergency school closings should be made up.

Fire, Tornado, Gas Leaks: Principals shall design and keep current drill and evacuation plans, to include emergency shelter, and publish them in staff and student handbooks. Teachers will post said plans in their classrooms and educate students on their implementation.

Student or Staff Deaths: When notice is received of a student or staff death, the involved administrators will inform and consult with the superintendent of schools. Ordinarily school will be convened; however, appropriate modifications in daily school activities which are sensitive to the incident will be made. Further, if deemed necessary, a counseling intervention team will be made available, in conjunction with school counseling services, to provide assistance to students and staff.

Substitute teachers will be employed if deemed appropriate. School officials will attempt to balance funeral accommodations with the need to convene school with minimal disruption.

Civilian Emergencies: The school buildings are available as emergency shelters if needed. School officials, to the extent possible, will cooperate with other civil authorities, including local, area, and state law enforcement agencies and fire department officials, in making school facilities available during any civilian emergencies.

Date of Adoption: December 9, 2013

AdministrationStaff Handbooks

The Superintendent shall have the authority to establish staff handbooks. The handbooks shall define the duties of all special school officers and employees; define responsibilities, duties and policies concerning the relation of personnel to the administration, the community and the students; shall list the responsibilities of the administration to the staff together with staff welfare measures; and shall list general policies pertaining to students. Staff handbooks shall, when approved by the Board, have the effect of Board policy and control over any conflicting Board policy adopted prior to the staff handbook in the event of a direct conflict.

All staff shall be furnished or be provided access to a handbook at the beginning of each school year. Should a circumstance present itself that is not covered by the provisions of the staff handbook applicable to a specific employee, reference should be made to Board policy.

Date of Adoption: December 9, 2013

AdministrationAttendance at Professional Growth Meetings

The board of education expects its administrative staff to be informed on contemporary educational issues and therefore encourages active participation in the respective professional administrative organizations, including state, regional, and national associations for the superintendent and principals. Accordingly, the Board of Education authorizes and will fund, within budgetary limits, attendance to state, regional, and national conferences sponsored by professional administrative organizations, curriculum groups, institutions of higher education, legislative bodies, and other agencies having a relationship which is in agreement with the school district's educational objectives.

The superintendent of schools may attend a national convention annually and will administer an itinerary of conference attendance by other district administrators, including national conferences which will be accorded on an every-other-year basis. (Exceptions may be allowed if an administrator is appointed or elected to an office requiring national conference attendance, or invited to give a major presentation at a national convention).

Normally permission to attend a national convention shall not be granted to an administrator in the administrator's first year with the Elm Creek Public Schools. If a first-year administrator is granted permission to attend a national convention, expenses for such attendance shall be allowed, provided that should the administrator not return for the next school year the cost of the administrator's attendance at such national convention shall be deducted from the administrator's last pay check. Any convention expenses already paid for a first-year administrator who chooses to terminate employment at the end of the contract year shall be refunded by that administrator to the district.

Approved national conventions include: the American Association of School Administrators, the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), the Association for Supervision and Curriculum Development (ASCD), the American Association of School Administrators (AASA), the National Association of School Boards (NASB), or other conferences approved by the Board of Education. Any expenses allowed shall be consistent with those allowed through the guidelines approved by the Board for the Superintendent.

The Superintendent and the Principal, when approved to attend a national convention, shall be allowed expenses which shall include registration fee, transportation, lodging, meals and incidentals not to exceed the amount specified in the contract of such administrator. In the absence of such contractual provisions, the expenses allowed shall be the amount set forth in the "Coffee Act Policy," Policy No. 8231. Ticket stubs, receipts, and other records pertaining to expenses incurred shall be submitted.

The expenses of the spouse of the administrator, accompanying the administrator on the

convention trip, shall be borne by the administrator.

Periodic reports will be given to the board of education regarding administrator attendance at conferences, including prior announcement of intended national conferences. Ordinarily, the board of education will automatically authorize conference attendance with adoption of the annual budget, but it may, in its discretion, limit or deny administrator conference attendance as the school year progresses.

Date of Adoption: December 9, 2013

Administration

Administrative Action in Absence of Policy

If a situation demanding decision is not covered by an existing law, policy, or by regulations, the Superintendent or the Superintendent's designee is empowered to make the decision deemed best in Superintendent or the Superintendent's designee professional judgment.

Decisions made in the absence of needed policy shall be reported to the Board and the Superintendent shall develop recommended policy to deal with similar matters in the future.

Date of Adoption: December 9, 2013

**RESOLUTION**

**WHEREAS**, the School Board is required by law to adopt by resolution policies and specific standards for acceptance or rejection of option enrollment applications; and,

**WHEREAS**, the School Board has received and reviewed evidence and information submitted by the administration and other sources and made determinations thereon with respect to standards for acceptance or rejection and with respect to the capacity of this school district to accept option enrollment students based upon available staff, available facilities, projected enrollment, and availability of special education programs; and,

**WHEREAS**, the School Board has determined that the educational interests of this school district would be best served by adoption of the resolutions, and the policies and specific standards herein contained.

**NOW, THEREFORE, BE IT RESOLVED** that the Option Enrollment Policy presented to the School Board as Policy 5006, and Appendix "1" to such Policy 5006, should be and the same are hereby adopted, and any previous policy or interpretation or application of the option enrollment program which is or has been inconsistent with the Policy 5006, and Appendix "1" to such Policy 5006, are repealed effective on the date of the passage of this resolution,

**BE IT FURTHER RESOLVED** that all paragraphs, subparagraphs, and portions of words of this Resolution, of Policy 5006, and Appendix "1" to such Policy 5006 are severable and that in the event any of the same are determined to be invalid for any reason, such determination shall not affect the validity of any of the remainder of the same.

**BE IT FURTHER RESOLVED** that policies and specific standards for acceptance or rejection of option enrollment applications should be and are hereby adopted, for applications filed after adoption of this resolution, and are hereinafter set forth:

The above Resolution, having been read in its entirety, member \_\_\_\_\_ moved for its passage and adoption, member \_\_\_\_\_ seconded the same. After discussion and on roll call vote, the following members voted in favor of passage and adoption of the above Resolution:

The following members voted against the same: \_\_\_\_\_

The following members were absent or not voting: \_\_\_\_\_

The Resolution having been consented to and approved by a majority of the members of the School Board, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

**DATED** this 13<sup>th</sup> day of **March, 2017**.

**ELM CREEK PUBLIC SCHOOLS**

Attest: \_\_\_\_\_  
Secretary –Suzanne Brodine

By: \_\_\_\_\_  
President – J C Ourada

### Appendix "1" to Option Enrollment Policy

The following is Appendix "1" to Policy 5006 for the current school year. The Board of Education hereby sets forth the maximum number of option students for the current school year in any program, class, grade level or school building or in any special education programs operated by this school district, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this school district will contract based on existing contractual arrangements, and availability of appropriate special education programs. Any program, class, grade level, or school building which has "0" as the No. of Option Students is hereby declared unavailable to option students due to lack of capacity.

<b>PROGRAM</b>	<b>PROGRAM CAPACITY</b>	<b>PROJECTED ENROLLMENT</b>	<b>NO. OF OPTION STUDENTS</b>
Kindergarten	25	20	5
First	40	27	13
Second	25	23	2
Third	40	36	4
Fourth	25	15	10
Fifth	25	22	3
Sixth	25	23	2
Building Capacity, Elementary	205	166	39
Level I Elementary Special Education	20	20	0
Level II & III Elementary Special Education	20	20	0
Seventh	40	19	21
Eighth	40	33	7
Ninth	40	25	15
Tenth	40	19	21
Eleventh	40	24	16
Twelfth	40	23	17
Building Capacity, 7-12 School Attendance Center	240	143	97
Level I 7-12 School Special Education Program	20	20	0
Level II and III 7-12 School Special Education	20	20	0



# **Elm Creek Public Schools**

230 East Calkins Ave., PO Box 490

Elm Creek, NE 68836

(308) 856-4300 phone (308) 856-4907 fax

[www.elmcreekschools.org](http://www.elmcreekschools.org)

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## **Transportation Committee Meeting**

**Tuesday, March 7, 2017**

**8:00 AM**

**Members: J. C. Ourada, Jeff Meads, Morgan Meier**

### **Agenda**

**1. Vehicle updates:**

**12B Dodge Van - covered under warranty**

**2013 Thomas Built**

**2. February claims**

**3. Vehicle replacement**



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## **Building and Grounds Committee Meeting**

**March 7, 2017 7:00 AM**

**Members: Morgan Fouts , Jeff Meads, Morgan Meier**

1. Facility considerations



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## Curriculum, Finance and Technology Committee Meeting Agenda

March 7, 2017- 9:00 A.M.

*Members: Morgan Meier, JC Ourada, John Worthing*

1. 2017-2018 Staffing
2. Financial information
  - a. Administrative realignment
  - b. Standing in array group
    - i. General Fund Operating Expenses
    - ii. Revenue/student
5. Print Server – Computer Pros - \$4,699.00



## 2017 NRCSA Spring Conference

March 23 & 24, 2017  
Kearney Holiday Inn

**Rob Bell**



Rob Bell began teaching his Customer Service and Communication Techniques early in his tenure as Personnel Development/Education & Training Director for Dick's Supermarkets, Inc. Drawing on 25 years of experience in Leadership Roles, Customer Service, and Training, Rob makes it simple, clear and FUN to improve Customer Service and gain Leadership Skills.

Before becoming Dick's Supermarkets' go-to-guy for Training and Remarkable Customer Service, as a "Recovering CPA," Rob worked as the Accounting Manager for a large trucking company, an auditor, and an accounting instructor at the University of Wisconsin - Platteville.

Rob now tours the country teaching the principles that have helped hundreds of companies and organizations improve their communication and service strategies.

Rob's warmth and humor shine through in each presentation, allowing participants to gain insight into numerous aspects of corporate communication while giving them the tools to bring that insight into action.

Rob's presentations are high-energy and feature real-life anecdotes that are as fun as they are meaningful. Participants leave Rob's presentations "fired-up" and supplied with the techniques they need to meet and exceed goals and expectations.

**Dr. Matthew Blomstedt**



Dr. Matthew Blomstedt was named Commissioner of Education by the State Board of Education on January 2, 2014.

Dr. Blomstedt served as the Executive Director of the Nebraska Educational Service Unit Coordinating Council until December 2013. He previously served as the first full-time Executive Director of the Nebraska Rural Community Schools Association, a research analyst for the Education Committee of the Nebraska Legislature, and has worked in a variety of policy research roles over the past 16 years. Dr. Blomstedt earned a Ph.D. in Educational Leadership and Higher Education from the University of Nebraska-Lincoln as well as a Master's Degree in Community and Regional Planning.

Dr. Blomstedt is a native Nebraskan whose career has focused on local, regional and statewide education issues. Blomstedt's experience includes education finance and organization, assessment and accountability, professional development, and the development of systems to enhance blended and distance learning opportunities across the state.

His address is a welcome opportunity to hear the latest happening with the State Board of Education and the Department of Education.

**DeMoine Adams**



DeMoine Adams is not only a motivational speaker, but an artist who inspires others to be greater, to be leaders, and to be winners in the game of life. He was a three-year starting Blackshirt Defensive End for the Nebraska Cornhuskers who led the team in quarterback sacks during his time on the team. DeMoine played an instrumental role in helping the Huskers win a Big 12 conference championship in 1999 and helped lead the Huskers to the Rose Bowl in 2002.

Off the field, DeMoine received Academic All-American honors, First-Team Academic All-Big 12 honors over the course of three years, the Brook Berringer Citizenship team award recipient over the course of three years, the 2002 Lifter of the Year, and was named the Fellowship of Christian Athletes (FCA) Nebraska Athlete of the Year.

DeMoine is originally from Pine Bluff, Arkansas and has accelerated much of his life as an athlete, both collegiately and professionally. As a first-generation student, DeMoine received his Bachelor's Degree in Political Science with minors in English, History, Communications, Ethnic Studies and African Studies and went on to receive his Master's degree in Educational Psychology. DeMoine is currently pursuing his Doctorate degree at the University of Nebraska-Lincoln and his research includes Leadership, Motivation, and Sociology.



**NRCSA Spring Conference  
March 23 & 24, 2017  
Kearney Holiday Inn**

**Registration Form**

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

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

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

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

Please register ONLY for the meals the registrant will attend

**\*\*Note: Meal Fees are included in Conference Fees\*\***

Registrant's Full Name	Name for Nametag	Conference Fees: \$190.00 – Member \$330.00 – Non-Member	Thursday Lunch 3-23-17	Thursday Dinner 3-23-17	Friday Brunch 3-24-17	Total
<small>Example</small> John Smith	John	\$190.00	X	X	X	\$190.00

Spouses/Guests	Additional Meals for Spouses or Guests		\$26.00	\$20.00	\$18.00	Total
	No Conf Fee Needed	No Conf Fee Needed				
	No Conf Fee Needed	No Conf Fee Needed				
	No Conf Fee Needed	No Conf Fee Needed				

Make Checks Payable to: **NRCSA**

**Total Enclosed:**

Mail or Fax Registrations To:  
**NRCSA 2017 Spring Conference  
455 S. 11th St, Ste B  
Lincoln, NE 68508**

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

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

**NO REFUNDS AFTER March 21**

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*NRCSA Spring Conference  
Concurrent Sessions*

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**Blended and Virtual Learning with E Days**

Bancroft-Rosalie School is a Nebraska BlendEd Pilot school. In this session, staff from the district will present the implementation of Blended learning including classroom models being used, high school and elementary examples, programs and devices being utilized, and how integration of Technology within the classroom can effectively reach kids at all levels. Presented by **Dr. Jon Cerny & Joy Nolting; Bancroft-Rosalie Community Schools**

**Educators Health Plan Alliance Update**

This session will discuss the 2017/18 EHA Health Insurance plan, the presenters will discuss the rates for active as well as early retiree's. They will also discuss any plan design modifications as well as any required ACA compliance updates. Presented by **Kent Trelford-Thompson & Greg Long; Blue Cross Blue Shield & Educators Health Alliance**

**Exercise, Wellness & the Brain: If you Want True Change, Change the Culture**

This session will share data related to aerobic exercise and the positive impact it has on student behavior, learning and mental health. The session will also address wellness programs that help increase employee engagement and improve employee satisfaction. Specific, holistic ideas will be shared that promote aerobic exercise, healthy diet choices and a healthy work environment for staff. EVERYBODY WINS! Presented by **Dr. Kraig Lofquist & Travis Miller; Educational Service Unit 9 & Bayard Public Schools**

**Global Teletherapy**

**Investing In Early Intervention Earns Major Lifetime Benefits**

This session will discuss Early Intervention services and the impact they can have in your district. Quality Early Intervention services are more effective and less costly than waiting for school entry. Your school's Early Intervention program can enhance the development of infants and toddlers with disabilities, minimize potential developmental delay, and reduce educational costs by providing quality evidence-based services. The first years of a child's life are a particularly sensitive period in the process of development, laying a foundation for childhood and beyond. Significant evidence demonstrates that the cost of an Early Intervention program is an investment for long-term benefits not only in long-term quality of life for children but also in reduced long-term societal costs. Who are your school's Early Intervention providers? Are they providing quality, evidence-based Early Intervention services? It pays to find out. It pays to invest now. Presented by **Cindy Hankey & Sue Borchert; Nebraska Dept. of Education & Johnson County Central Public Schools**

**It's Not Too Late - Personnel Decisions in 2016-17**

Questions often arise toward the end of the school year about personnel - what is allowed, what is legal, what is the best way to deal with an issue. Rex Schultze and Kelley Baker have handled hundreds of personnel issues in their careers. In this session, they will give an overview of the law and best practices regarding personnel. Presented by **Rex Schultze & Kelley Baker; Perry Law Firm**

**Is That (Unlawful) Discrimination?**

This session will address accommodations that may be required for employees, students, and for patrons. Employees, including at-will employees, are protected by numerous state and federal laws and regulations. The same is true for students, and even patrons on your campus may enjoy similar protections. Josh, Jeanette, and Derek will discuss emerging issues regarding potential claims of discrimination. The session will also include a review of pitfalls and things to consider before disciplining or terminating an employee or disciplining a student. Presented by **Josh Schauer & Derek Aldridge; Perry Law Firm**

**The Jan Eric Pusch Foundation Music Program**

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*NRCSA Spring Conference  
Concurrent Sessions, Continued*

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**Legal Update for Rural Schools**

This session will cover legal updates, at both the state and federal level, including developments in federal law and regulations, state and federal court opinions, Nebraska Legislative Bills, and NDE and other agency rules. **Presented by Josh Schauer & Justin Knight; Perry Law Firm**

**Litigation 101: The District Has Been Sued—Now What?**

This presentation will conduct a brief overview of the litigation process from summons to final disposition. Next, we will discuss steps to take when litigation is imminent or immediately after you receive notice that a lawsuit has been filed, including engaging legal counsel, preserving potential evidence, and preparing the district's response. Finally, we will wrap up with frequently asked questions about mechanisms of alternative dispute resolution, such as arbitration and mediation. **Presented by Nick Lesiak; Koley Jessen Law Firm**

**Meetings & Records: Transparency and Accountability in a Digital World**

This presentation will open with an overview of Nebraska's laws governing open meetings and public records, before diving into an in-depth discussion of specific challenges posed by the use of technology in school board and school district operations. **Presented by Nick Lesiak; Koley Jessen Law Firm**

**Negotiations**

Now that negotiations for 2017-18 are over for most school districts, it is time to begin thinking about negotiations for 2018-19. In this session Rex Schultze and Kelley Baker will discuss trends in topics and techniques and will recommend changes for boards to consider and negotiate. **Presented by Rex Schultze & Kelley Baker; Perry Law Firm**

**NSAA Activities: The Other Half of Education**

High school activities provide a stage upon which high school students can perform, compete, and develop. There are ever-changing requirements on schools as they provide these participation opportunities for students. This session will delve into some of those changes. This will also be an opportunity to address some of the NSAA legislative issues, public relations initiatives, and student engagement efforts. High school activities are indeed the other half of education! **Presented by Dr. Jim Tenopir; Executive Director, NSAA**

**NREA Voices from the Field**

This session will highlight rural spotlights of success from our rural communities to our national work. Dr. Pratt is in his first year as the NREA Executive Director. Dr. Pratt and the NREA office are now located at the University of Tennessee Chattanooga. **Presented by Dr. Allen Pratt; Executive Director, National Rural Education Association**

**NRCSA REL Central Closing the Achievement Gap**

**NRCSA Services**

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*NRCSA Spring Conference  
Concurrent Sessions, Continued*

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**On a Quest for Success on Aquestt?**

ESU15, has created a clearly defined roadmap to success in what we call the R.E.A.L. Essential Frameworks. This session will discuss ESU 15's efforts and tools to help achieve success on Aquestt.

Teachers within ESU15 can now have common Essential Learnings that ALL students master, common pre/post assessments, and shared resources/lessons. Our Data Tracker system provides teachers, administration, and students: historical information, transparency, and accountability in what is being taught. Our Frameworks site is designed to provide "time saving" work for our districts in identifying Essential Learnings (K-12 Aligned), make learning visible, prepare for NeSA & ACT, and accountability. Our R.E.A.L. Frameworks is a free resource that can be reproduced at an individual district or ESU. Come learn more about this process and our Professional Learning Communities that help make this possible. **Presented by Kelly Erickson & Joel Bednar; Educational Service Unit 15**

**Online Speech Therapy - Currently Being Used in Nebraska Schools**

How does Online Speech Therapy Work? Is this an approved method of delivery? Does it really work? Which Schools are currently using it? What about other therapies online? Occupational Therapy? Counseling? Join our presentation, and we will show you how schools in Nebraska and nationwide are successfully utilizing these therapies to help their students. **Presented by Alan Goode; Global Speech Teletherapy**

**Opening Meetings Act Do's and Dont's**

When is executive session proper? What is a subcommittee? These are straightforward questions that have potentially complex (and surprising) answers. In this session, the Perry Law Firm attorneys will address areas of the Open Meetings Act that can cause concerns for school districts. The session will also address issues to consider when holding open meetings in today's digital world. **Presented by Josh Schauer & Derek Aldridge; Perry Law Firm**

**Planning, Developing, & Monitoring Your School Budget**

Planning, developing, & monitoring your budget is a difficult task. This session will discuss budget timelines, administrator & board roles in the budgeting process, & reports that we use to help with the budgeting process throughout the year. Developing long range planning for facilities & transportation will also be discussed. **Presented by Todd Hilyard & Kelli Ackerman; Holdrege Public Schools**

**Starting a Random Student Drug Testing Program**

Adams Central Public Schools implemented a random student drug testing program in 2010. This session will discuss implementation, maintenance, and results of the program. Come see how the successful program was started and where the program is seven years later. You can learn how any school district can run its own cost-effective program. **Presented by Shawn Scott; Adams Central Public Schools**

**State Aid 101**

This session will discuss the basics of the school finance. The major factors of the formula (various adjustments and allowances, comparison arrays, etc) will be discussed and explained. **Presented by Bryce Wilson & Jen Utemark; NDE Office of Finance & Organizational Services**

**State Aid Update**

This session will provide information as to what the Legislature is addressing for state aid and other school finance issues related to the state aid formula, aid certification, and school finance. In addition, we will also be discussing pupil transportation rules and taking suggestions for the upcoming rule revision. **Presented by Bryce Wilson & Jen Utemark; NDE Office of Finance & Organizational Services**

**State Board of Education Panel**

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*NRCSA Spring Conference  
Concurrent Sessions, Continued*

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**We Are Family: School + Community + Families = Success**

Palmer Public School is proud of the family atmosphere and positive relationships built with students and community. All staff members have attended training at the Ron Clark Academy, an award winning, non-profit middle school located in Atlanta, and through that shared experience have embraced the ideals of RCA, "Fostering an environment that inspires academic excellence, leadership, and collaboration. Teaching in innovative, creative, and inspiring ways while demanding academic rigor." This session will discuss what Palmer has learned in its engagement efforts. Come see why students and families choose Palmer Public School! **Presented by Kristin Reimers, Mikhail Happ, Mary Gregoski, Becky Meyer, & Whitney Hester; Palmer Public Schools**

**More to be added as they are finalized!**