

**Board of Education Regular Meeting
Monday, October 14, 2024 7:00 PM**

**Bayard High School Library
726 4th Avenue
Bayard, NE 69334**

Notice is hereby given that a Board of Education Regular Meeting of the School District of Bayard in the Counties of Morrill, Scotts Bluff, Box Butte, and Banner in the State of Nebraska will be held on Monday, October 14, 2024 at 7:00 PM in the Bayard High School Library located at 726 4th Avenue, Bayard, NE 69334, which meeting shall be open to the public. An agenda for such meeting, kept continuously current is available for public inspection during normal business hours at the office of the Superintendent, located at 726 4th Avenue, Bayard, NE 69334.

AGENDA

- I. Opening the Meeting
 - I.A. Call to Order
 - I.B. Open Meetings Act
 - I.C. Notice of Meeting
 - I.D. Roll Call
 - I.E. Status of Absent Board Members
 - I.F. Pledge of Allegiance
- II. Approval of Agenda
- III. Introduction of Guests
- IV. Public Comments
- V. Consent Agenda
 - V.A. Minutes of Previous Meeting
 - V.B. Bills
 - V.C. Board Member Reports
 - V.D. Reports and Correspondence Requiring No Action
 - V.D.1. General Reports and Financial Reports
 - V.D.2. Reports for Information Only
 - V.E. Adoption of Policies on First Reading
 - V.F. Adoption of Policies on Second Reading
 - V.G. Approval of Contracts within Policy Guidelines
- VI. Principals and District Administrators
- VII. Curriculum and Instruction
- VIII. Superintendent
- IX. Board Committee Reports and Recommendations
- X. Discussion Items
 - X.A. Review and Discussion of Negotiations Timeline and Collective Bargaining with the Bayard Education Association.
 - X.B. Review and Discussion of Special Education (SPED)
 - X.C. Review of Fall Membership Report
 - X.D. Review and Discussion of Statewide Assessment Results
 - X.E. Review and Discussion of Policies 4102 through 4113 in the 4000 series.
- XI. Action Items
 - XI.A. Discuss, Consider, and Take All Necessary Action to Student Council Food Drive Incentive Day December 20, 2024.
 - XI.B. Discuss, Consider, and Take All Necessary Action in Appointing NASB Delegate Assembly Representative.

- XI.C. Discuss, Consider, and Take All Necessary Action to the Nominations for NASB Legislation Committee Member #14.
- XII. Set Next Meeting Date
- XIII. Adjournment

The Bayard Public Schools Board of Education reserves the right to convene a Closed Session for purposes in accordance with 84-1410(1). The Board of Education also reserves the right to change the order of agenda items at the discretion of the Presiding Officer of the Board of Education.

Bayard School Board of Education Annual Calendar

January	February	March	April	May	June
<ul style="list-style-type: none"> * Oath of Office * Board Officer Elections * Designate Depository of the District * Designate Legal Firm for the District * Designate Auditors for the District * Designate Official to Apply for Grants and Testify Before Legislature * Board Code of Ethics * Discuss Board Committees * Approve Policy Manual * Review of Accountability and Disclosure Commission Conflict of Interest Reporting Form * NASB Legislative Issues Conference 	<ul style="list-style-type: none"> * Committee on American Civics Meeting * Policy Committee Meeting * Board Committee Assignments * Review Draft of School Calendar * Curriculum Review and Approve Course Catalog * Approve Negotiated Agreement with BEA * Update on State Standards Requirements * Discuss and Take Action on Compensation of Principals and Directors * NASB President's Retreat * NASB Budget and Finance Workshop * NSBA Advocacy Institute 	<ul style="list-style-type: none"> * Curriculum Committee Meeting * Building Committee Meeting * Approve School Calendar * Adopt Resolution Pertaining to Non-Resident Students * Tour of School Buildings, Facilities, Bus Barn * Review 5 Year Facilities Plan * Consider Curriculum Proposals * Discuss Compensation of Superintendent * NASB Membership Renewal * NAEP State Convention 	<ul style="list-style-type: none"> * Board Workshop * Board Self-Assessment And Board Goals * Approve FFA Trip to National FFA Convention * Review Strategic Plan Progress Report * Take Action on Compensation of Superintendent * NASB Spring Legal Workshop * NRCSA Conference * NSBA Annual Conference and Exposition 	<ul style="list-style-type: none"> * Review Extra-Duty Assignments * Approve Classified Staff Handbook, Preschool Handbook, and Pathfinders Program Handbook * Finalize Plan for District Summer Improvements * Review Pathfinders Program * Distribute Superintendent Evaluation (Long Form) * Attend Graduation Ceremony * Attend Staff Retirement Recognition 	<ul style="list-style-type: none"> * NSAA Related Activities Budget * Approve Activities Handbook for Head Coaches and Sponsors, Student and Parent Activity Handbook, and Student and Parent Handbook * Review State Aid Certification * Transportation Director Report * Evaluate Superintendent (Long Form) and Superintendent Goals * NASB School Law Seminar

Bayard School Board of Education Annual Calendar

July	August	September	October	November	December
<ul style="list-style-type: none"> * Policy Committee Meeting * Establish Prices for Athletic Admission and Activity Tickets * Establish Prices for School Lunch and Breakfast Programs * Reaffirm Vision Statement, Mission Statement, and Core Covenants * Approve Certificated Staff Handbook and Substitute Teacher Handbook * Hearing on Student Fee Policy, Parental Involvement Policy, Student Anti-Bullying Policy, and School Wellness Policy 	<ul style="list-style-type: none"> * Budget and Audit Committee Meeting for District Budget * Budget and Audit Committee Meeting with Auditors * Tour of School Buildings, Facilities, and Bus Barn * Authorize Payment of Bills Through End of August * Review Annual Emergency Plan * District School Safety Assessment * Board Welcome of New Staff * Board Staff Steak Fry * NASB Area Membership Meetings 	<ul style="list-style-type: none"> * Budget Hearing * Final Tax Request Hearing * Adopt District Budget * Approve Tax Resolution For General Fund, Special Building Fund, and Bond Fund * Review Summer School Program * NASA/NASB Labor Relations Conference 	<ul style="list-style-type: none"> * Policy Committee Meeting * Board Workshop * Consider BEA Request for Recognition as Bargaining Agent * Discuss Negotiations Timeline and Collective Bargaining with BEA * Review Fall District Enrollment Numbers * Review SPED and HAL Programs * Review Statewide Assessment Results * Appoint NASB Delegate Assembly Representative * NASB Facilities and Construction Workshop 	<ul style="list-style-type: none"> * Committee on American Civics Meeting * Teacher Staff Committee Meeting for Negotiations * Approve Audit/Annual Financial Report * Review ACT Results * Prom Plan Presentation * Review District Annual Report * Request Nominations for the Volunteer Section of the Mike Cillessen Memorial Board * Distribute Superintendent Evaluation (Short Form) * NASB State Education Conference * NASB Delegate Assembly 	<ul style="list-style-type: none"> * Teacher Staff Committee Distributes Staff Recognition Items * Select Nominations for the Volunteer Section of the Mike Cillessen Memorial Board * Superintendent Evaluation (Short Form) * NASB New Board Member Workshop

POLICY NO. 9106 - BOARD MEMBER CODE OF ETHICS

Board members' actions, verbal and nonverbal, reflect the attitude and the beliefs of the school district. Therefore, board members must conduct themselves professionally and in a manner fitting to their position.

Each board member shall follow the code of ethics stated in this policy.

AS A SCHOOL BOARD MEMBER:

1. I will listen.
2. I will respect the opinion of others.
3. I will recognize the integrity of my predecessors and associates and the merit of their work.
4. I will be motivated only by an earnest desire to serve my school district and the children of my school district community in the best possible way.
5. I will not use the school district or any part of the school district program for my own personal advantage or for the advantage of my friends or supporters.
6. I will vote for a closed session of the board if the situation requires it, but I will consider "secret" sessions of board members unethical.
7. I will recognize that to promise in advance of a meeting how I will vote on any proposition which is to be considered is to close my mind and agree not to think through other facts and points of view which may be presented in the meeting.
8. I will expect, in board meetings, to spend more time on education programs and procedures than on business details.
9. I will recognize that authority rests with the board in legal session and not with individual members of the board, except as authorized by law.
10. I will make no disparaging remarks, in or out of the board meeting, about other members of the board or their opinions.
11. I will express my honest and most thoughtful opinions frankly in board meetings in an effort to have decisions made for the best interests of the children and the education program.
12. I will insist that the members of the board participate fully in board action and recommend that when special committees are appointed, they serve only in an investigative and advisory capacity.
13. I will abide by majority decisions of the board.
14. I will carefully consider petitions, resolutions and complaints and will act in the best interests of the school district.
15. I will not discuss the confidential business of the board in my home, on the street or in my office; the place for such discussion is the board meeting.
16. I will endeavor to keep informed on local, state and national educational developments of significance so I may become a better board member.

IN MEETING MY RESPONSIBILITY TO MY SCHOOL DISTRICT COMMUNITY:

1. I will consider myself a trustee of public education and will do my best to protect it, conserve it, and advance it, giving to the children of my school district community the educational facilities that are as complete and adequate as it is possible to provide.
2. I will consider it an important responsibility of the board to interpret the aims, methods and attitudes of the school district to the community.
3. I will earnestly try to interpret the needs and attitudes of the school district community and do my best to translate them into the education program of the school district.
4. I will attempt to procure adequate financial support for the school district.
5. I will represent the entire school district rather than individual electors, patrons or groups.
6. I will not regard the school district facilities as my own private property but as the property of the people.

IN MY RELATIONSHIP WITH THE SUPERINTENDENT AND EMPLOYEES:

1. I will function, in meeting the legal responsibility that is mine, as part of a legislative, policy-forming body, not as an administrative officer.
2. I will recognize that it is my responsibility, together with that of my fellow board members, to see the school district is properly run and not to run them myself.
3. I will expect the school district to be administered by the best-trained technical and professional people it is possible to procure within the financial resources of the school district.
4. I will recognize the superintendent as executive officer of the board.
5. I will work through the administrative employees of the board, not over or around them.
6. I will expect the superintendent to keep the board adequately informed through oral and written reports.
7. I will vote to hire employees only after the recommendation of the superintendent has been received.
8. I will insist that contracts be equally binding on teachers and board.
9. I will give the superintendent power commensurate with the superintendent's responsibility and will not in any way interfere with, or seek to undermine, the superintendent's authority.
10. I will give the superintendent friendly counsel and advice.
11. I will present any personal criticism of employees to the superintendent.
12. I will refer complaints to the proper administrative officer.

TO COOPERATE WITH OTHER SCHOOL BOARDS:

1. I will not employ a superintendent, principal or teacher who is already under contract with another school district without first securing assurance from the proper authority that the person can be released from contract.
2. I will consider it unethical to pursue any procedure calculated to embarrass a neighboring board or its representatives.
3. I will not recommend an employee for a position in another school district unless I would employ the individual under similar circumstances.
4. I will answer all inquiries about the standing and ability of an employee to the best of my knowledge and judgment, with complete frankness.
5. I will associate myself with board members of other school districts for the purpose of discussing school district issues and cooperating in the improvement of the education program.

Legal Reference: Neb. Statute 79-526

Adopted: 10-08-12

Reviewed: 1-12-15, 1-11-16, 5-8-17, 1-14-19, 3-11-19, 1-13-20

Public Comment Sign-In Sheet

During the public comments portion of the meeting there is a time limit of 5 minutes per speaker and a time limit of 30 minutes for the duration of the public comments portion of the meeting as per Board Policy NO. 9239. Visitors will be required to identify themselves if they speak at this meeting.

Comments will be received in the order in which individuals have placed their names on the sign-in sheet.

The Board will not respond or take action on public comments.

The Board meeting is a business meeting open to the public but it is not a public meeting.

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Board of Education Retreat/Work Session

Thursday, October 3, 2024 5:00 PM

Bayard Public Schools

726 4th Avenue
Bayard, NE 69334

Carolyn Applegate:	Absent
Joe Applegate:	Absent
Kim Burry:	Present
Randy Eirich:	Present
Bill Ferrero:	Present
Donna Stuart:	Present

I. Opening the Meeting

I.A. Call to Order

The work session meeting of Bayard Public Schools Board of Education was called to order by President Burry at 5:04p.m.

I.B. Open Meetings Act

The Board President informed the audience that the Open Meetings Act was posted.

I.C. Notice of Meeting

I.D. Roll Call

The following members were present: Kim Burry, Donna Stuart, Bill Ferrero, and Randy Eirich.

I.E. Status of Absent Board Members

Motion Passed: Motion to excuse Board Members Carolyn Applegate and Joe Applegate passed with a motion by Frerichs and seconded by Kildow. Passed with a motion by Randy Eirich and a second by Donna Stuart.

Votes: Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

II. Approval of Agenda

Motion Passed : Motion to approve the agenda passed with a motion by Donna Stuart and a second by Bill Ferrero.

Votes: Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

III. Introduction of Guests

Shari Becker with the Nebraska School Boards Association and John Neal, search consultant, were present via zoom.

IV. Discussion Items

IV.A. Discussion of Superintendent Search with Nebraska School Boards Association

The board discussed the upcoming Superintendent Search with the Nebraska School Boards Association

V. Adjournment

Motion Passed: Motion for adjournment at 6:26p.m. passed with a motion by Randy Eirich and a second by Donna Stuart

Votes: Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

Secretary

Board of Education Regular Meeting

Monday, September 9, 2024 7:00 PM

Bayard High School Library
726 4th Avenue
Bayard, NE 69334

Carolyn Applegate: Present
Joe Applegate: Present
Kim Burry: Present
Randy Eirich: Present
Bill Ferrero: Present
Donna Stuart: Present

I. Opening the Meeting

I.A. Call to Order

The regular meeting of Bayard Public Schools Board of Education was called to order by President Burry at 07:00p.m.. President Burry noted a copy of the Board Member Code of Ethics and the Annual Calendar of the Board of Education were included with the meeting materials for board members' reference.

I.B. Open Meetings Act

The Board President informed the audience that the Open Meetings Act was posted and informed the audience of the Board's policy and procedures regarding public comment.

I.C. Notice of Meeting

The public notice of the regular meeting of the Bayard Board of Education, Morrill County School District No. 21 was published in the Bayard Transcript in accordance with Board Policy No. 9238. The agenda remained on file at the office of the superintendent and was open for public inspection.

I.D. Roll Call

The following members were present: Carolyn Applegate, Kim Burry, Bill Ferrero, Randy Eirich, Joe Applegate, Donna Stuart Administrators present: Superintendent Olson, Principals Ehler and Rice, and Director Nesbitt.

I.E. Status of Absent Board Members

I.F. Pledge of Allegiance

II. Approval of Agenda

Motion Passed: Motion to approve the agenda passed with a motion by Donna Stuart and a second by Randy Eirich.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

III. Introduction of Guests

The guests were introduced to the board. Guests present were Paul Strommen, Jessica Danikowski, and Cheryl Ferrero. Carl Dietz was also present via Zoom.

IV. Public Comments

Paul Strommen, Legislature candidate, addressed the board.

V. Consent Agenda

Motion Passed: Motion to approve the Consent Agenda passed with a motion by Randy Eirich and a second by Joe Applegate.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

V.A. Minutes of Previous Meeting

V.B. Bills

V.C. Board Member Reports

V.D. Reports and Correspondence Requiring No Action

V.D.1. General Reports and Financial Reports

V.D.2. Reports for Information Only

V.E. Adoption of Policies on First Reading

V.F. Adoption of Policies on Second Reading

V.G. Approval of Contracts within Policy Guidelines

VI. Student Board Representative for Fall of 2024

VII. Invited Presentations and Discussions with Presenters

VII.A. Report on the 20224 Summer School

Mrs. Ehler provided her report to the board. Teachers: Mrs. Batt, Mrs. Nesbitt, Ms. Martinez. We focused on Math and Reading skills using IXL, project-based learning, and Into Reading resources. We used our Into Reading Screener for our K-2 students at the beginning and again at the end of our summer school to pilot it into the upcoming year. The screener showed improvement in every student tested. The screener included knowledge of alphabet letter names, reading of CVC and CVCe nonsense words, high-frequency words, multisyllabic words, and WCPM. The screener showed it was helpful in diagnosing specific student needs so we could create a unique learning experience for each student in summer school. It was also useful tool to measure growth from the beginning to the end of our summer school session. 13 students attended at least 12 days.

VIII. Principals and District Administrators

Mrs. Ehler provided her report to the board. Academics: PLCs are scheduled every Wednesday with the following groups meeting once a month to discuss student progress, Leader in Me discussions, Teacher goal setting and growth, culture, and other academic needs. K-3, 4-6, MTSS (Multi-tiered system of support- this outlines everything from our SPED students, to Title, to High Achieving) Whole staff. NSCAS Growth for 3-6 and NWEA is being completed. We will use this data for intervention groups, including supporting our high-achieving students. ELA small groups are underway with 2-3 teachers targeting instruction at every grade level. We have “recreated” AR point clubs for the elementary school, recognizing students who go above and

beyond in their reading with 25, 50, 75, 100, 150, and 200 points this year. Our goal is to encourage them to read independently. They will have their names posted on the wall in the cafeteria. Several of our teachers and paras will be doing tutoring for WORDS this year. This is to target K-3 students who are below benchmark in reading. Nurse Jobman has started to utilizing the new OrganWise Guys curriculum for health class. It is also coordinating very well with the Fresh Fruits and Vegetables program that the elementary school is participating in. Leadership: Student Lighthouse Team members have been nominated, interviewed, and selected. This group is sponsored by Mrs. James and Mrs. Ferrero. They are going to be in charge of morning announcements and monthly assemblies, along with schoolwide celebrations. They will also be focusing on creating committees for other schoolwide projects. Mrs. Nesbitt is going to be our Literacy Leader through the WORDS program this year. She will be doing an independent project to enhance our interventions for K-6. Engagement: Our partnerships with ESU13, Head Start, and the WORDS Project are well underway. ESU 13- Consultation for student behavior, special education services, and school psychologist services. Head Start- Preschool education and support ➤ WORDS Project- Coaches are reviewing our screener data and the first individual reading coaching days are September 18 and 27. We have a Rock and Roll theme this year that students are really getting into. Decorations and t-shirts this year are geared towards that as will some of our themed events. The elementary is participating in a Fresh Fruits and Vegetables program that allows us to serve fruits and vegetables two afternoons a week. A huge thank you to Al's Market for partnering with us on this for all of the ordering needs! Community: Grandparent's Day is scheduled for September 20 from 9-10 am. The Elementary students body plans to attend the Homecoming Football game on September 13. They will be supervised by support staff while some of our teachers work on intervention preparations. Our boys in 3-6th grade are participating in Carpenter Center Football.

Dr. Rice provided her report to the board. Academics: 205 aggregate secondary hours were reported to the state for summer school funding this year. These hours are up from last year, however, we had less students needing to attend. NSCAS/NWEA Testing is in progress. We will be looking at the data during our upcoming inservice day on Sept. 30th. The Amplify Science Curriculum expires at the end of the 24/25 school year. The updated science standards have only slight changes. Mrs. Ehler will visit with the elementary staff to decide if we want to continue with Amplify or move to a different curriculum. Kristin Kasten will continue to support our math teachers this year to help keep us on track. Leadership: I would like to commend the senior class for the leadership they have demonstrated this quarter. Leadership classes started this past week. Engagement: Our Theme this year is "Rock Your Role". Mrs White and Ms. Pahl are commended for helping with the beginning of school activities to promote belonging and inclusion. Mr. Rafferty and the FFA students are to be commended for an outstanding Labor Auction. Community: The senior FFA members once again assisted the City in setting up for Pioneer Days.

Mr. Nesbitt provided his report to the board. Academics: Each week is started by checking the eligibility list. Last week was our first week and we are working with kids to ensure they are utilizing homerooms when available and academic intervention to ensure they keep their grades up. We are working to get the kids on track to be down in no classes. Leadership: Football: 17 players on the roster. Varsity won a hard-fought game against Morrill and showed some real grit. JV played Hemingford already and learned a lot. The varsity played in Kimball on Saturday. JV will have 3 more games this year to be able to learn and grow. Volleyball: 16 players on the roster. They got their first win the other night against Creek Valley. They are working hard with

so many new players on the varsity floor to learn and grow as a team. The JV has had a few injuries, but still working hard to learn and get games to be better. XC: 1 girl/2 boys on the HS roster with 3 JH students out. They are young and inexperienced this year but have grown already. We are excited to see the growth of these individuals. They run in some big meets throughout the year before conference meets to take prepare. Girls Golf: 4 Golfers are out this year. We had 2 girls get all-conference in the WTC meet held in Kimball. Riley Hopkins got 6th and Kali Todd-Hopkins got 7th. As a team, they finished runner-up in the WTC this year. That is a great opportunity for these girls. Softball – 12 players on the roster. The softball team is off and running. They have a lot of games coming up with some great opportunities to come away with some big wins. The team has grown a lot and is looking to some great competition and pushing to be in a great spot this postseason. They play in Brush, CO for a tourney coming up along with some larger schools. They have a great start to the season and have a great opportunity to win a lot of games this season going into the post-season. Play Production– Mrs. Posey has started working with the play production crew for the upcoming year. They have a great play in mind and are ready to get started. She has already had a few practices. Band - These kids are working hard to get started playing the national anthem and other songs for homecoming football on September 13th. Mrs. Smith has been working with these students to grow and encourage others to participate. Choir - They have set a date for the Nuggets game again this year and will be singing the national anthem. They will attend the game on February 12th. They have also been working in class to get ready for 21st-century singers and choreography. They have multiple competitions put into place and are getting started this year. E-Sports - We recently found out that JH students can participate in e-sports as it is not NSAA-sanctioned. Mr. Erdman has had many meetings and gotten a good response this year for our E-sports team. Our returner leading the way is Dallas Eagle-Elk to help that team throughout the season. FFA - They had their annual auction to begin the year and raised a good amount of money from the people who attended. They are taking kids to Husker Harvest days and their first competition of the year is coming up which is land judging at the beginning of October. Mr. Rafferty is again doing a great job with these students and the greenhouse as well. Pictures - Elementary pictures will be on 9/17 and high school pictures will be the following day on 9/18. Engagement: Hudl TV We are using Hudl TV again this year for our activities. Hudl TV is a free service for those watching or can be charged a fee as part of our previous subscription. It can be run more easily with the cameras we have put into place. I will be working with the broadcasting class to see about getting help to update the TVs downtown on a more regular basis and also the big board during home events in the gym. I applied for a grant through the BCBS of Nebraska and we received \$500 towards a healthy initiative. I wrote it to add the bottle filler for the water fountain just outside the new gym. Talking to Jeff we will get the drinking fountain back up and running with a bottle filler on top, and abandon the other one that has issues and has been leaking for years. This will help our kids and also the looks of that corner outside the new gym. The washer and dryer in the ice room went out. We had the set go out 2 years ago and were able to find a donor for a used set. They only lasted 1 year before the dryer did not dry and the washer is leaking again. Working with Main Street Appliances we were able to buy a high-efficiency, high-quality washer and dryer set for bottom dollar. The new machines will help with custodial towels, towels for activities, jerseys for many if not all programs, cleaning towels for wrestling, and other activities such as choir and band uniforms. The unit used appropriately should last between 5-10 years and has a warranty through Main Street Appliances. These new units will help with the longevity of our jerseys and the cleanliness of our towels for multiple uses for multiple events. Community:

Numerous businesses in town through the cooperation of Cindy at Tiger Pause have donated enough money to get a pallet of water and a pallet of Gatorade that can be taken to away games for our athletes. This will help ensure we are keeping our kids hydrated throughout the away events. This is an amazing donation and asset from our local businesses. Al's Market, Anguiano Construction, Asmus Brothers Real Estate, Bayard Auto, Bayard Tiger Paws, Bayard Transcript, BB Associates, Brendal's Restaurant, Chimney Rock Chiropractic, Chimney Rock Golf Course, Chimney Rock Medical Center, Chimney Rock Public Power, Chimney Rock Villa, Corner Café, Flex Fitness 2.1, Freeburg Honey, Janssen's, Jon's Body Shop, Kim Burry, Mary Kay Independent Beauty Consultant, Midwest Auto Used Parts, MK Seeds, Nate's Place, Nein's Pharmacy, North of the Rock Designs, NS Perry Construction, NSPIRE, Pepsi Cola of Western Nebraska, Pink Palace, Plummer Insurance Inc, Rice Construction, Santos Garza LLL & Sons Trucking, State Farm (Anette Frerichs), The Vault, VFW Post 9915, and Wigglebutt Dog Grooming. We have been working closely with the City of Bayard to ensure the softball home games will go well later in the year. Tiger Paws will be helping with the softball concessions again this year. We are looking at some possible leadership opportunities that involve students/athletes and the community. (Being involved in leadership conferences they can bring back to the community, etc.

IX. Curriculum and Instruction

X. Superintendent

Mr. Olson presented his report to the board. Budget review: As part of the Supt. Report I will be providing a hard copy of the recommended budget and a more conservative budget that were sent out earlier to the Finance/Budget committee and later to the At Large Board in addition to Carl Dietz, Stephanie Degroot at NDE Finance and Bobbie. Both budgets trigger the 2% post card notification but stay at or below the 3% Tax Levy Lid Also, both do use all of our Budget Authority. The recommended budget taxes at a higher rate but is designed to provide some cushion in the form of some cash reserve for the upcoming year(s). The more conservative budget is designed to meet immediate needs but not prepare the District for future needs. Please note that we have not made a request to engage in the adoption of a 7% Tax Levy Lid which could generate additional income for the District. While such an adoption makes solid business sense, from the operational perspective and sustainability of the District, it would most likely prove to be, at this time, an unreasonable tax burden on our patrons. I have been working with Jason Hurla at Community Builders, Twin City Roofing and our ALICAP claims representative Maurice Anderson concerning roof repairs and potential long range repairs at both the high school and elementary. We have a pump and valve leak in the elementary boiler system that we need to further review to determine how best to proceed. It was our hope to decommission this system and complete the final stage of the HVAC upgrade but due to financial constraints we chose to put this temporarily on hold. Our Oct. 1 snapshot should reveal solid enrollment numbers with us obtaining a near zero or a slight positive net option enrollment number. We should be in compliance concerning both accreditation and Special Ed. needs in spite of the statewide teacher shortage. We have been more involved in transitional programs for our age 14 and above students concerning career and vocational education. This includes reaching out to more parents concerning their daughter's or son's post-secondary education. We are still in contact with area parochial schools concerning potential shared activities and presenting ourselves as a potential school of progression. Prior to the start of this year all three schools were willing to pass information about Bayard Public Schools on to their families via letters home

with students. We now have permission to reach out directly to families with students in their final year at each of the schools. This will allow us to offer both students and parents an opportunity to setup a time to visit and meet our teachers/students. We need to consider the purchase, lease or lease to purchase another cargo container so we can move some of the stored items that are in our downtown building back to the school. We will also be reaching out to students as part of their community service hours to organize a cleaning of the city building in preparation of potential sale. The time table for the possible sale of the aforementioned building should be late winter or early spring. The details for the possible sale of our smallholdings west of the high school parking lot should be in place by late fall and the possible long term lease of other school holdings should also be in place by late fall or early winter.

XI. Board Committee Reports and Recommendations

XII. Discussion Items

XII.A. Discussion of the 2024-2025 Budget

Mr. Olson discussed the proposed 24-25 school budget with the board.

XII.B. Review and Discussion of Policies 4021 through 4070 in the 4000 series.

XIII. Action Items

XIII.A. Discuss, Consider, and Take All Necessary Action to Accept the NASB Superintendent Search Proposal and Set Date for a Board Work Session.

Motion Passed: Motion to accept the NASB Superintendent Search Proposal passed with a motion by Donna Stuart and a second by Randy Eirich.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

XIV. Tour of Facilities

The board toured the Elementary building at 8:34p.m. until 9:00p.m.

XV. Set Next Meeting Date

Next regular meeting set for October 14, 2024 at 7:00p.m. Budget Hearing, Tax Request Hearing, and Special Meeting set for September 24, 2024 beginning at 6:00p.m.

XVI. Adjournment

Motion Passed: Motion for adjournment following the tour of facilities was passed with a motion by Bill Ferrero and a second by Donna Stuart.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

Secretary

Board of Education Budget Hearing

Tuesday, September 24, 2024 6:00 PM

Bayard High School Library
726 4th Avenue
Bayard, NE 69334

Carolyn Applegate: Present
Joe Applegate: Present
Kim Burry: Present
Randy Eirich: Present
Bill Ferrero: Present
Donna Stuart: Present

I. Opening the Meeting

I.A. Call to Order

The regular meeting of Bayard Public Schools Board of Education was called to order by President Burry at 06:01p.m.. President Burry noted a copy of the Board Member Code of Ethics and the Annual Calendar of the Board of Education were included with the meeting materials for board members' reference.

I.B. Open Meetings Act

The Board President informed the audience that the Open Meetings Act was posted and informed the audience of the Board's policy and procedures regarding public comment.

I.C. Notice of Meeting

The public notice of the regular meeting of the Bayard Board of Education, Morrill County School District No. 21 was published in the Bayard Transcript in accordance with Board Policy No. 9238. The agenda remained on file at the office of the superintendent and was open for public inspection.

I.D. Roll Call

The following members were present: Carolyn Applegate, Kim Burry, Bill Ferrero, Randy Eirich, Joe Applegate, Donna Stuart
Administrators present: Superintendent Olson and Principals Ehler.

I.E. Status of Absent Board Members

II. Approval of Agenda

Motion Passed: Motion to approve the agenda passed with a motion by Donna Stuart and a second by Randy Eirich.

Votess: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

III. Conduct Hearing on the 2024-2025 Budgets of Expenses (This hearing covers the General Fund, Depreciation Fund, Employee Benefit Fund, Activities Fund, School Nutrition Fund, Bond Fund, Special Building Fund, Cooperative Fund, and Student Fee Fund)

Budget Hearing opened at 6:03p.m.

Budget Hearing closed at 7:14p.m.

IV. Adjournment

Motion Passed: Motion to adjourn at 7:14 passed with a motion by Carolynn Applegate and second by Donna Stuart

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

Secretary

Board of Education Tax Request Hearing

Tuesday, September 24, 2024 6:15 PM

Bayard High School Library
726 4th Avenue
Bayard, NE 69334

I. Opening the Meeting

I.A. Call to Order

The regular meeting of Bayard Public Schools Board of Education was called to order by President Burry at 07:15p.m.. President Burry noted a copy of the Board Member Code of Ethics and the Annual Calendar of the Board of Education were included with the meeting materials for board members' reference.

I.B. Open Meetings Act

The Board President informed the audience that the Open Meetings Act was posted and informed the audience of the Board's policy and procedures regarding public comment.

I.C. Notice of Meeting

The public notice of the regular meeting of the Bayard Board of Education, Morrill County School District No. 21 was published in the Bayard Transcript in accordance with Board Policy No. 9238. The agenda remained on file at the office of the superintendent and was open for public inspection.

I.D. Roll Call

The following members were present: Carolyn Applegate, Kim Burry, Bill Ferrero, Randy Eirich, Joe Applegate, Donna Stuart
Administrators present: Superintendent Olson and Principal Ehler

I.E. Status of Absent Board Members

II. Approval of Agenda

Motion Passed: Motion to approve the agenda passed with a motion by Randy Eirich and a second by Donna Stuart.

Votes:

IV. Conduct Hearing on the Property Tax Levy for 2024-2025 for the General Fund, Special Building Fund, and the Bond Fund

Hearing opened at 7:15p.m.

Hearing closed at 7:23p.m.

III. Adjournment

Motion Passed: Motion for adjournment at 7:24p.m. passed with a motion by Carolyn Applegate and a second by Donna Stuart

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

Secretary

Bayard Public Schools

10/14/2024

GENERAL FUND

Vendor Name	GL Acct #	Description	Amount
20/20 TECHNOLOGIES LLC	01 2660 352 000 000 0	remote support	<u>56.25</u>
	Total		56.25
ACT	01 1100 610 001 001 1	Pre-paid vouchers	<u>2,253.00</u>
	Total		2,253.00
AL'S MARKET	01 6968 610 002 002 2	cooking club	10.66
	01 6968 610 002 002 2	cooking club	<u>22.23</u>
	Total		32.89
ALARM SECURITY TECHNICIANS	01 2620 352 002 002 2	ast monitoring	28.95
	01 2620 352 001 001 1	ast monitoring	<u>28.95</u>
	Total		57.90
Amazon Capital Services	01 3535 610 000 000 0	hal supplies	479.85
	01 3540 610 002 002 2	https://www.amazon.com/Sterilite-	30.99
	01 2610 610 002 002 2	150 pcs velcro zip ties	13.98
	01 2410 610 002 002 2	CR2032 batteries	5.86
	01 2610 610 001 001 1	tape, vacuum	211.79
	01 2220 610 001 001 1	Labelife M-K231 Compatible Label Tape	12.89
	01 2220 610 001 001 1	SUNEE 12 packs Clear Plastic Sign	<u>35.89</u>
	Total		791.25
BAYARD AUTOMOTIVE	01 2710 610 000 000 0	fc	11.04
	01 2730 352 000 000 0	Suburban #22-Flat Fix-Rear Left.	15.00
	01 2710 610 000 000 0	Tire Repair on two front/back dual tire	60.00
	01 2710 610 000 000 0	Batteries	362.54
	01 2710 610 000 000 0	Battery Core Charge	20.00
	01 2710 610 000 000 0	Battery Core Return	(20.00)
	01 2710 610 000 000 0	Balance Bead 6oz	25.96
	01 2710 610 000 000 0	Shop Labor	35.00
	BAYARD AUTOMOTIVE		145.40
	01 2710 610 000 000 0	Suburban #09 Tire	125.40
	01 2710 610 000 000 0	tire blance	20.00
	01 2710 610 000 000 0	#09 Suburban Headlight	16.05
	01 2710 610 000 000 0	Shop Labor	25.00
	01 2710 610 000 000 0	Aluminum Thermometers	9.58
	01 2710 610 000 000 0	DEF Fluid for Bus #11	28.32
	01 2710 610 000 000 0	Bus #11 Sensor on air cleaner wiggled lo	71.83
	01 2710 610 000 000 0	Bus #5 - Steer Tires	<u>840.24</u>
	Total		1,645.96
BAYARD PUBLIC SCHOOLS - LUNCH	01 3300 610 000 000	grandparent's day engagement	<u>403.21</u>
	Total		403.21
BAYARD TRANSCRIPT	01 2310 540 000 000 0	publications	566.25
	01 2220 640 001 001 1	renewals	<u>50.00</u>
	Total		616.25
BENZEL PEST CONTROL	01 2620 352 001 001 1	pest control	110.78
	01 2620 352 002 002 2	pest control	<u>110.77</u>
	Total		221.55
BLACK HILLS ENERGY	01 2610 621 002 002 2	#462419 heating fuels	182.10
	01 2610 621 000 000 0	#267959 heating fuels	36.15
	01 2610 621 001 001 1	#242155 heating fuels	<u>310.60</u>
	Total		528.85
Burdick, Bruce	01 2710 340 000 000 0	CDL Physical	<u>120.00</u>
	Total		120.00
CANNON FINANCIAL SERVICES	01 1100 610 000 000 0	copier lease	<u>259.00</u>
	Total		259.00
CARDMEMBER SERVICE	01 2510 810 000 000 0	canva	12.99
	01 1100 610 001 001 1	classroom supplies-barker	<u>68.00</u>
	Total		80.99
CENTURY LINK	01 2510 382 000 000 0	#1510 telephone	<u>153.25</u>
	Total		153.25
CONNECTING POINT	01 1100 352 001 001 1	service contract copiers	661.53
	01 1100 352 002 002 2	service contract copiers	<u>661.53</u>
	Total		1,323.06
CROSSROADS MUSIC	01 1160 610 000 000	supplies	<u>117.68</u>
	Total		117.68
CULLIGAN WATER CONDITION	01 2610 610 001 001 1	r/o	109.90
	01 2610 610 002 002 2	r/o	<u>27.50</u>
	Total		137.40
DAS STATE ACCOUNTING - CENTRA	01 1100 382 000 000 0	aug24 network	<u>292.87</u>
	Total		292.87
EAKES OFFICE SOLUTIONS	01 2610 610 002 002 2	edqec385820k 60gal 2ml trash baqs	659.70

	01 2610 610 001 001 1	repair on equip	<u>60.00</u>
	Total		719.70
EDUCATIONAL SERVICE UNIT #13	01 1200 330 003 000 0	cpi training	150.00
	01 1200 330 003 000 0	iep academy	50.00
	01 1200 330 003 000 0	tip workshop	50.00
	01 1160 591 000 000 0	valts	3,749.94
	01 2190 591 000 000 0	panhandle beginnings	965.70
	01 2140 591 001 001 1	counseling non sped	1,386.00
	01 1100 591 001 001 1	dl	856.00
	01 1100 591 001 001 1	erate	300.00
	01 1160 591 000 000 0	neva	708.33
	01 1292 591 003 000 0	0-2 sup summer speech	17.82
	01 1292 591 003 000 0	0-2 sup sped programs	63.48
	01 2161 591 003 002 2	elem ot	405.72
	01 2153 591 003 000 0	0-2 summer speech	222.75
	01 2153 591 003 000 0	0-2 speech	793.51
	01 2171 591 003 001 1	secondary pt	119.70
	01 2181 591 003 002 2	elem low vision	99.45
	01 1200 330 003 000 0	sped inservice	63.00
	01 1200 591 003 002 2	sup elem ot	32.46
	01 1200 591 003 002 2	sup elem speech	22.16
	01 1200 591 003 000	sup sa esu sped programs	745.82
	01 1200 591 003 001 1	meridan a program	2,250.00
	01 1200 591 003 001 1	lifelinks program	2,250.00
	01 1200 591 003 000	consultation	1,300.00
	01 1200 591 003 001 1	secondary sup pt	9.58
	01 1200 591 003 001 1	secondary sup speech	6.48
	01 1200 591 003 001 1	sup lifelink speech	4.34
	01 1200 591 003 002 2	sup elem low vision	7.96
	01 1291 591 003 000 0	3-5 sup ot	15.31
	01 1291 591 003 000 0	3-5 sup summer speech	15.10
	01 1291 591 003 000 0	3-5 sup sped programs	136.78
	01 2162 591 003 000	3-5 ot	191.36
	01 2152 591 003 000 0	3-5 summer speech	188.73
	01 2152 591 003 000 0	3-5 speech	1,709.74
	01 2151 591 003 002 2	elem summer speech	277.02
	01 2151 591 003 001 1	secondary speech	545.93
	01 2151 591 003 002 2	elem speech	5,941.78
	01 2151 591 003 001 1	meridian speech	81.00
	01 2151 591 003 001 1	lifelink speech	54.27
	01 2141 591 003 001 1	secondary psych	<u>2,772.00</u>
	Total		28,559.22
ESU COORDINATING COUNCIL	01 1160 810 000 000	canvas renewal	<u>45.00</u>
	Total		45.00
FNBO CARD	01 3535 610 000 000 0	CoreIDRAW subscriptions	567.60
	01 2710 610 000 000 0	credit for part not in stock	(40.00)
	01 2510 610 000 000 0	Air fresheners 2-2 packs	13.85
	01 2510 531 000 000 0	postage	33.65
	01 2510 531 000 000 0	mail chimp	13.00
	01 2510 531 000 000 0	postage	9.68
	01 1100 810 001 001 1	google llc	<u>12.00</u>
	Total		609.78
HAMPTON INN-KEARNEY	01 6968 580 002 002 2	get connected conf lodging	<u>289.90</u>
	Total		289.90
HI- POINT INSPECTIONS	01 1100 352 001 001 1	INSPECTION OF CARLIFT IN AG	315.00
	01 1100 352 001 001 1	Repair to tire machine	<u>478.05</u>
	Total		793.05
HULLINGER GLASS & LOCKS INC.	01 2620 610 001 001 1	keys	<u>26.00</u>
	Total		26.00
IDEAL LINEN SUPPLY	01 2610 610 001 001 1	mops mats rugs	222.82
	01 2610 610 002 002 2	mops mats rugs	390.66
	01 2610 610 002 002 2	mops mats raqs	1,039.35
	01 2610 610 001 001 1	mops mats raqs	<u>531.00</u>
	Total		2,183.83
JIRDON AGRI CHEMICALS INC.	01 2610 610 001 001 1	qrub control fertilizer	<u>304.16</u>
	Total		304.16
JOHNSON CONTROLS	01 2620 352 001 001 1	shop ac repairs	<u>606.00</u>
	Total		606.00
JUNIOR LIBRARY GUILD	01 2220 640 002 002 2	Humor Elementary Plus (Grades 2-6)	250.74
	01 2220 640 002 002 2	Graphic Novels Elementary Plus (Grades	288.96
	01 2220 640 002 002 2	Primary (Grades K-1)	236.64
	01 2220 640 002 002 2	Easy Reading (Grades 1-3)	220.68
	01 2220 640 002 002 2	Losse Shelf Ready Processing	<u>52.00</u>
	Total		1,049.02
KUSKIE STATION LLC	01 2710 626 000 000	bus fuel	1,775.13

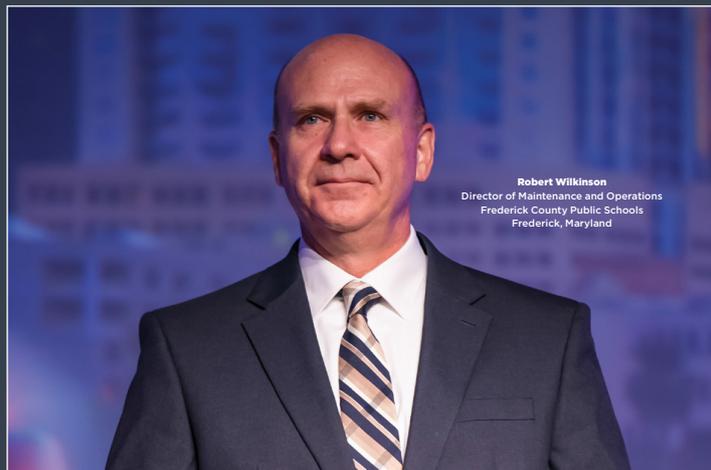
	01 2610 626 001 001 1	custodial fuel	<u>33.85</u>
	Total		1,808.98
MCI COMM SERVICE	01 2510 382 000 000 0	telephone	<u>33.29</u>
	Total		33.29
MENARDS	01 2610 610 001 001 1	road patch, yard spray	199.93
	01 1100 610 001 001 1	Misc. items for shop	<u>28.90</u>
	Total		228.83
MIDWEST BUS REPAIR	01 2730 352 000 000 0	quarterly inspections	1,040.00
	01 2730 352 000 000 0	bus repairs	<u>1,865.65</u>
	Total		2,905.65
NE SAFETY CENTER	01 2710 330 000 000 0	2 hr inservice training	<u>250.00</u>
	Total		250.00
NEBRASKA ASSOCIATION OF SCHO	01 2510 810 000 000 0	stuart naep dues	40.00
	01 2510 810 000 000 0	NAEP membersh ip	40.00
	01 2320 810 000 000 0	olson area membership	89.00
	01 2310 330 000 000 0	stuart area membership	<u>89.00</u>
	Total		258.00
ONE SOURCE	01 2510 810 000 000 0	background checks	<u>87.00</u>
	Total		87.00
QUADIENT FINANCE USA, INC	01 2510 531 000 000 0	postage	<u>560.17</u>
	Total		560.17
Savvas Learning Company LLC	01 1100 610 001 001 1	Biology 1 yr. License	650.00
	01 1100 610 001 001 1	Chemistry 1 yr. License	<u>570.00</u>
	Total		1,220.00
SCHOOL HEALTH CORPORATION	01 1160 610 000 000 0	supplies	<u>336.69</u>
	Total		336.69
SIMMONS OLSEN LAW FIRM P.C.	01 2330 317 000 000 0	legal services	<u>550.00</u>
	Total		550.00
SIMPLOT GROWER SOLUTIONS	01 2610 610 001 001 1	fertilizer	<u>644.00</u>
	Total		644.00
SOAR PEDIATRIC THERAPY, LLC	01 2173 591 003 000 0	0-2 pt	1,021.55
	01 2172 591 003 000 0	3-5 pt	837.78
	01 2171 591 003 002 2	sa pt	<u>895.05</u>
	Total		2,754.38
STEPH'S STUDIO	01 1100 610 000 000 0	Sketchbookst	<u>248.38</u>
	Total		248.38
Stuart, Bobbie	01 2510 580 000 000 0	mileage reimb	29.50
	01 2510 580 000 000 0	meal reimb	<u>13.88</u>
	Total		43.38
TEAM CHEVROLET	01 2710 610 000 000 0	Suburban #09 Seatbelt Buckles	225.92
	01 2710 610 000 000 0	Wrong Part Number for parts	(225.92)
	01 2710 610 000 000 0	Sales Tax	15.81
	01 2710 610 000 000 0	Refund of Sales Tax	(15.81)
	01 2710 610 000 000 0	Correct Seatbelt Buckle Part Number	70.00
	01 2710 610 000 000 0	Shop supplies	31.04
	01 2710 610 000 000 0	Labor	<u>217.50</u>
	Total		318.54
TIME MANAGEMENT SYSTEMS	01 2510 810 000 000 0	timeclock	<u>195.00</u>
	Total		195.00
VALLEY AUTO LOCATORS	01 2730 352 000 000 0	repairs	<u>2,192.04</u>
	Total		2,192.04
VERIZON	01 2710 810 000 000 0	bus gps	<u>210.47</u>
	Total		210.47
		General Fund Total	\$59,121.82
		Building	0.00
		Payroll	430,282.20

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SCHOOL BUSINESS AFFAIRS

October 2024 | Volume 90, Number 9

Association of School Business Officials International®

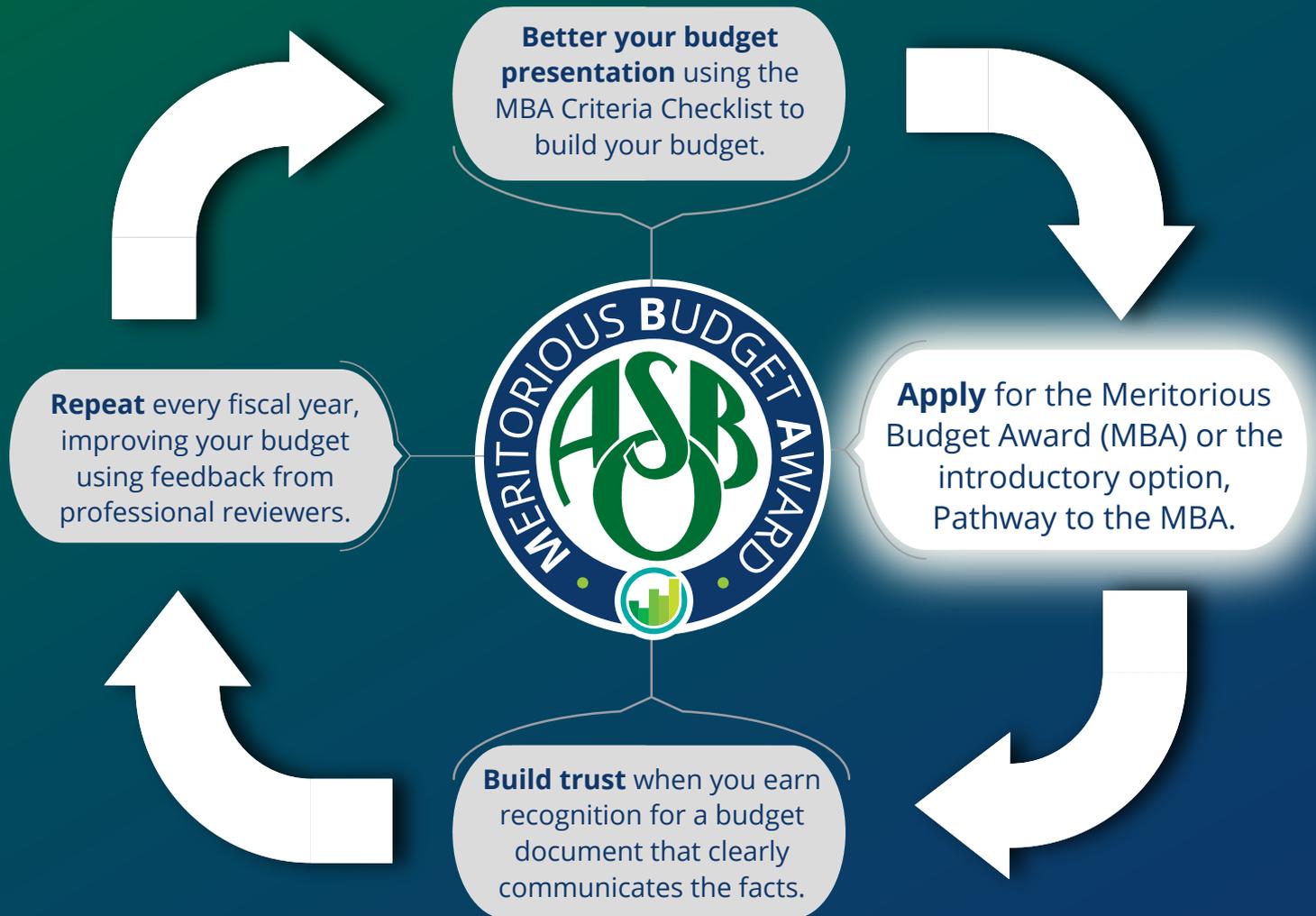


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ASBO INTERNATIONAL

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LEADERSHIP BY LASSO - A NEW WAY TO LEAD

The series, Ted Lasso, became an instant hit with audiences because of its positive message. The reality of the show is that Ted Lasso was providing us all with a message on how to lead during tough times, and the power of believing in the goodness of people. Through examples from this show, this session will prepare school leaders to open their minds and hearts, lead with kindness and empathy, and flip the script on the traditional teachings of leadership.

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If you're a human resource professional or current school business professional looking to gain more insight into the most common HR practices, this five-hour bundle is for you. Topics include recruitment and hiring, negotiations and contracts, employee rights and employer obligations, staff training and development, and employee records and data security.

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Leadership in School Business: An SBO's Perspective

You Are the **DIFFERENCE**



By Ryan S. Stechschulte

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Gina Lanier, SFO
Director through 2026



For school business officials, leadership isn't just about managing finances—it's about making a real difference in the lives of students, staff, and the community. Here's a look at leadership in school business from the perspective of someone in the role.

Wearing Many Hats

Being an SBO means juggling a variety of responsibilities. The role requires a diverse skill set, from budgeting and accounting to facilities management and human resources. It's not just about numbers; it's about ensuring that every aspect of the school district runs smoothly.

Smart Financial Management

One of the key parts of the job is managing the district's finances, which means creating budgets that align with educational goals, forecasting financial trends, and finding funding sources. It's a balancing act between meeting immediate needs and planning for the future.

Engaging with Stakeholders

Communication is crucial. SBOs need to explain complex financial information in a way everyone can understand. Effective communication means working closely with school boards, administrators, teachers, parents, and the community. Listening to stakeholders and addressing their concerns helps build strong, collaborative relationships.

Promoting Accountability

Accountability is at the heart of effective leadership. SBOs ensure that financial practices meet legal and ethical standards. This involves implementing internal controls, conducting audits, and maintaining accurate records. Promoting a culture of accountability builds trust and confidence in the district's financial management.

Embracing Innovation

The world of school business is always changing. Effective SBOs stay on top of best practices

and emerging trends. They use technology and data analytics to improve efficiency and effectiveness. This forward-thinking approach helps districts remain competitive and resilient in a constantly evolving educational landscape.

Leading in Crisis

When crises hit, SBOs are on the front lines. Whether it's a natural disaster or a financial downturn, they develop and implement contingency plans, manage emergency funding, and ensure essential services continue. Staying calm and decisive is key to maintaining stability and minimizing disruption.

Lifelong Learning

Leadership in school business requires continuous learning. SBOs must keep their knowledge and skills up to date with changes in laws, regulations, and best practices. Professional organizations like ASBO International and their affiliates offer valuable resources and networking opportunities to help SBOs grow.

Ethical Leadership

SBOs must uphold the highest standards of integrity and ethical conduct, which means making decisions that are in the best interests of students and the district, even when faced with tough choices. Ethical leadership fosters a positive organizational culture and reinforces public trust.

Supporting the Mission

Being an SBO is a challenging but rewarding role. It's about more than just managing finances—it's about leading with integrity, fostering collaboration, and making a positive impact on the school community.

Ryan S. Stechschulte

Treasurer/CFO

Toledo City (Ohio) School District

PROFILES IN LEADERSHIP



As long-time readers know, the October issue is one of my favorite issues of the year because it epitomizes what our association and its members are all about: leading our districts and the profession forward.

In the past, we have used our cover to highlight an ASBO member who exemplifies leadership within their district, the profession, and the association. Our “cover leaders” have volunteered, mentored, contributed, and supported ASBO International as well as their colleagues—veterans and newcomers alike.

This year, our cover presents the many faces of leadership—just a sampling of the school business officials we have spotlighted through the years. I am sure you will recognize many if not all of them, as many continue to take active roles in the association, and we are grateful for their commitment.

As you read through this issue, you’ll be inspired by the wisdom and insight of our authors, beginning with Victor Hayek, who is a member of ASBO’s Editorial Advisory Committee. Victor entered the public school system as an English-language learner and now gives back to the education system that helped him fulfill his dream.

Mike Jacoby, retired executive director of Illinois ASBO, shares some strategies for keeping up with school business research—critical to ensuring an efficient school business operation. Professor David Dolph outlines critical leadership skills for SBOs in our complex environment and assistant superintendent Kristin Smetana shares leadership characteristics across the generations.

School Business Insider podcast host and SBO John Brucato recounts how he lead change in a school district. He also offers strategies for supporting a new superintendent.

We also include an article from Howie Barber, an assistant superintendent of finance and operations and Editorial Advisory Council member, who offers a variety of budget-building options. Tony Bouquot, general manager of the Metal Building Manufacturers Association shares the benefits of building with metal.

We also include our departments covering key topics in safety, back to basics, legal issues, and leadership, and spotlight Patrick Pizzo, an SBO in New York.

Colophon: During production of this issue, Siobhan loved a surprise visit from her oldest girl and is looking forward to her youngest’s fall break, Susan was excited to see everyone at AC&E in Nashville, and Pat visited her son and his family in North Carolina.

— *Siobhán McMahon, CAE*



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Motivating Teams and Achieving Excellence

By James M. Rowan, CAE, SFO

Key approaches to effectively motivate and encourage teams to aspire for and achieve excellence.

The success of every organization hinges on the performance of its teams. Achieving excellence is not just about meeting goals; it's about surpassing expectations and consistently delivering outstanding results. However, motivating and encouraging teams to reach this level of performance can be challenging.

Leaders must adopt strategies that not only inspire but also sustain high levels of engagement and commitment. Below are key approaches to effectively motivate and encourage teams to achieve excellence.

1. Cultivating a Shared Vision. When team members understand and believe in the bigger picture, they are more likely to be committed to their roles and responsibilities. A shared vision aligns individual goals with organizational objectives, creating a sense of purpose that drives collective effort.

2. Empowering Through Autonomy. Empowering teams by giving them autonomy over their work is another effective way to foster motivation. When team members feel trusted and have control over how they approach their tasks, they are more likely to take ownership and show initiative. Autonomy also encourages creativity, as team members feel free to explore innovative solutions to problems. However, autonomy does not mean a lack of direction. It is crucial to provide clear goals and guidelines while allowing the team the freedom to choose how to achieve them.

3. Recognizing and Rewarding Achievement. Celebrating successes, whether big or small, reinforces positive behavior and encourages continued effort. Recognition can take many forms, from a simple "thank you" or a public acknowledgment during meetings, to more formal rewards such as bonuses or promotions.

4. Fostering a Culture of Collaboration. Excellence is rarely achieved in isolation. Collaboration leverages the strengths and skills of

each member. Encouraging open communication, shared problem-solving, and mutual support within the team fosters a sense of unity and collective responsibility.

5. Providing Continuous Feedback and Development Opportunities. Continuous feedback is essential for teams striving for excellence. Constructive feedback helps individuals understand where they stand and what they need to improve. Regular check-ins and performance reviews provide opportunities for course correction and keep the team aligned with goals.

In addition to feedback, providing opportunities for professional development is crucial. When team members see that their growth is a priority, they are more likely to be motivated to improve their performance.

6. Leading by Example. Leaders who demonstrate a commitment to excellence inspire the same in their teams. By setting high standards, being transparent, and showing resilience in the face of challenges, leaders create a culture of excellence that permeates the entire organization.

A leader's attitude and behavior set the tone for the team. When leaders are passionate, empathetic, and driven, the team often reflects these qualities.

Journey to Excellence

Motivating teams to achieve excellence requires a multifaceted approach that combines vision, empowerment, recognition, collaboration, feedback, and exemplary leadership. By cultivating a shared purpose, empowering autonomy, recognizing achievements, fostering collaboration, providing continuous development, and leading by example, leaders can create an environment where teams are motivated to not only meet but exceed expectations.

Ultimately, the journey to excellence is a collective effort, driven by a motivated and inspired team.

My Journey to the Superintendency

The author's journey took him from an English learner in the public school system to a school business professional to a superintendent of schools.

By Victor P. Hayek, EdD, SFO



COURTESY OF VICTOR HAYEK

Victor Hayek, currently deputy superintendent of schools for the Conejo Valley Unified School District in California, learned the ins and outs of educational systems by working as a director of finance and operations and as a business administrator and CFO.

When I was a child, my family left a conflict-ridden country and arrived in the United States hoping to find something better. The public school system was my first exposure to life in the United States.

I didn't speak English, so initially, I had no idea what the teacher was saying. Eventually, my teacher saw that I was lost and began to spend extra time with me, helping me learn the language and the concepts.

As the years passed, each of my teachers took time to ensure I was "getting it." I didn't know it then, but the care, time, and effort my teachers gave me those first few years in public school shaped who I am today.

More than two decades later, I was appointed superintendent of schools in Pequannock, New Jersey, and two of those teachers sent me handwritten notes

congratulating me on my new position. Their acknowledgment was incredibly moving and meaningful, yet it was I who owed them a note—one of thanks for all they had done for me.

Working in Education

My interest in working in education was sparked by discussions with my wife, who was a teacher, about what was happening in the schools. I thought the education system could be improved, and I was confident (or foolish) enough to think I could do just that.

I began my education career as a member of the board of education, where I gained insight into the governance and policy issues that affect education. At the same time, I taught college-level courses in

business, marketing, economics, finance, and human resource management.

I enjoyed sharing my knowledge and experience with my students, but I also learned much from them. I realized that many public education graduates lacked the skills and knowledge necessary to succeed in college and beyond. Some also faced economic barriers and challenges that hindered their academic and personal development. The story was all too familiar, and it motivated me to work toward improving the quality and equity of public education. I set my sights on the superintendency.

Path to the Top

On my path to the superintendency, I learned the ins and outs of educational systems by working as a director of finance and operations for a private school and as a business administrator and chief finance and operations officer for a public school system in New Jersey. I earned my doctorate in education and participated in mentoring and leadership programs where I learned from other school district leaders' best practices and challenges.

Fortunately, I had a supportive wife, top-tier mentors, and colleagues who supported and encouraged me to pursue my goal despite the challenges of an untraditional path to the superintendency. I was all-in and determined to make a difference in education.

It was not easy. After years of preparation, hard work, and sacrifice, when I applied for superintendent positions, I was still seen as "the business guy." I had to prove that I was more than that; I needed to sell my vision and values on education.

I began my education career as a member of the board of education, where I gained insight into the governance and policy issues that affect education.

Whenever discussion revealed that I was not nor had I ever been a teacher or a principal, I responded by likening a superintendent to a musical conductor, focusing on unifying rather than teaching it. I would say, "A conductor may not know how to play every instrument, but they do know what the music should sound like,"

and "A conductor is charged with getting everyone to play in harmony, with rhythm and style." The role of a superintendent is not to write a textbook, teach a class, or develop curriculum; it is to guide everyone in the organization into the same harmony, rhythm, and style (otherwise known as vision, mission, and goals).

Through several one-on-one and group interviews, public presentations, site visits, and community forums, I demonstrated my abilities, leadership skills, educational philosophy, communication talents, and commitment to quality and equity in public education. I demonstrated that my personality and leadership style would fit within the educational culture and expectations of the school board and community.

I stepped ahead of every other candidate by preparing a detailed entry plan. What may be commonplace today was not so prominent 15 years ago. I put everything into that plan, and the board of education members were impressed by my vision. I was told later that my research and preparation regarding the school district and community landed me the job.

Willingness to Give

Being a superintendent of schools is a rewarding and fulfilling career but also a demanding and stressful one that requires a lot of time and sacrifice. It is a high-profile position that answers to many competing stakeholders, such as students, parents, staff, board members, unions, the media, and other community partners, friend and foe.

The position requires vision, strategy, innovation, collaboration, communication, and problem-solving. It also involves a lot of accountability, responsibility, and scrutiny. Superintendents deal with many complex and controversial issues, such as budget cuts, curriculum changes, teacher evaluations, student achievement, staff development, labor relations, safety, equity, and more.

The job is also very rewarding, and I always took time to celebrate the successes and achievements of our students and the district.

As a superintendent, I enjoyed the challenge and the opportunity to positively impact education and effect positive change; I believe it was worth the pressures and criticism. In reflection, my experiences taught me valuable lessons and highlighted the fact that to lead a district, you must be willing to give of yourself.

Victor Hayek is the deputy superintendent of schools for the Conejo Valley Unified School District in Thousand Oaks, California, just outside of Los Angeles. He is the former superintendent of the Pequannock Township Public Schools and the Bridgewater-Raritan Regional School District, both in New Jersey. He is also a member of ASBO International's Editorial Advisory Committee. Email: vhayek@conejousd.org



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Keeping Up with School Business Research

Staying abreast of research areas is crucial for effective financial decision-making.

By Michael Jacoby, EdD, CAE, SFO



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In the rapidly evolving field of school finance and operations, recent research has provided invaluable insights essential for school business officials across the United States.

As editor of the *Journal of School Business Management*, published by the Illinois Association of School Business Officials, I have seen an increasing emphasis on educational research concerning school finance, operations, efficiency, and the relationship between student achievement and robust financial systems and practices.

Staying abreast of these research areas is crucial for effective financial decision-making and achieving operational efficiency in school districts.

Recent research affects school business management in various areas, including financial strategies, Elementary and Secondary School Emergency Relief (ESSER) funding, operations, and funding equity. Regardless of your current role in school business management, research in these areas should interest you and help you develop professionally.

Here are some directions to go if you want to dig into research in school business.

The Impact of School Funding on Student Achievement

Research on school funding and its impact on student achievement is always slightly elusive but is still a critical area for school business professionals. In this area of research, we are searching for connections.

Now, with a renewed emphasis on how money is used at the local district and school levels, data are being shared in most states, which can cause parents, taxpayers, and legislators to ask where the money is going and what achievement it produces.

Research published in the *Journal of School Business Management* addresses this issue by examining the Illinois Evidence-Based Funding Formula tied to school climate and student success (Inglese 2023).

Evidence-Based Strategies

Research about proven strategies in education is growing. Several states have implemented these practices into funding formulas in an attempt to define the resources needed to deliver equitable education.

Federal requirements for site-based expenditure reporting and state-level reporting on the actual expenses and implementation of evidence-based strategies are becoming mainstream.

To look at some of the research in these areas, see the articles by Chris Johnson (2023) and Julia Pontarelli and Benjamin Creed (2023).

Funding Adequacy

Each state defines the concept of adequacy differently in school funding formulas. To see how your state compares, check out the combined work of the Albert Shanker Institute, the University of Miami, and Rutgers University (Di Carlo et al. 2024). Data are from 2021.

The Impact of ESSER Funding on K-12 Education

Another critical area of investigation is how ESSER funding affects K-12 education since ESSER funds flowed to every district in the United States. Although more of an article than a study, a March 2024 K-12 Dive piece discusses the improvements ESSER funds brought to schools in Georgia, Indiana, Minnesota, North Carolina, and Vermont (Arundel 2024).

The article provides a comprehensive overview of the long-term benefits and challenges associated with these federal funds, examining positive impacts such as

improved infrastructure and challenges such as ensuring equitable distribution and effective use of the funds.

The Impact of the Charter School Movement

Scott Sweetland (2019) from Ohio State University added to this discussion with a study that looks at the growing popularity of charter schools and the impact that funding these schools has had on public schools. School business officials and other school leaders and policymakers are often simply reactive versus proactive regarding this impact.

Take a look to understand the real problem and lost resources that are affecting schools across the nation.

Financial Decision-Making

The role of school financial administrators is examined in a study by Jacquelyn Bogan (2024) that focuses on their involvement and influence in financial decision-making. This research highlights the critical importance of business professionals in shaping financial policies and ensuring the efficient use of school resources.

Published as a “dissertation of practice,” which is evolving in many universities as a more nuanced approach to research tying theory to practice, this study explores how senior leadership can influence effective financial management on the overall success of students and school districts.

K-12 School District Finances

Chad Aldeman (2023) from Edunomics Lab contributes to this body of knowledge. In one commentary, he warns of a “perfect storm” brewing due to economic pressures and declining enrollment, urging officials to prepare for these challenges. Aldeman discusses the factors contributing to financial strain and recommends strategies for mitigating these pressures.

Additionally, the introduction of a new national data archive for school spending by Edunomics Lab provides a reliable resource for researchers and policymakers to analyze school-level financial data comprehensively (Roza, Hadley, and Jarmolowski 2020).

Smart Spending Strategies

Marguerite Roza’s insights into smart spending strategies for the unprecedented federal funding from the American Rescue Plan offer practical tips for linking spending decisions to student outcomes and stakeholder priorities, ensuring that funds are used effectively. Her commentary for *Phi Delta Kappan* emphasizes the importance of strategic planning and transparency in financial decision-making to maximize the impact of available funds (Roza 2021).

For school business officials, these studies and resources are indispensable in navigating the complexities of school finance and operations, ultimately contributing to the goal of providing high-quality education for all students.

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Leadership Skills for SBOs in an Era of Challenge

SBOs must have the leadership skills necessary to guide the work of education in this complex environment.

By David A. Dolph, PhD



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Leadership is the difference between successful organizations and those that flounder. Former General Electric president Jack Welch (2009) wrote: “Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others.”

School business officials (SBOs) are in the unique position of leading teams that play critical roles in ensuring effective school operations and that students are transported to school, fed, given adequate resources, and provided with safe, clean facilities. Consequently, it is imperative that SBOs have the leadership skills necessary to guide and assist personnel in doing this essential work.

Leadership Foundations

Before honing specific skills, leaders must first establish foundational bases from which to function. These foundations must include four essential components.

1. Moral purpose. Leadership expert Michael Fullan (2018) maintains that one must have a moral purpose to lead others successfully. Fullan defines leaders with

moral purpose as individuals who commit to making positive differences in the people with whom they work, their organizations, and the constituents they serve.

2. Core values. Core values successful leaders demonstrate include collaboration, integrity, accountability, empathy, and commitment to helping others grow. They also recognize hard work, are courageous and honest, and want to learn.

The list of desirable values is expansive; deciding which qualities are most important requires honest self-analysis and appraisal. If leaders do not know what they stand for, how they will function, and what they value, they will likely fail.

3. Vision. Successful leaders must have a vision of where they want their organizations to go and how they plan to get there. Having vision, a desired future state of affairs, is critical to success. If leaders do not know where they are going, they will find success elusive.

4. Recognition of strengths and weaknesses. Leaders must reflect on their own strengths and weaknesses, then capitalize on their strengths and work to eliminate or compensate for weaknesses.

Leadership Skills for Education Leaders

Having established baseline foundational concepts such as moral purpose, core values, vision, and strengths and weaknesses, leaders must develop a repertoire of skills that will serve them and their organizations well.

Six skills that are critical for successful leadership are highlighted here.

1. Communication. Communication is perhaps the single most important skill for effective leadership. The ability to explain issues and relate the district's visions, missions, and goals clearly and concisely using a variety of channels is essential.

Good communicators can relay a sense of purpose to team members; employees who understand and value their roles are more engaged, motivated, and productive. SBOs specifically must emphasize and reinforce the important contributions of classified school employees—such as bus drivers, custodians, and cafeteria personnel—to the vision and mission of the school system.

Leaders must also remember that communication is a two-way street. In addition to sending clear, concise messages, leaders must also be active listeners in order to gather essential feedback from team members.

2. Relationship building. Developing and maintaining respectful, positive, professional relationships with others improve worker engagement, reduce absenteeism, and fosters higher levels of productivity. Typically, good relationships improve receptivity to changes, resulting in a more productive school system.

3. The ability to think strategically and make good decisions. Leaders are judged on the decisions they make; therefore, effective leaders keep up-to-date with the latest laws and regulations related to their field of expertise.

For example, SBOs who are responsible for school transportation but are unaware of new regulations are unlikely to make the best decisions for their districts and are likely to lose credibility and the respect of employees.

4. Ability to recognize the strengths and weaknesses of team members. Leaders must understand not only employees' abilities to perform required tasks but also their willingness to assume those responsibilities and, possibly, more. If team members are unwilling to fulfill their responsibilities, leaders must take corrective action; however, if team members lack the ability to fulfill their duties, leaders must give them opportunities to learn and improve.

Perhaps the best way for leaders to gain this valuable insight and to understand their employees is to be present, aware, and engaged in the work at hand. They must, however, find and maintain a balance between

micromanaging and a hands-off approach; either may be correct, but the key is to know when to be more directive and when to rely on employees' self-direction to get jobs done.

Learning to resolve conflicts, negotiate alternatives, and move forward is essential to successful leadership.

5. Conflict management. Every organization has the potential for conflict. Conflict can develop in times of change, when resources are scarce, or when alternate opinions and paths clash. Organizations experiencing conflict tend to be nonproductive, waste time and energy, and have unhappy employees. Learning to resolve conflicts, negotiate alternatives, and move forward is essential to successful leadership.

6. Time management. The ability to manage one's time is particularly challenging for new leaders for whom so much is unfamiliar that it is difficult to distinguish between what is urgent and what can wait. Leaders must be able to use their time in such a way that they can respond quickly to challenges while maintaining schedules, allowing them to accomplish their routine tasks yet make swift but informed decisions when necessary.

Conclusion

SBOs are in unique positions to lead people who, although they are not teachers, are critical to successful schools. SBOs must reinforce the message that employees play important roles in accomplishing the mission of the school system.

Operating successful schools can be possible if education leaders apply the essential skills discussed here.

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Is Change Really That Hard?

Change can be hard for everyone in an organization, but does it really have to be?

By John Brucato, SFO



Is change really that hard? Or does the fear of the unknown make us wince at the thought of no longer doing what we have always done? Maybe it's a little of both.

You may welcome change when a problematic employee who has caused issues in your business office decides to retire. Or you may loathe the implications of federal and state mandates trending toward electrifying your bus fleet.

Whatever the case, like many aspects of our work, our success is about our mindset and how we approach the idea of upsetting the apple cart.

According to a recent study by management consulting firm McKinsey, “70 percent of change programs fail to achieve their goals largely due to employee resistance and lack of management support” (Ewenstein, Smith, and Sologar 2015). That statistic initially surprised me, but when I gave it a few more minutes of thought, it made sense. I’ve had to address a few major changes

in my career, and although I have managed to beat the 70% failure rate, sometimes it was not by much.

Testing My Mindset

I consider myself an optimist, but I’ve faced some change challenges that have really tested my positive mindset. One in particular comes to mind.

New to my position, I was facing a growing personnel issue in our district’s facilities department. Morale among the staff was low, primarily due to poor leadership in the department.

I worked tirelessly to improve the culture, first by giving the department leader the benefit of the doubt and doing the best I could to coach him into success. However, my efforts fell flat, and I knew it was time for change.

Over the course of four years, I found new leadership within the department, restructured the hierarchy, and



Change must be intentional, clear, and not just for the sake of change; it must be for the betterment of the organization.

gave internal employees opportunities to advance in the organization and demonstrate their own leadership.

I soon witnessed a marked improvement in the quality of work and the culture throughout the department. However, I don't think this major change in our structure and operations would have been so successful had it not been for the mindset at the start.

The success of this transition in both leadership and department structure was due in large part to the team members who worked around me. I wasn't single-handedly pulling the levers and making the decisions; I empowered those most affected by the change at hand.

Some days, I simply didn't have the capacity to push this change forward. Then I reminded myself of the why and reset my perspective. I wasn't the only one struggling; the entire team was experiencing a monumental change.

I recognized that instilling a sense of accountability in the staff would lead to great successes, so I spent time with each individual staff member, emphasizing that if they trusted me and the process, the department would soon be unrecognizable from what it had been.

Most took the leap of faith, but some skeptics hung on to their begrudging thoughts of "it's been this way for 20 years." Regardless of who was with me and who wanted to stay planted in the past, I constantly communicated progress, whether it was forward in nature or a setback to the original plan. My communications were clear, objective, positive, and forward-thinking. I knew that even though some of my memos may have immediately been trashed, people talk, and word would get around one way or another.

Is It That Hard?

Change must be intentional, clear, and not just for the sake of change; it must be for the betterment of the organization. In my case, I initially used a survey to measure the climate of the department. When we were finished

implementing the changes, the positive results were tangible. Absences decreased, productivity shot through the roof, and employees' positive outlooks were evident in our discussions.

Is change really that hard? It certainly can be, but I don't think the change itself is—the approach and mindset are what really get in the way. But when you're doing the work, that's where you can really shine.

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SCHOOL FACILITY FAST FACTS FOR 2023-2024

The average age of U.S. public schools' main instructional buildings is 49 years, according to data collected by the National Center for Education Statistics in December 2023. What's more:

- The average number of years since the last major renovation of public schools' main instructional buildings is 14 years.
- The average number of years since the last major replacement of buildings is 15 years.
- More than 30% of public schools use one or more non-permanent buildings.

For more information about topics such as school safety, staffing, food services, and more, visit the School Pulse Panel at <https://nces.ed.gov/surveys/spp/results.asp>

Leadership Across Generations

Your personality and your past experiences influence who you are as a leader. Take a trip through the generations and learn how they view leadership.

By Kristin Smetana, EdD



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Lived experiences vary from person to person within a generation; however, everyone in that generation shares pivotal experiences that shape their personal and professional lives.

For example, the Baby Boomers (born 1946–1964) are defined by the civil rights movement, the moon landing, and the rise of television. Generation X (born 1965–1980) experienced the fall of the Berlin Wall, the AIDS epidemic, rapid technology advancements, and economic uncertainty.

For Generation Y (born 1981–2000), often called millennials, 9/11 and the Columbine school shooting played a significant role in their formative years. They grew up during the explosion of the internet, social media, and smartphones.

Many of the early members of Generation Z (born 2001–2020) entered the workforce immediately before the COVID-19 pandemic. Experiencing the pandemic so

early in their professional lives undoubtedly will shape how they approach the rest of their careers.

I learned a lot by taking the time to understand the behaviors and viewpoints of the various generations.

For others in this generation—those born in the early years of the demographic cohort—COVID-19 impacted their schooling or early childhood experience, and the impact of this will be determined in the years to come.

The newest members of the workforce watched their parents, the oldest generation in the workforce, navigate

the workplace, and they either adopted that generation's characteristics or changed their behavior based on what they observed.

Regardless of the generation, shared pivotal experiences, social trends, and observations of other generations shape how each individual develops as a person and a leader. As one generation leaves the workforce and another begins to emerge, the older generation inevitably has something to say about the newest workers.

When I entered the workforce, I heard comments that my generation (Y) needed constant feedback and lacked work ethic, commitment, and loyalty to their employers. These generalizations didn't apply to me, and I made it my personal mission to represent Generation Y in a different light.

While on this mission to help my co-workers better understand millennials in the workplace, I also learned a lot by taking the time to understand the behaviors and viewpoints of the various generations.

Lessons Learned

Members of Generation Z are unapologetically themselves in the workplace. They often are unphased by feedback or directives from their direct supervisor, superintendent, or board of education.

Mindy Bradford, assistant superintendent for business and operations at District 181 in Deerfield, Illinois, agrees with this generational difference. Many of her Generation X colleagues began their careers at a time when organizations were very hierarchical, which required them to rely on formal command and control structures rather than on relationship-building to accomplish tasks.

Bradford shares, "Clearly, that is no longer an easy path to success in what has become highly matrixed organizations that rely on interpersonal relationships to accomplish many tasks."

To navigate the matrixed organization, knowing that collaboration is frequently more effective than hierarchical directive activities, she has learned the importance of building strong relationships with co-workers.

Bradford also recognizes that Generation X has had to learn that issuing directives to complete tasks is no longer acceptable or productive. She reflects that younger generations want to be more involved in understanding why something is being done. I can certainly relate to that statement.

Some of my colleagues of other generations don't understand my need to understand my tasks from a

philosophical and applicable viewpoint. I need to know why I am doing the task. To bridge this generational difference, I explain that my additional questions help me dive into the task at hand.

A fellow millennial, Valerie Varhalla, director of finance at Bloomingdale SD 13 in Illinois, believes that "We are more systematic in our work. We go through the entire process and weigh potential outcomes."

In contrast to Generation Y, I have found that Generation Z employees are not as systematic in their approach to tasks.

This generational difference may cause some frustration from time to time in multi-generational teams, yet it is healthy to have team members with varying approaches to complete tasks. In contrast to Generation Y, I have found that Generation Z employees are not as systematic in their approach to tasks. Rather, these employees find ways to work smarter, not harder, to maintain a healthy balance between work and life.

In fact, I suspect that many Gen Z members are prolific users of ChatGPT and other kinds of AI at work and at home; they recognize how AI can make tasks easier when used well.

Generations X and Y employees can learn from Generation Z regarding this strategy. While our work as leaders is still important, nothing is more important than our physical health, mental health, and maintaining positive relationships with friends and family. Gen Z understands work-life balance.

As we embark on another school year, I am excited to apply the generational lens when collaborating with our multi-generational district leadership team, business office staff, and teachers.

Applying this perspective will undoubtedly help me understand where each colleague is coming from, and it will strengthen our work together by providing various approaches to meeting the staff and students' needs.

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Seasons of Change: Transitioning Your Superintendent and School Board

Strategies for supporting a successful leadership transition.

By John Brucato, SFO



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At the start of another school year, you realize that although your job can be cyclical, the makeup of your leadership team and school board seems to change regularly.

Leadership changes are inevitable in education, but how you approach and manage them can make all the difference. Whether it's the superintendent with whom you've worked for six years or a majority of the newly elected board, understanding where you fit in truly matters if you want to be successful and positively affect the change in leadership.

At the very least, it will take an open mind, your support as both a school business official (SBO) and a

colleague, transparency in your work and leadership, and a balance between the demands of the superintendent and the school board.

The makeup of your leadership team constantly evolves as superintendents change districts and community members seek school board positions. Regardless of these shifts in leadership, each individual plays a major role in the success or failure of a school district.

One person can influence the culture of a district. It's important to recognize where you, as an SBO, fit into these important leadership changes and how you can become the anchor in a sea of change. The tone comes from the top. If new leadership fails to understand the

nuances and traditions of your district and initiates changes contrary to your district's belief system, the precious culture of the district will erode.

Preparation for transition in leadership begins with your approach to making it successful.

You may think it's only the district office staff who feel those pain points, but the stress and turmoil of a negative change in leadership can trickle down to the students, who are our priority. Preparation for transition in leadership begins with your approach to making it successful.

Assume the Best

I like to think that school board members, many of whom are parents, are motivated to do what is best for the students. The perception that the district is falling short in some areas may mobilize a particular segment of the community. Conversely, if the district appears to be doing all it can for students, a smoother leadership transition will include new members coming to the board with ideas for further school achievement.

The political state of the world has changed rapidly in the past few years, so it has become increasingly challenging to predict who is running for the school board.

Earlier in my career, I was between a rock and a hard place when school board leadership changed, and the superintendent didn't align with any of the board's priorities. Admittedly, I look back and realize I agreed more with the board at the time than with the superintendent. However, I knew it was my job to support the district to the best of my ability. At the time, that meant walking a fine line between direct requests from the board of education and directives from the superintendent.

It was awkward and uncomfortable, but it was my duty to see both sides of this increasingly toxic relationship and to demonstrate empathy and open-mindedness. That's easier said than done and even easier to write about retrospectively. But in those moments, I was as neutral as Switzerland. It was a true test of my objectivity, and sometimes, I didn't think I would make it out from under the heap of negativity and the combustible superintendent-board relationship.

As it happened, I did make it out and was rewarded with the privilege of working with one of the most unifying leaders I've served. Again, what one person can

do for an organization is amazing. I went from sleepless nights and job hunting to doubling down on my role in the organization. Months of turmoil felt like years. But ultimately, my mindset and approach to transitioning leadership carried me through.

Seize Opportunities

How you support a leadership transition can determine its success or failure. You may believe a new superintendent is trying to please the board, teachers, and community; however, that superintendent is very aware of your impact on the organization.

The same can be said for board members who don't work as closely with the SBO as the superintendent; they likely don't truly appreciate all that SBOs do daily.

Assuming you've been with your school district for at least a year or two, you are a source of continuity with other leadership roles in your organization. Do not squander this opportunity; you can be an asset to your new superintendent. You're likely in charge of not only the budget but all of the operational aspects of your district.

With your insight on the trajectory of the financial picture, you can make recommendations to your new superintendent, who is approaching the transition with an open mind.

Case in Point

When a new superintendent came into my previous district, I knew there were some big shoes to fill; the outgoing superintendent was the leader I had mentioned as one of the best I had the pleasure of working with. Even though there was plenty of uncertainty to go around, my fellow cabinet members and I were the best resource for our new boss. I entered this new chapter in the district leading with my best foot forward and offering myself as a resource wherever possible.

I offered my opinion but framed it in the context of my personal history within the district. I also reminded myself that a new leader would appreciate my perspective since I'd been in the organization for many years.

I wanted my support of the transition to be as unbiased as possible, but I knew that wouldn't be true in all circumstances. We're all human and have inherent biases that may occasionally cloud our judgment. Whenever I was giving subjective advice or feedback, I qualified my contributions to the conversations by acknowledging my bias.

As the SBO, have confidence in your experience and history with the district. Maintaining transparency in a leadership transition will pay dividends when building trust and a solid foundation with your new superintendent.

Some of the biggest struggles in a leadership change involve the new leaders who don't know their roles in the organization. I've found that is especially true with incoming board members who have never served on a board or been involved in any aspect of public education. Much of our work is prescribed, and state and federal guardrails dictate the specific handling of taxpayer money. You need to find balance with these leadership transitions and defend what is right for the organization, regardless of your superintendent or board member, who may not be acting in their governance role.

It can be uncomfortable if board members start contacting you rather than communicating directly with the superintendent.

It's worth discussing with your superintendent to clarify whether you should communicate directly with

board members and ensure that the board is aware of and respects those boundaries. It can be uncomfortable if board members start contacting you rather than communicating directly with the superintendent.

Letting a board member know you'll need to speak with the superintendent before furthering a direct conversation will be uncomfortable, but drawing the line early on is the best way to preserve your relationship with all parties involved.

All in the Approach

Leadership changes should affect your organization positively, and how you approach those changes will set the course. Even though there may be no guarantee that every leadership transition will succeed, your transparency, support, trust, and guidance will be relied on.

If you've been through particularly challenging transitions and you see your colleagues struggling with similar issues, reach out and be a resource. Your personal experience is invaluable and should be shared.

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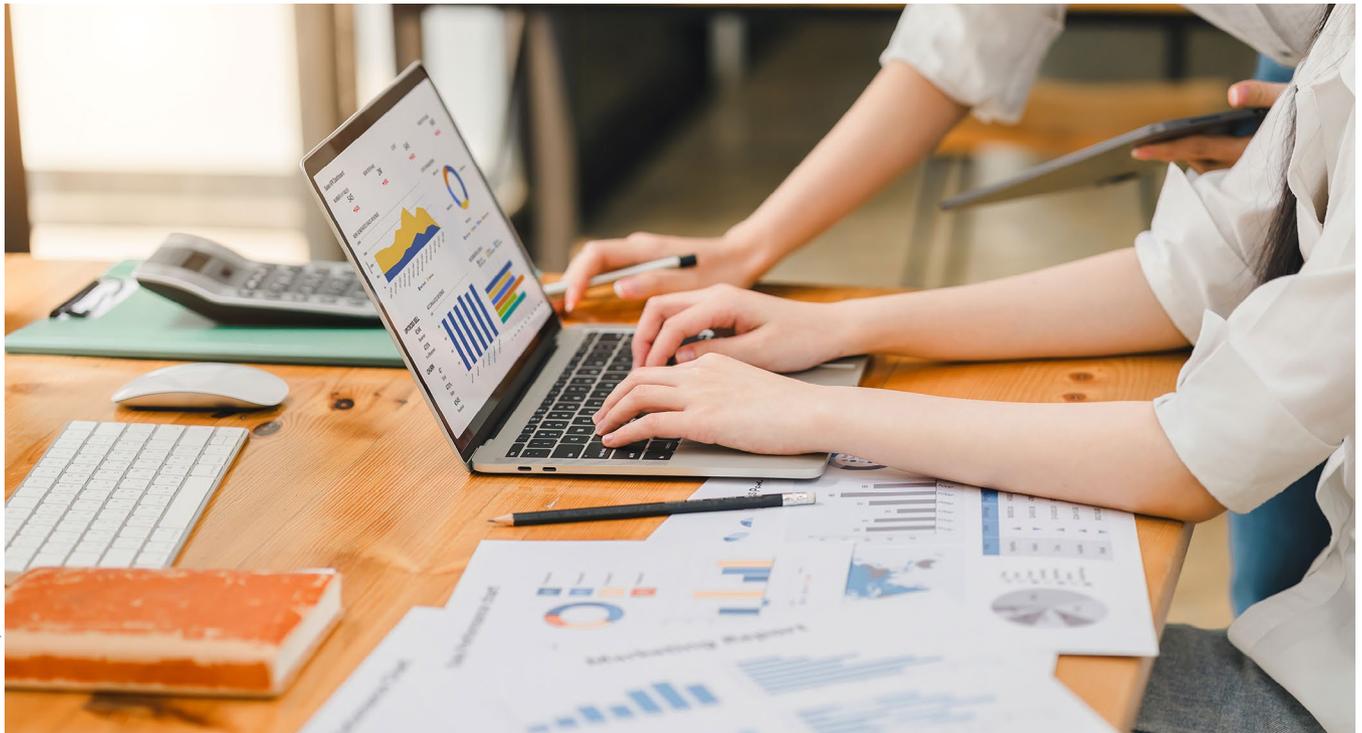
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Choose Your Adventure: Exploring Budget-Building Options

The choice of budgeting approach for public school districts can significantly affect resource allocation and overall performance.

By Howard G. Barber, CPA, MCPPO, SFO



The role of school business officials in navigating the complex process of building a budget to meet every need of all their schools is complicated, as each piece contributes to the overarching goal of effective budgetary resource allocation.

The school business official's responsibility is to understand the positives and negatives of each type of budgeting process and identify the most effective and efficient. Here, we will look at four budgeting options: incremental, zero-based, program, and performance-based.

Incremental Budgeting

In incremental budgeting, the budget for a given period is crafted on the foundation of the previous year's budget, with adjustments for anticipated changes, including inflation.

The heart of incremental budgeting is its simplicity and promise of minimal disruption to ongoing operations. Current programs and activities can continue, as the budgeting process centers on adjustments rather than on significant modifications.

By diving into historical spending patterns and trends, incremental budgeting allows finance officers to consider previous resource allocations and the rationale behind those budgetary decisions. This approach proves advantageous for departments with consistent and well-established programs, allowing for strategic, long-term planning. The continuity in funding levels becomes a tool for effective communication, simplifying the sharing of budget information with stakeholders, such as staff, administrators, and the broader school community.

The incremental path is not without its concerns, however. One concern is the possible lack of strategic

focus. Because it relies on historical information, incremental budgeting may fail to address changing priorities or emerging needs, potentially hindering the district's alignment with its ongoing educational goals. The method's focus on maintaining current funding levels may reinforce errors or omissions in the previous year's budget.

While providing stability, the incremental approach may overlook opportunities for cost savings or areas where increased funding could be used for greater benefits.

Incremental budgeting is a suitable choice in stable districts with minimal changes in student enrollment, program offerings, or external factors. Although incremental budgeting emphasizes stability and efficiency, it has drawbacks, particularly with potential inefficiency, lack of strategic focus, and difficulty adapting to change.

Zero-Based Budgeting

Zero-based budgeting (ZBB) uses historical allocations as a baseline to prompt a reevaluation of all expenses, beginning with a base budget of zero. This method encourages finance officers and department heads to analyze each cost, activity, and program, which may lead to a change in budget allocation.

One of the advantages of ZBB is its emphasis on resource optimization.

One of the advantages of ZBB is its emphasis on resource optimization. By requiring a review of every expense, ZBB becomes a stepping stone for finance officers to identify inefficiencies and strategically allocate resources to areas with the highest impact. This method encourages districts to align their budgets with strategic goals and priorities, ensuring that each program contributes to the objectives of the school department.

As departments and staff dive into justifying every expense, they become conscientious with financial resources and gain an understanding of the financial implications of their decisions. ZBB's flexibility in changing circumstances provides a crucial advantage, allowing responses to shifts in enrollment, changes in educational requirements, or external factors influencing funding.

The zero-based approach becomes a push toward creative problem-solving that can lead to the identification of cost-effective solutions and the implementation of innovative strategies to achieve educational goals.

Zero-based budgeting is not without its challenges. One common criticism is its resource-intensive nature, demanding a substantial investment of time, personnel, and financial resources. This challenge is difficult for districts with few administrators, potentially making the comprehensive review of every line item in the budget a daunting task.

Implementing ZBB requires a certain level of expertise and a learning curve for many finance officers and department heads. The complexity of the process may be an obstacle for school districts that lack the necessary skills or experience in ZBB. Staff and department heads familiar with more traditional budgeting methods may resist, as the need to justify every expense might be perceived as a threat to established programs.

ZBB's focus on outcomes may undervalue programs with nonmonetary benefits that are challenging to quantify, potentially overlooking initiatives with long-term benefits. In addition, the emphasis on immediate justifications may lead to a short-term focus, which can sacrifice long-term strategic initiatives that may not show immediate returns.

Zero-based budgeting is a valuable tool for optimizing resources, aligning budgets with strategic goals, and promoting accountability in public school districts. Its resource-intensive nature and potential for resistance should be carefully considered before adoption. However, finance officers can assess the district's goals and commitment to innovation to determine whether zero-based budgeting aligns with its vision for the future of the school department.

Program Budgeting

Program budgeting categorizes expenses according to specific programs or activities, providing an understanding of the costs associated with each educational initiative. This approach provides a clear lens through which to navigate the complex landscape of resource allocation.

The virtue of program budgeting is its enhancement of transparency. By outlining the costs linked to each program or activity, program budgeting becomes the foundation of accountability. Everyone from the staff to administrators gains a comprehensive view of how funds are allocated and spent to support specific educational initiatives.

The detailed breakdown of expenses by program enhances transparency and equips finance officers and department heads with a reinforced view of resource allocation. That understanding facilitates more informed decision-making, as personnel can assess the cost-effectiveness and impact of individual programs aligned with the strategic goals of the school department. The categorization of expenditures based on programs ensures that

funding is directed toward initiatives that directly contribute to educational goals, fostering a more targeted and impactful use of resources.

Program budgeting enables measuring program performance, blending a connection between resources and specific outcomes. This allows finance officers to assess the efficiency and effectiveness of each program, leading to informed adjustments and continuous improvements.

The program-based structure provides a clear and organized way to communicate budget information, enhancing trust and understanding. Lastly, the method can identify areas requiring additional funding for improved effectiveness and can implement cost-saving measures without compromising educational outcomes.

On the other hand, program budgeting requires detailed categorization and tracking of expenses by program and may demand additional time and expertise. Accurate and comprehensive data on the costs associated with each program are a requirement. Challenges may occur in collecting and maintaining that detailed information if specified financial tracking systems are not in place. Clear and well-defined program definitions become imperative for its success. At times, measurable outcomes may inadvertently lead to a short-term focus, which can sacrifice longer-term strategic initiatives.

Program budgeting aligns resources with strategic goals and facilitates informed decision-making in school departments.

Program budgeting aligns resources with strategic goals and facilitates informed decision-making in school departments. Despite potential implementation challenges, the benefits of improved accountability and resource optimization position program budgeting as a valuable approach for finance officers seeking a more detailed and strategic view of their department's landscape. As the educational finance landscape continues to evolve, program budgeting emerges as a path toward more effective and targeted resource allocation in public school districts.

Performance-Based Budgeting

Performance-based budgeting (PBB) is a forward-thinking approach that intertwines funding with attaining

specific performance goals and outcomes, spotlighting measurable results.

At the forefront of PBB is its focus on outcomes. By restricting funding to specific performance results or goals, school finance officers can strategically allocate resources to those programs most likely to achieve desired educational outcomes. This outcome-specific approach positions PBB as a valuable tool for maximizing the impact of budgetary allocations.

PBB promotes strategic alignment by compelling departments to define their goals and objectives, ensuring that the budget mirrors the broader mission and vision of the school, and fostering a cohesive and purposeful allocation of resources that directly contributes to the school's overarching objectives.

The emphasis on accountability within PBB is a catalyst for transparent financial management. Departments are held responsible for achieving predetermined performance targets, creating a culture of responsibility. Parties can recognize a direct link between resource allocation and outcomes achieved to promote the development of transparency.

The focus on performance goes hand in hand with assessing the efficiency and effectiveness of programs. This evaluation enables finance officers and department heads to make better-informed decisions about resource allocation, optimizing the budget for maximum impact.

By encouraging a culture of continuous improvement, PBB motivates departments to analyze and refine their programs continually. This perpetual refinement identifies areas for enhancement and innovation, ensuring alignment with performance goals and objectives, including a data-driven approach.

The quality of decision-making is enhanced by providing objective information about the success or challenges of various programs. This reliance on data empowers finance officers with the insights needed for informed resource allocation.

Establishing and measuring metrics in PBB can be complex, involving significant effort to identify appropriate and meaningful indicators to assess program success. The challenge lies in finding results that accurately reflect the many aspects of the nature of education. Its success relies heavily on the availability and accuracy of data. If a school lacks robust data systems or data collection processes are not well established, implementing a performance-based approach becomes challenging.

The emphasis on measurable outcomes may inadvertently encourage a short-term focus, potentially prioritizing initiatives with immediate, quantifiable results over longer-term, strategic investments.

Resistance from some educators and administrators may arise, questioning the reduction of educational success to a set of metrics. Education is multifaceted, and aspects of learning and development may not be easily

quantifiable, leading to skepticism about the feasibility of PBB.

In addition, departments may become risk averse, prioritizing initiatives with a higher likelihood of achieving established performance metrics. This risk aversion may stifle innovation and discourage experimentation with new, potentially transformative approaches.

PBB is a powerful tool for aligning financial resources with strategic goals, promoting accountability, and promoting a culture of continuous improvement in school departments. While challenges exist, particularly in defining and measuring performance results, the benefits of outcome-focused resource allocation make it a valuable approach for finance officers seeking to maximize the impact of their budget on educational outcomes as schools tread the path of innovation and guide finance officers toward a future where budgets are not just numbers but a testament to academic success.

Choosing Your Method

The choice of budgeting approach for public school districts can significantly affect resource allocation and overall performance.

Incremental budgeting offers stability and predictability but may lead to inefficiencies and a lack of innovation.

Zero-based budgeting promotes fiscal discipline and scrutiny of every expense but requires substantial time and effort.

Program-based budgeting aligns resources with specific goals and outcomes but can be complex to implement and monitor.

Performance-based budgeting incentivizes accountability and results but may face challenges in accurately measuring performance and outcomes.

Ultimately, selecting the most suitable budgeting type depends on the unique needs, priorities, and capacity of the school department, aiming to optimize resource allocation and improve educational outcomes for students.

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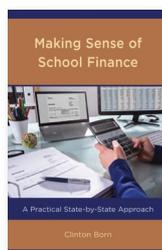
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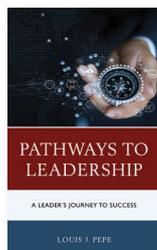
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Building with Metal: Efficient, Flexible, Durable, and Distinct

How two Texas-based charter school districts use metal buildings to provide quality learning spaces.

By Tony Bouquot



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The KIPP Somos Campus in San Antonio, Texas, showcases the innovative use of metal building systems to preserve trees and minimize disruption to surrounding properties.

All public school districts that require new, remodeled, or expanded facilities must secure proper financing before proceeding with construction. However, there is a substantial difference in how each one clears this initial hurdle. Traditional school districts must win voters’ approval to issue the bonds that fund building projects. Charter school districts, which are also public, receive no construction funding from local property taxes; they

must raise most of the money they invest in facilities via philanthropy.

States provide some money to traditional and charter schools, but the amounts vary substantially. For example, in the 2022/23 school year in Texas, per-student facilities funding was \$174 for charter schools compared with \$1,000–\$2,000 for traditional public schools. Consequently, charter school organizations—such as YES Prep Public Schools and KIPP Texas Public

Schools (KIPP Texas)—must achieve more with less if they are to provide quality learning spaces and keep pace with growth.

Since 1994, when it was launched in a Houston middle school, the Knowledge is Power Program (KIPP) has grown to become the largest network of public charter schools in the United States with 275 schools in 27 regions. Demand for KIPP's programs is particularly strong in its home state where 54 of its schools serve nearly 31,000 preK–12 students for the 2024/25 school year. Between 2021 and 2023, KIPP Texas constructed nine schools encompassing more than 400,000 square feet of space to serve an additional 3,500-plus students.

YES Prep, which was founded in 1998, has grown to serve over 18,000 students at more than 20 campuses throughout Texas.

Building with Metal

Metal buildings satisfy both KIPP Texas and YES Prep's parallel missions of providing a college preparatory education for children and youth in economically underserved communities. The top four reasons leaders of these systems give for using metal buildings are (a) cost-effectiveness, (b) expedited project delivery, (c) flexibility and adaptability, and (d) durability and resilience.

Cost-effectiveness. The metal building design, fabrication, and installation process reduces costs in several ways. Because metal buildings are designed to minimize waste, the up-front cost of materials is lower. A design that typically requires less steel reduces the dead load and related foundation size, saving time and money.

Fewer tradespeople are needed to erect a metal building because the components are engineered and produced for the construction of a specific facility and are ready for assembly upon arrival at the site. This streamlined construction process reduces the number of on-site workers on a coordinated project, thus keeping labor costs in check.

Expedited project delivery. Since metal buildings are faster to construct than those using conventional methods and materials, project teams are better able to maintain the stringent schedules associated with school construction projects. The metal building manufacturer can create shop drawings, order steel, and begin fabrication while the permitting and site preparation phases of a project are underway. Thus, crews can immediately begin erecting the steel structure when the site preparation is complete. On average, this method shortens project time lines by 20%–40%.

Flexibility and adaptability. Metal buildings can be completed in phases and easily replicated, expanded, or adapted, based on a school district's priorities and



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The expansive cafeteria in this KIPP East End School exemplifies design flexibility.

resources. For example, the gymnasiums on several of YES Prep's and KIPP Texas's properties were designed as open-air sports pavilions that were later enclosed when funds became available. The corners of the pavilions were indented to facilitate the addition of a main entry with a statement wall and a canopy.

In recent years, KIPP Texas's real estate and construction team has adapted what it learned from these early projects to develop the design for new, freestanding gymnasiums, such as the one that opened on its Somos Campus in 2023. This building houses a two-story gym space that is based on the original dimensions of the sports pavilions. It also features a stage that projects outward from one of the gym's walls and a one-story addition that houses locker rooms, concessions areas, a flex office, a utility room, and a main entry.

The large, clear-span spaces that can be achieved using metal building technology make unobstructed views of sports activities and music or theater performances possible. They also make it easier to reconfigure interior spaces to accommodate new and changing educational programs.

Durability and resilience. Tight construction budgets for the KIPP Texas and YES Prep buildings have made durability and resiliency their top performance

criteria because these factors have a lasting impact on maintenance and repair costs. Research studies have shown that metal buildings can last for six or more decades, resist pest infestations, and deter mold growth, rust, and decay; the absence of cellulose or other plant materials means no termites, wood-boring beetles, or carpenter bees.

Unlike combustible wood-frame buildings, metal buildings are almost entirely steel, which the International Building Code recognizes as noncombustible. Fire protection requirements for all buildings are driven by the intended use, occupancy characteristics, and location of each facility; however, UL Design Nos. W404 and W413 provide useful guidance for how to design metal roofs, walls, columns, and other components to earn one- or two-hour fire ratings.

Metal buildings can also be designed specifically to withstand extreme weather conditions, such as earthquakes, winds of up to 170 miles per hour, and hail.

Innovative Solutions

Metal buildings have enabled KIPP Texas and YES Prep to achieve goals that are unique to each of their organizations. For example, to meet its affordability and community-access objectives, KIPP often purchases irregular properties, such as the one in San Antonio where the KIPP Somos Campus is located.

The existing site was heavily wooded and is surrounded by residential neighborhoods. With a 30-foot drop across a 1,100-square-foot section of this 10-acre property, the City of San Antonio required two historic buildings to remain in situ, limiting the buildable area to 6.5 acres.

The architects designed the KIPP Somos Collegiate and KIPP Somos Primary schools as two- to three-story structures that could fit on the site and still achieve KIPP's program requirement of 80 square feet of learning space per student. Metal building systems made it possible to work around the historic buildings, limit the number of trees that had to be removed, and minimize disruption for the surrounding properties.

Construction crews used Skytrak telehandlers (Sky-Trakers) to erect the buildings from the inside out and small hoist cranes to move the metal building components to the exact installation locations. This limited equipment expenses; saved space, time, and labor; and allowed the completion of work in three or four areas simultaneously.

Healthy Building Features

Since one of KIPP Texas's healthy building design standards requires that every classroom has natural light, this organization's architects have developed a signature



YES Prep blue creates a cohesive and visually appealing atmosphere across the campus.

mosaic-style arrangement of rectangular windows and specified skylights or clerestories to accomplish this objective while providing exterior views for students, faculty, and staff.

Rating systems, such as the International WELL Building Institute and U.S. Green Building Council, recognize the positive impact these features have on the health and wellness of building occupants. Access to natural light boosts vitamin D levels, enhances productivity, and helps regulate circadian rhythms. Students in classrooms with exterior views of nature experience lower levels of stress and score higher on attention tests.

Distinct Details

KIPP Texas's and YES Prep's architects have worked creatively with metal building systems to develop distinct design details. The KIPP Texas buildings typically display the KIPP Texas logotype mounted in 6- to 12-foot-tall letters on the front facade near the main entry. The school colors—navy, medium blue, light blue, white, and light green—accent specific architectural features and enhance interior spaces.

The YES Prep blue is used prominently on the exterior of its buildings to provide a unified look across campuses. A Y-shaped column supporting the main entry awning is an identifiable architectural element that bolsters brand recognition while hiding a downspout.

Maximizing Value

Regardless of how funding is secured for construction projects, all school districts with strict budgets and schedules must balance their need to properly house and equip faculty, staff, and students. The cost-effectiveness expedited project delivery; the flexibility and durability of metal building systems enable school districts to maximize the value of every dollar spent on construction and to provide quality learning spaces that serve the unique needs of building occupants—immediately and well into the future.

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Planning for Opening and Closing the Year

By Maria Parry, CPA, PSA, SFO

Early planning guidelines to consider for a smooth closing next spring.

While most school employees were winding down at the end of the past school year, you, as the business official, were closing out the current year and opening the new year. How did it go? Would you do anything differently?

Even as you open a new school year, it's not too early to begin planning for the end. I hope the guidance here will make the process run smoothly this coming spring.

Here are some tasks that are likely at the top of your to-do list as you close out each school year:

Audit

- Confirm input of audit entries from the prior year.
- Complete journal entries or transfers.
- Work on compensated absences calculations.

Fixed-Asset Ledger

- Record fixed assets purchased during the fiscal year.
- Identify assets that are being removed.
- Review inventory appraisal for current values; propose a new inventory if an update is appropriate.

Budget

- Verify opening budget amounts and ensure that account lines tie to the budget submitted to the state.

Balance Sheet

- Analyze each account and verify the accuracy of the ending balance.
- Calculate estimated free and fund balances.

Receipts

- Verify that all tax levy collections have been received for the fiscal year.

Accounts Receivable

- Verify accounts receivable balances.
- Issue reminder notices to those in arrears with obligations to the district.
- Determine whether prior or current-year receivables should be adjusted or written off.

Expenditures

- Review accounts payable aging register.
- Close out open purchase orders from the prior year.
- Close out open purchase orders from the current year.
- Inventory open items and items to be closed out or rolled over on final bills.

Grants

- Apply for upcoming year grants.
- Confirm remaining balances and amounts to spend. Determine whether grant amendments must be submitted to use unspent grant monies.
- Drawdown monies to maintain cash flow if grant funds have been expended.

Facilities Projects

- Initiate construction planning with the architect to arrange for areas of the building to be off-limits or for the relocation of offices and classes during construction.
- When the project is completed, determine whether unexpended funds will be returned to capital or other reserves.
- If the project is funded by a grant, confirm that all drawdowns are up-to-date; identify and resolve disposition of open items.
- Confirm dates, times, and locations for summer school and extended school year.

Transportation

- Begin planning bus routes for upcoming school sessions.

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Personnel, Payroll, and Health Benefits

- Communicate with all staff members about (1) end-of-year payrolls, (2) sweep payroll account, (3) manual checks for the last payroll of the year (check out purposes), (4) payroll withholding changes, (5) notification to human resources department to life changes, (6) health benefits changes, and (7) awareness of time-off balances.
- Prepare the board agenda (resolution) for the staff’s approval; confirm the correct steps, salary guide, salary amount, and tenure status.
- Calculate contractual payments owed to retirees. Create a checklist for retirees and employees leaving the district (manual check—keys, technology, badge, closed email account).
- Prepare a scattergram and contract analysis for negotiations.

Termination of Professional Contracts

Using a food service management company (FSMC) as an example,

- Meet with new and current FSMC to set a date for (1) double-checking final inventory; (2) returning keys, badges, and technology; and (3) obtaining contact information.

- Confirm dates with new FSMC for opening of school, new employee orientation, and new student orientation.

The following are areas to consider when opening the new year:

Audit

- Schedule auditors for pre-audit planning and audit week.
- Review audit guidelines for any changes.

Fixed-Asset Ledger

- Finalize the asset ledger for the audit.

Budget

- Confirm numbers and tie them to the budget submitted to the state.
- After the budget is approved, begin compiling orders to be completed.

Balance Sheet

- Enter or roll over opening balances in all balance sheet accounts.

Receipts

- Regarding a tax levy, confirm the payment schedule to the school district for cash flow.

Accounts Receivable

- Book opening accounts receivable.



Accounts Payable

- Roll over open purchase orders from prior year.
- Begin placing orders or preparing bid documents.

Grants

- Spend grant monies for grants that end in August and September.
- Submit grants for the upcoming year.
- Compile grant documents for auditors.

Facilities Projects

- If under construction, attend construction meetings to ensure that buildings will be completed on time.
- Perform walk-throughs at least once a month.

Transportation

- Confirm that routes are ready for the opening of school.

Personnel, Payroll, and Health Benefits

- Have payroll documents ready for auditors. Double-check the first payroll in July and September to confirm that employees are paid correctly.
- If a contract and salary guide have been negotiated, begin data entry for upcoming payrolls.

I hope you can use this checklist as a guide to ensure no areas are overlooked as you work through this school year and plan for a smooth closeout next spring.

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Be Prepared: What the Police Can Teach Us about Emergency Planning

By Victor P. Hayek, EdD, SFO

The ninth in a monthly series of safety and security-related topics, this column looks at preparing for emergencies.

Have you ever noticed how trained police officers behave in public places? They never sit with their backs to the door, they always scan the room for potential threats, and they pay attention to the details that most people ignore.

They do this because they have been trained to be prepared for any situation that might arise, whether it's a robbery, a fire, or a terrorist attack. They know that being prepared can be the difference between life and death, not only for themselves but for the people they protect.

But what about the rest of us? How prepared are we for emergencies that could arise anytime, anywhere? Do we have a plan, a kit, or a network of contacts that can help us in case of an emergency? Do we know what to do, where to go, or whom to call if we need to evacuate, shelter in place, or seek medical assistance? Do we have the skills, the knowledge, and the mindset to cope with the unexpected and the unpredictable?

Being prepared for emergencies is not only a duty but also a necessity in today's world.

The Why

Being prepared for emergencies is not a sign of paranoia but of prudence. Emergencies can occur anytime, anywhere, and to anyone. They can be natural, such as earthquakes, floods, or hurricanes, or man-made, such as protests, riots, or cyberattacks. They can affect a few people in our backyards, or they can affect millions globally. They can be predictable seasonal storms or unpredictable pandemics.

The consequences of emergencies can be devastating, both in physical damage and economic impact but also in the psychological and social issues that can affect the mental and emotional well-being of individuals and communities alike.

Emergencies resulting in injuries, illnesses, deaths, displacements, and trauma would likely disrupt the normal functioning of a school district, as well as that of the greater community. How would a lack of essential services affect your school district?

Being prepared for emergencies is a continuous process.

Being prepared for emergencies can reduce the risks and mitigate the impact, even as it increases resilience along with chances of survival and recovery. Being prepared provides a sense of control, confidence, and peace of mind for families and for entire school districts.

The How

To get you started, I have created four tables that can guide your emergency preparedness strategy. They are based on PromotePrevent.org's four phases of emergency management: prevention, preparedness, response, and recovery. The strategies also follow the principles of the SMART framework: Specific, Measurable, Achievable, Relevant, and Time-bound.

You can adapt the tables' actions to your specific needs, preferences, and circumstances.

Conclusion

Being prepared for emergencies is not a one-time event; it is a continuous process that requires consistent thought, direct and specific planning, and practice.

People don't want to talk about what-ifs related to potential emergencies, tragedies, and disasters. It is our responsibility, though,

Table 1. Prevention: Identify and Reduce Risks

Step	Action	Description
1	Conduct a hazard analysis.	What are the most likely and most severe emergencies that could affect you and your area?
2	Conduct a vulnerability analysis.	What factors make you more susceptible or exposed to such emergencies?
3	Conduct a capability analysis.	What resources and skills do you have or can access to cope with such emergencies?
4	Develop a prevention (risk reduction) plan.	What actions can you take to prevent or minimize the occurrence or impact of such emergencies?
5	Implement and monitor your prevention plan.	How will you execute, evaluate, and improve your prevention plan?

Table 2. Preparedness: Develop and Maintain the Readiness to Respond

Step	Action	Description
1	Develop an emergency plan.	What steps will you follow in case of an emergency requiring evacuation, sheltering, communication, or first aid?
2	Prepare an emergency kit.	What items will you need or want in an emergency, such as food, water, medicine, tools, or documents?
3	Build an emergency network.	Which family, friends, neighbors, and authorities will you contact or rely on in case of an emergency?
4	Train and educate yourself and others.	What skills and knowledge—such as cardiopulmonary resuscitation, fire safety, or disaster awareness—will you and others need in case of an emergency?
5	Practice and update your emergency plan, kit, network, and skills.	How will you test, review, and improve your emergency preparedness?

Table 3. Response: Take Immediate and Appropriate Actions

Step	Action	Description
1	Stay informed and alert.	How will you receive and share emergency alerts, warnings, or instructions?
2	Stay calm and focused.	How will you manage your stress, fear, or confusion during an emergency?
3	Stay safe and secure.	How will you protect yourself and others from the hazards and threats of injuries, illnesses, or violence during an emergency?
4	Stay connected and supportive.	How will you communicate and cooperate with family, friends, neighbors, or first responders?
5	Stay flexible and adaptable.	How will you adjust and cope with the changes and challenges of uncertainty, unpredictability, or scarcity over time?

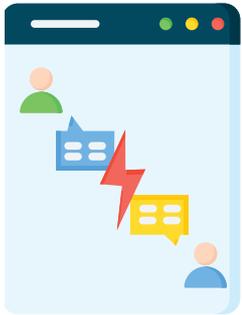
Table 4. Recovery: Restore and Improve Normal Conditions

Step	Action	Description
1	Assess and address the impacts and needs.	What physical, social, or economic losses have you and others suffered due to the emergency?
2	Stay calm and focused.	How will you manage your emotions, including stress, fear, or confusion?
3	Access and use the resources and assistance.	What resources will you and others require after the emergency, and how can you assist in relief, recovery, or reconstruction?
4	Learn and apply the lessons and opportunities.	What insights can you and others share by way of feedback, evaluation, or innovation?
5	Heal and grow from the experience and outcome.	What are the benefits to be derived or challenges to be overcome by you and others who display resilience, gratitude, or grief after the emergency?

to get people to talk about emergencies before they happen; how we handle upheaval is not a matter of luck but of skill.

It *cannot* be a matter of fate but must be a matter of choice. Let us be prepared, not scared. Let us be proactive, not reactive. Let us be ready, not sorry.

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Revisiting the constantly evolving world of acceptable social media use.

Board Members and Educators on Social Media

By Charles J. Russo, JD, EdD

Social media occupies a central role in the lives of many. In fact, a 2023 report reveals that 91% of Americans use social media (Dixon 2023). Further, of the approximately 20 million state and local government employees in the country occupying a wide range of jobs—including educators—many use social media for both personal and official communications. Consequently, it should not be surprising that litigation has emerged over the use of social media by school board members and other public officials.

In two recent cases—*Lindke v. Freed* (2024) from Michigan and *Garnier v. O’Connor-Ratcliff* (2024) from California—the Supreme Court addressed whether public officials, including school board members, can block comments on their personal social media accounts such as Facebook and Twitter (now X).

Because the Sixth and Ninth Circuits, respectively, disagreed on this timely issue, the Supreme Court intervened to clarify the rights of public officials and residents. In returning both cases to lower courts, the justices created a two-part test, discussed below, addressing when public officials can be liable for violating the First Amendment speech rights of those whose comments they delete or block on social media.

Given the significant issues *Freed* and *O’Connor-Ratcliff* raise for school business officials (SBOs) and other education leaders, the first substantive part of this article reviews the facts and judicial history in both cases. The second section reflects on how social media affects the professional lives of education leaders, and, by extension, other employees who rely on it while offering policy suggestions for managing its use. The column ends with a brief conclusion.

Public Officials and Social Media

Lindke v. Freed

While still in college, before 2008, James Freed created a Facebook profile he shared only with “friends.” When Freed’s account neared Facebook’s limit of 5,000 friends, he converted his profile to a “public page” so anyone could see and comment on his posts.

On being appointed city manager of Port Huron, Michigan, in 2014, Freed updated his Facebook page to reflect his position and title. Freed managed his Facebook page himself, continuing to post prolifically about his personal life and work-related matters.

Kevin Lindke, a resident unhappy with how city officials handled the COVID-19 pandemic, posted negative comments about their efforts on Freed’s Facebook page. He also criticized Freed for posting a picture of himself and the mayor at a local restaurant rather than being out in the community talking with residents who he claimed were suffering because of the pandemic. Freed initially deleted Lindke’s comments, but eventually blocked him so he could not comment on the city manager’s posts.

Lindke unsuccessfully filed suit alleging that Freed violated his First Amendment right to free speech by blocking his comments on a public forum and by deleting his critical posts. A federal trial court granted Freed’s motion for summary judgment because he was not involved in state action on his personal Facebook page (*Lindke v. Freed* 2021).

Noting that “the caselaw is murky as to when a state official acts personally and when he acts officially” (*Lindke v. Freed* 2022a, 1202), the Sixth Circuit affirmed that when Freed posted on Facebook as a private citizen rather than as a public official, he did not engage in state action

because his account was unrelated to his job and did not depend on his state authority.

Garnier v. O'Connor-Ratcliff

In 2014, Michelle O'Connor-Ratcliff and T. J. Zane, school board trustee candidates in Poway, California, each created personal Facebook and Twitter pages promoting their campaigns. After they won, both continued to use social media, identifying themselves as board members, to post content about their duties and to communicate with district residents.

When Christopher and Kimberly Garnier, the parents of two children who attended Poway schools, posted lengthy and repetitive comments on the board members' social media accounts, the trustees initially deleted the comments but eventually blocked the Garniers entirely.

Having been banned from the trustees' social media sites, the parents filed suit claiming violations of their First Amendment rights to free speech and expression. A California federal trial court was convinced that because the trustees "acted under color of state law," meaning in their official positions, they violated the parents' First Amendment rights (*Garnier v. O'Connor-Ratcliff* 2021).

On appeal, the Ninth Circuit affirmed that the board members violated the parents' rights by blocking criticisms posted on social media (*Garnier v. O'Connor-Ratcliff* 2022). The court decided that the board members were liable because (a) their social media postings involved government speech insofar as they identified themselves in their official roles while prominently displaying their titles, (b) the sites provided information about educational activities, and (c) the accounts were public because the trustees solicited constituents' input on school matters.

The court added that the trustees were not liable for monetary

damages because they had not violated a clearly established constitutional right in blocking the postings.

As noted, because of the split between the circuits over whether public officials can block comments from constituents, the Supreme Court intervened to clarify the rights of all involved.

Supreme Court Rulings

Lindke v. Freed

In a unanimous opinion authored by Justice Amy Coney Barrett, the Supreme Court affirmed in favor of Freed but remanded for further review in light of its analysis. At the outset of her judgment, Justice Barrett acknowledged that when public officials post about job-related topics on social media, it can be difficult to tell whether they are doing so in their official or private capacity. Accordingly, Justice Barrett created a two-part test to evaluate officials' social media postings.

Under this test, "speech is attributable to the State only if the official (1) possessed actual authority to speak on the State's behalf, and (2) purported to exercise that authority when he spoke on social media" (*Lindke v. Freed* 2024, 191).

Justice Barrett recognized that determining the nature of posts is particularly challenging when dealing with "a state or local official who routinely interacts with the public" (*Lindke v. Freed* 2024, 196). As such, she maintained that "Freed did not relinquish his First Amendment rights when he became city manager" (*Lindke v. Freed* 2024, 196).

Justice Barrett then observed, "The distinction between private conduct and state action turns on substance, not labels" (*Lindke v. Freed* 2024, 197). Moreover, she explained that disputes over social media pages, including personal and official posts, require "a fact-specific undertaking in which the post's content and function are the most

important considerations" (*Lindke v. Freed* 2024, 203).

In the final substantive paragraph of her rationale, Justice Barrett cautioned that the "nature of the technology matters in state-action analysis" when evaluating whether an official acted on behalf of the government (*Lindke v. Freed* 2024, 204).

Given what she described as "the bluntness of social media operations," she distinguished deleting and blocking. Justice Barrett remarked that deleting allows individuals to target selected posts, opening the door to the possibility that it may be permissible to eliminate postings that are personal attacks. However, she reasoned that in blocking, which excludes all comments, officials could violate the free speech rights of constituents by denying them opportunities to comment on matters of public concern.

Rounding out her analysis, Justice Barrett succinctly advised that a "public official who fails to keep personal posts in a clearly designated personal account therefore exposes himself to greater potential liability" (*Lindke v. Freed* 2024, 204). In light of the two-part test she created, Justice Barrett concluded by remanding the dispute for reconsideration.

Garnier v. O'Connor-Ratcliff

In *Garnier v. O'Connor-Ratcliff*, the justices issued a five-paragraph per curiam opinion, meaning the opinion was on behalf of the Court without identifying an author, the first four paragraphs reiterated the case's facts and judicial history.

The Court ruled, "Because the approach that the Ninth Circuit applied is different from the one we have elaborated in *Freed*, we vacate the judgment below and remand the case to the Ninth Circuit for further proceedings consistent with our opinion in that case" (*Garnier v. O'Connor-Ratcliff* 2024, 208).

Reflections

In *Freed*, Justice Barrett mused that “the line between private conduct and state action is difficult to draw” (*Lindke v. Freed* 2024, 195) and can easily be blurred on social media. Those in leadership positions, such as SBOs and school board members, then, must be proactive in devising policies emphasizing that staff who post on social media do so in their individual, rather than professional, capacities and are not speaking for their employers.

As with most issues, two points of view must be considered. On the one hand, a 1913 quote attributed to former justice Louis Brandeis before he joined the Supreme Court that “sunlight is the best disinfectant” comes to mind (Berger 2009). In other words, as reflected by the Supreme Court’s analysis in *Lindke v. Freed* and considering states’ open records or right-to-know laws mandating disclosure of the actions and communications of public officials, it appears that officials should not be allowed to block critical comments on their work accounts. Such openness is intended to keep constituents, such as district residents, informed about the activities of education leaders and staff members in their public schools.

However, if social media websites are truly private, officials and staff members in public schools should not be exposed to gratuitous critical comments about their activities when they are not working. As Justice Barrett commented, while some public “officials may look like they are always on the clock, making it tempting to characterize every encounter as part of the job” (*Lindke v. Freed* 2024, 196), this is not necessarily the case. As such, to differentiate between official and personal use of social media, it is incumbent on SBOs, their boards, and other education leaders to implement policies directing all

associated with their public schools to keep the two separate.

Consistent with the two-part *Freed* test, in seeking to maintain a healthy separation between work and personal social media accounts, it is important for education leaders to support policies regulating the use of social media accounts to ensure that they do not interfere with or overlap individuals’ job assignments.

The following guidance may be helpful in devising or updating a district’s social media use policies.

- Boards should adopt clear, up-to-date policies on social media use not only by education leaders, including SBOs and board members, but by all employees.
- Policies should include clear, concise statements against intermingling work and personal social media pages. Policies should direct board members and employees who use social media to maintain separate accounts.
- Boards are advised to take Justice Barrett’s suggestion one step further by requiring individuals to include clear disclaimers on their personal social media sites stating, for example, that “the views expressed are strictly my own.” Disclaimers should also make it clear that posts are not official statements and that individuals are speaking in their personal, rather than professional, capacities.
- Users of social media are advised against posting personal pictures and information on their official accounts.
- Graduated disciplinary sanctions should be issued by the boards for those who include personal material on their work social media sites. Penalties beginning with verbal and written warnings may culminate in dismissal for those who continue to intermingle their personal and professional accounts.
- Employee contracts and staff handbooks may include statements of policy.

- Professional development sessions for staff members may emphasize the need to separate public and private social media accounts consistently.
- Education leaders should meet annually with their teams to review and update their policies to ensure compliance with state and federal laws, regulations, and litigation. Updated policies should allow sufficient lead time so all can be informed of changes.

Conclusion

The sooner education officials and all district personnel, including school board members and SBOs, separate their professional and personal lives on social media, the better they can focus on meeting the needs of the students and families in their districts.

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Are You a Leader or a Boss?

By Nan Wodarz, Ed.D.

Twelve characteristics of effective leaders.

What's the difference between a leader and a boss? The following are the 12 most identified characteristics of effective leaders.

- 1. Leaders manage stress with confidence.** Leaders react to stress with calmness and certainty. They leverage their emotions to improve rather than exacerbate a situation. They can read emotional cues from others.
- 2. Leaders are purpose driven.** Leaders focus on sustainable solutions rather than quick, short-term fixes. True leaders focus on “what’s right—not what’s right now.”
- 3. Leaders know how to delegate.** Effective leaders are secure in their abilities and hire those in whom they have confidence and to whom they are comfortable handing off projects with the appropriate level of supervision.
- 4. Leaders know when to break the rules.** Leaders understand that some circumstances require them to make decisions that are not aligned with the manual and to adjust their approach for the good of the individual, team, and organization.
- 5. Leaders create a followership.** Leaders inspire team members and create long-term relationships. For example, when a leader leaves the organization, colleagues follow that leader to the next position, which shows hard-won, authentic leadership.
- 6. Leaders have a high emotional quotient.** Understanding how behaviors, feelings, attitudes, and motivations affect morale and productivity is an attribute of leadership. A boss might be sympathetic, but a leader is empathetic.
- 7. Leaders create new leaders.** Exceptional leaders can identify talent and will take the time to mentor the next class of leaders.
- 8. Leaders do not provide all the answers.** Leaders show people how to enhance their skills and initiate conversations that help them analyze how to make the

district better. Sometimes, the leader allows team members to fail, but the true leader provides a safety net for them during the learning process.

9. Leaders know how to do the job on their own. Although bosses direct others to perform tasks, leaders have the skills and knowledge to perform those tasks, which gives them the ability to understand the intricacies of the tasks that need to be completed.

10. Leaders are the best team players. A boss might appear like the Lone Ranger, solve a problem, then disappear until the next crisis. A leader works side by side with the team and shares responsibility with the team; this approach pays dividends in morale, productivity, and innovation.

11. Leaders inspire creative thought. Bosses like to be viewed as the ones who hold all the knowledge; they like having others dependent on them to do their jobs. Conversely, leaders view not having the answers as an opportunity to engage in creative problem solving.

12. Leaders are motivated by passion. People who really love their jobs radiate excitement. Their contagious passion instills joy in team members as they accomplish difficult tasks and implement better educational programs. Leaders are genuine in their enthusiasm and organically motivate their teams to achieve higher levels of accomplishment.

Based on these 12 characteristics, ask yourself, “Am I a leader or a boss?”

Resources

Dizon, A. 2017. Boss vs leader: 25 major differences. *Fit Small Business*, November 15. www.fitsmallbusiness.com/boss-vs-leader.

Fannin, K. 2018. Leader vs boss: 12 Defining characteristics of a leader. *Intelivate*, May 11. www.intelivate.com/team-strategy/boss-vs-leader-image.

Nan Wodarz is interim head of Linden Hall School for Girls in Lititz, Pennsylvania. Email: nan-wodarz@gmail.com

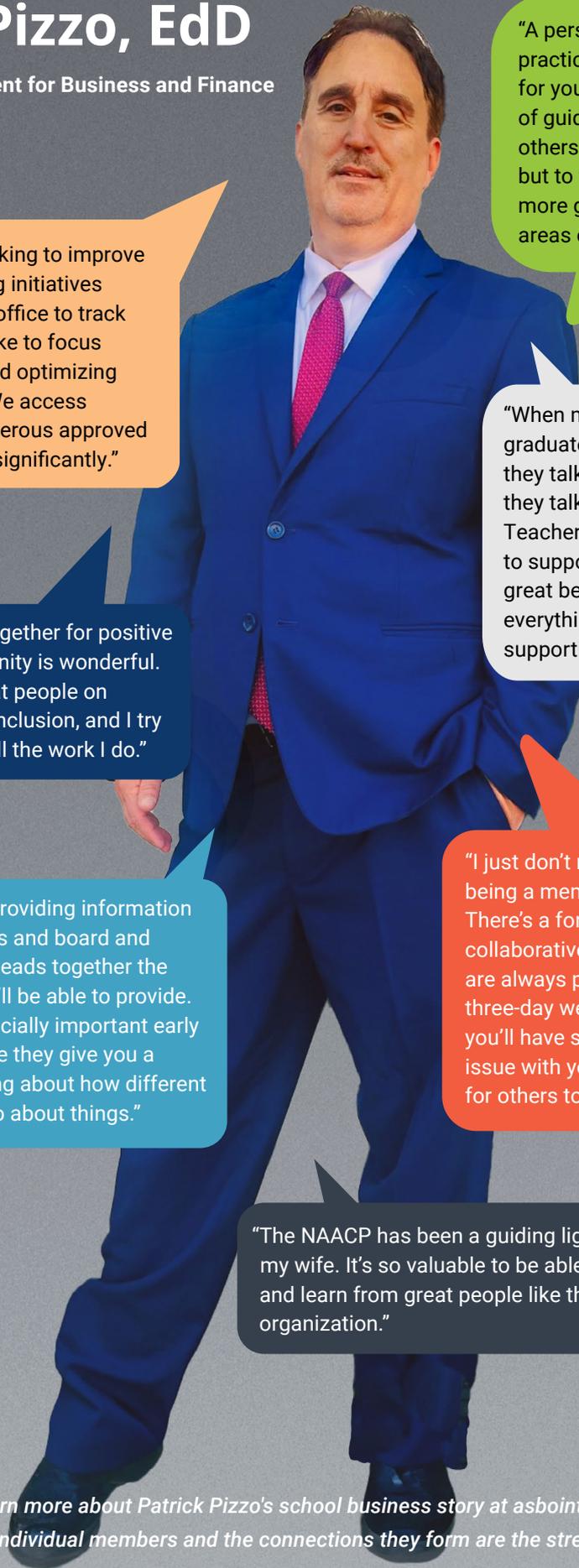
Get to Know

Patrick Pizzo, EdD

Assistant Superintendent for Business and Finance

Westbury, New York

Joined ASBO in 2017



"Every day we are looking to improve our process, including initiatives through our benefits office to track and share data. We like to focus on maximizing aid and optimizing purchasing dollars. We access vendors through numerous approved modalities and save significantly."

"Being able to work together for positive change in the community is wonderful. I work with some great people on diversity, equity, and inclusion, and I try to dovetail that with all the work I do."

"Ultimately, we're all providing information to our superintendents and board and the more we put our heads together the better information we'll be able to provide. Conferences are especially important early in your career because they give you a depth of understanding about how different districts and states go about things."

"The NAACP has been a guiding light for me and my wife. It's so valuable to be able to interact with and learn from great people like the leaders of the organization."

"A person's intended career path and practical reality aren't always in alignment for young people. I had the good fortune of guidance and so I try to do that for others—not necessarily to follow my path, but to find a path that fits them, getting a more global view, including all potential areas of employment."

"When my eldest son, an East Meadow graduate, meets with old friends and they talk about their time in our schools, they talk about the teachers they had. Teachers are the front line and we're here to support the great work they do. We're great because our teachers are great; everything we do administratively is about supporting the education of our students."

"I just don't really know life without being a member of ASBO International. There's a formal structure but also a collaborative effort and spirit. There are always people you can call on a three-day weekend and within an hour you'll have someone discussing your issue with you. I try to be that person for others too."

Learn more about Patrick Pizzo's school business story at asbointl.org/Spotlight

We believe our individual members and the connections they form are the strength of ASBO International.



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¹ LIMRA, Not-for-Profit Survey, Q1 2020 results based on 403(b) assets, participants and contributions.

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NASB BOARD NOTES

SEPTEMBER
2024

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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Snapshots



IN THIS EDITION OF BOARD NOTES

THIS MONTH IN ...

AT THE BOARD TABLE

THE 2024 STATE EDUCATION CONFERENCE

AREA MEMBERSHIP MEETINGS WRAP UP

SEARCHING FOR THE RIGHT LEADERSHIP FIT?

TEACHER/ADMINISTRATOR NEGOTIATIONS MADE EASY

GET TO KNOW YOUR LEGISLATIVE CANDIDATES

WHY IS INCIVILITY CONTINUING TO WORSEN IN AMERICA?

EHA WELCOMES NEW ACCOUNT EXECUTIVE

... AND MUCH MORE!

The NASB provides programs, services, and advocacy to strengthen public education for all Nebraskans. Learn more at www.NASBonline.org

THIS MONTH IN ...

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THIS MONTH IN ...

A quick snapshot of the various programs, services, support and events NASB has planned for its members in the coming month!

ADVOCACY & GOVERNMENT RELATIONS ... During Area Meetings, we have emphasized the importance of pushing back on the narrative that high property taxes in Nebraska are primarily due to spending at the local level. We need you to share your unique, individual stories through letters to your Senators. Look for communication from your Board President and Superintendent on how to best engage, and how NASB can help. As always, stay engaged and informed! Call Colby & Matt with questions any time!

ALICAP & INSURANCE ... ALICAP Members! Reminder that all 2024-25 Premium Contributions are due September 30th. If your district/ESU has not yet paid, please do so ASAP. Welcome ALICAP's newest Members: Palmyra District OR-1, Allen Consolidated Schools, and Aurora Public Schools. ALICAP's Membership is now up to 210 Nebraska Public Schools and ESUs. Welcome to the Pool!

BOARD LEADERSHIP ... "At the Board Table" is on page 4. This space reflects recommended regular board meeting agenda items to include in your upcoming agenda. - Marcia, Katie, Caden, Stacie, Ben, Stephanie & McKenna!

DATA ANALYTICS ... Legislative changes are causing significant changes to local levies and state aid to local districts. As a Board Member, you should stay current with a knowledge of your own district's finances and demographics, along with the situation of your neighboring districts. NASB can collect data and illustrate the financial situation in your district to help you better inform your Legislators of your district's financial challenges for next winter's Unicameral session.

EDUCATION LEADERSHIP SEARCH SERVICE ... Will your district or ESU need a Superintendent or Administrator starting July 2025? Are you an applicant considering a specific position or two? We can prepare a proposal to outline the steps of a search process, answer questions about the process or talk to you about the vacancies we are facilitating. Give Shari a call.

ENERGY PURCHASING ... We are already fielding inquiries from districts wishing to sign up for our natural gas purchasing consortiums next Spring during the annual signup period. This can be one less item your Superintendent and Business Manager need to focus on each year since our market consultants watch the gas markets every day throughout the year to lock up supplies whenever buying opportunities occur. NJUMP and CJUMP are protected by having significant amounts of natural gas already purchased for the 2024-25 heating season to help districts stretch their financial resources.

FOUNDATION ... The Nebraska Public Leadership Foundation (NPLF) has created an annual scholarship program for high school seniors who are pursuing higher education to become a teacher in a Nebraska public school system. Please consider helping today's student leaders become tomorrow's education leaders by donating to the NPLF Student Scholarship Program at www.nepublicleadership.org

GALLUP STRENGTHS ... Do you have IDEATION and STRATEGIC in your Top Ten? When you need to do something or get somewhere, you consider all possibilities. And if none of the possibilities seem right, you create a new one. Contact Shari for information on scheduling a Gallup team retreat.

MEMBER ENGAGEMENT ... I'm looking forward to seeing you all at the State Education Conference in just 60 days!

NOW HIRING ... NASB is hiring a Board Leadership Associate! If you or someone you know might be interested in this position, visit our About Us page to learn more!

POLICY ... School safety is a huge issue these days. LB1329 allows boards to adopt an optional policy to create an emergency response map of school facilities for public agency use, such as local law enforcement, fire departments, and emergency medical services. Districts adopting such a policy will have state funding sources available to assist with the cost of creating and implementing these maps. If you'd like a copy of our optional Emergency Response Mapping Policy, contact Jim Luebbe.

TECHNOLOGY ... Welcome new Negotiations Subscribers: Elba Public Schools, Superior Public Schools, and Fillmore Central Public Schools. Read "Teacher/Administrator Negotiations Made Easy" on Page 8. Contact Darion or Nicole today!

TRAINING, NETWORKING, ENGAGEMENT & EVENTS



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<https://members.nasbonline.org/events>

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'. If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance.

Now Hiring! NASB is hiring a Board Leadership Associate ... visit the About Us page to learn more.



Area Membership Meetings began August 20

North Platte, Gering, Valentine, Kearney, York, Norfolk, Nebraska City ✓
September 24 - Omaha September 25 - Fremont



Labor Relations Conference - October 2-3 - Lincoln

NASB Board Candidate Virtual Workshop - October 9 - 7:00 to 8:30 PM CT



Statewide General Election Day - November 5

State Education Conference - November 20-22 - CHI Health Center Omaha

Delegate Assembly - November 22



New Board Member Workshops - December 2024

Norfolk - Kearney - Gering - North Platte - York - Omaha

2025 Legislative Issues Conference - January 26-27 - Lincoln

2025 School Board Member Week in Nebraska - January 26 to February 1

AT THE BOARD TABLE

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BOARD AGENDA ITEMS FOR YOUR MONTHLY MEETINGS

<https://members.nasbonline.org/board-leadership>



Each month, this space reflects recommended regular board meeting agenda items to include in the upcoming board meeting agenda. Please contact Marcia at mherring@NASBonline.org if you have questions or recommendations for improving the Board Meeting Annual Calendar.

OCTOBER BOARD AGENDA ITEMS

Please see the September 16th email from mherring@NASBonline.org and shiggins@NASBonline.org for the draft of the October Board Meeting Agenda. If you have questions or need us to resend the email, please feel free to contact Marcia at 402-450-5152 or Stacie at 402-209-1608.

NASB LEARNING OPPORTUNITIES FOR BOARD CANDIDATES OR NEWLY APPOINTED/ELECTED BOARD MEMBERS

NASB Board Candidate Virtual Workshop - October 9th from 7:00 to 8:30 PM CT. You may access the Microsoft Teams Meeting by emailing Marcia Herring at mherring@NASBonline.org

State Conference Mentor-Mentee Session - Watch your Inbox for more information in the weeks to come.

NASB New Board Member Workshops

Monday, December 2 - Norfolk Country Club
Tuesday, December 3 - Kearney Holiday Inn
Wednesday, December 4 - Gering Civic Center
Thursday, December 5 - North Platte - Venue 304
Register by Monday, November 25, 2024

Tuesday, December 10 - York - Holthus Center
Wednesday, December 11 - La Vista Conference Center
Register by Thursday, December 5, 2024

Target Audience

Newly elected board members, appointed board members, experienced board members, ESU board members, Superintendents, ESU Administrators

Topics to be covered

NASB Board Governance Standards, Open Meetings Act, board meetings, board-superintendent communication, public comment, closed/executive session, conflict of interest, mission, vision, and goals, policy governance, community and stakeholder engagement, community alignment, student learning, NASB Annual Board Calendar, board committees, board self-assessment, superintendent evaluation, scenarios, board professional development

Awards of Achievement Points Earned: 15



THE 2024 STATE EDUCATION CONFERENCE

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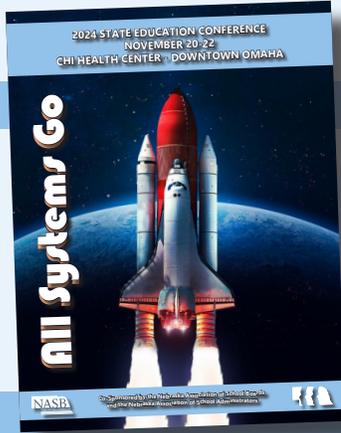
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<https://members.nasbonline.org/events/state-education-conference>

NOVEMBER 20-22 - CHI HEALTH CENTER - OMAHA

Registration is open now for the 2024 State Education Conference. You won't want to miss this annual event where over 1,000 school leaders and board members gather to learn and network. There will be two pre-conferences, three general sessions, 58 breakout sessions, over 100 vendors, and unlimited opportunities to grow in your role supporting public education.

Hotel room requests open at 10:00 AM CT on Wednesday, September 25. You must already be registered for Conference in order to participate in the hotel room booking process.

GET INVOLVED ... CLASSROOM SHOWCASE

This is an opportunity for students and teachers to demonstrate projects and programs that reflect the integration of technology in curriculum. The Classroom Showcase is scheduled for 8:00 to 11:30 AM, Friday, November 22, 2024. Contact Julie Moore at executivedirector@netasite.org with questions or to sign up.

GET INVOLVED ... STUDENT VOICES

Nominate a student from your district to participate in the panel discussion where they can offer their perspective on a variety of issues. Our goal for the session this year is to include students from all levels of High School achievement and participation. We would love to see some students that will pursue a 2-year degree, some that may enter the Military or workforce after graduation, in addition to those who plan to pursue a 4-year degree. Special consideration will be given to nominees who have overcome obstacles to be successful. This breakout session will take place Thursday, November 21 from 2:15 to 3:15 PM.

Visit <https://members.nasbonline.org/events/state-education-conference> to download the nomination form. Nominations should be emailed to Sharon Endorf at sendorf@NASBonline.org by October 4.

GET INVOLVED ... CALL FOR MODERATORS

Board members, superintendents, and administrators are invited to serve as breakout session moderators at the following times:

- Thursday, November 21 - 9:45 AM (A Sessions), 11:15 AM (B), 2:15 PM (C), 3:30 PM (D)
- Friday, November 22 - 9:15 AM (E), 10:30 AM (F)

Please email Sharon by October 4, if you would be interested in helping. All volunteers will receive 5 award points toward their Awards of Achievement. Thanks in advance for your help!

KEYNOTE SPEAKERS



AREA MEMBERSHIP MEETINGS WRAP UP

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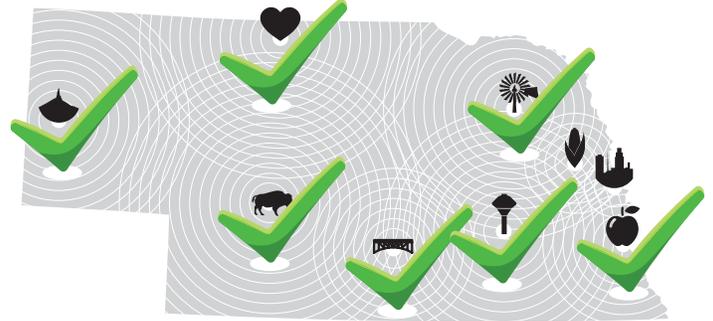
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<https://members.nasbonline.org/events/area-membership-meetings>

As we wrap up another year of Area Membership Meetings (join us in Omaha or Fremont this week), we have been able to recognize so many of you with both individual, and full board awards. Below are those individuals who have earned Levels VII through X this year, as well as the Boards who received the Board of Excelled Award, through our Awards of Achievement program.



CONGRATULATIONS TO THE LEVEL X RECIPIENTS FOR 2024

Wayne Erickson - ESU 2; Valerie Fisher - Papillion La Vista

CONGRATULATIONS TO THE LEVEL IX RECIPIENTS FOR 2024

Shaun Jensen - Holdrege; Richard Brabec - Schuyler
David Raabe - Wisner-Pilger

CONGRATULATIONS TO THE LEVEL VIII RECIPIENTS FOR 2024

Suzanne Sapp - Ashland-Greenwood; Garlyn Grosse - Cedar Bluffs
Lynette Mitchell - Elm Creek; Rodney Rayburn - ESU 16
Lisa Albers - Grand Island; Rick Hollendieck - Gretna
Craig Gana - Norris; Ken Winters - Plattsmouth
Allison Sandman - Wauneta-Palisade; Andy Grosshans - Waverly

CONGRATULATIONS TO THE LEVEL VII RECIPIENTS FOR 2024

Scott Erthum - Ainsworth; Matt O'Daniel - Arlington
Doris Martin - Beatrice; Janet Byars - Beatrice
Pam Holcomb - Broken Bow; Jason Richters - Centennial
Will Kemptar - Centura; Theresa Seipel - Columbus
Mary Scarborough - ESU 3; June Bowers - Falls City
Brian Copsey - Gering; Keith Runge - Lakeview
Jay Hall - Laurel-Concord-Coleridge; Deb Neidig - Madison
Tom J. Bredvick - McCook; Skip Altig - North Platte
Brandon Desh - Palmyra; Jean Karlen - Pender
Jayson Bishop - Perkins County; Elizabeth Kumru - Ralston
Chuck Misek - Schuyler; David Baxa - Twin River
Chris Cerveny - Wilber-Clatonia

CONGRATULATIONS TO THE 1 PRESIDENT'S BOARD AWARD RECIPIENT FOR 2024

Gretna Public Schools
Greg Beach, Mark Hauptman, Rick Hollendieck, Kyle Janssen, Dawn Stock, & Blake Turpen

CONGRATULATIONS TO THE 11 BOARD OF EXCELLENCE AWARD RECIPIENTS FOR 2024

Ainsworth Community Schools
David City Public Schools
ESU 3
Hershey Public Schools
Kenesaw Public Schools
Madison Public Schools
Norris School District 160
Osmond Community Schools
Palmer Public Schools
Ralston Public Schools
School District 145 - Waverly



View Photos at

<https://members.nasbonline.org/events/area-membership-meetings>

2024 AREA MEMBERSHIP MEETINGS

Leadership - Training - Recognition - Networking - Vision

North Platte - Gering - Valentine - Kearney - York - Norfolk - Nebraska City - Omaha - Fremont

SEARCHING FOR THE RIGHT LEADERSHIP FIT?

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<https://members.nasbonline.org/programs-services/education-leadership-search-service>

One of the most important jobs you have as a board member is to hire and evaluate your ESU administrator or superintendent. We are entering the time of year when retirements are being announced and searches are beginning. This fall will be especially busy due to the number of interim superintendents placed late in the spring. As the vacancies are filled, we will see a domino effect throughout the state. Ideally, your leadership team will stay in place for many years, but with retirements, career advancements, etc. it is good to know who to call should the need arise.

The search process is a team effort at NASB with staff members specializing in leadership searches, board development, communications, marketing, and school law. The NASB search team is well equipped to manage the details of the search and will work together with the district to ensure a smooth and successful process from the viewpoint of a board member.

NASB SEARCH MISSION STATEMENT

Through a collaborative working relationship with the Board of Education and district, NASB Education Leadership Search Service ensures a highly professional search process designed to attract the very best applicants, and bring credit to the board for the manner in which the search is conducted.

The NASB search process begins with the development of a Leadership Profile. The Profile is initially developed based off feedback from board members. It serves to guide the selection of interview questions and the assessment of candidates.

NASB utilizes multiple avenues to recruit qualified individuals for each vacancy. One networking and recruiting opportunity is through our membership in the National Affiliation of Superintendent Searchers (NASS). Shari Becker, Director of the Education Leadership Search Service, is the Past Chair for this organization and has a direct connection to 39 other state School Board Associations for recruiting and reference support.

Applications are submitted through an online process that is also shared with multiple other states, giving us another opportunity to promote the position nationally. As applicants complete their materials, they are screened by NASB staff members who follow a detailed protocol. We believe it is essential for the board to understand the experience and leadership qualities each applicant possesses to ensure the right fit. Staff members will utilize both open session and closed session to share these qualities with the board.

The service does not stop once the administrator/superintendent has been hired. NASB provides a two-year guarantee for boards who complete a leadership team goal planning session with NASB, which is included in the search fee.

It is never too early to contact us for information on the search process if you are aware of an upcoming vacancy. We offer a unique process to each board, and we provide support through all stages of a search process.

Let NASB help you find the right match for your leadership vacancy.

For information regarding the application process or a proposal for your district or ESU, please contact Shari Becker, Director of Education Leadership Search Service, at 402-423-4951 or sbecker@NASBonline.org

TEACHER/ADMINISTRATOR NEGOTIATIONS MADE EASY

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GAIN ACCESS TO THE LARGEST COLLECTION OF BARGAINING DATA, NEGOTIATED AGREEMENTS, REPORTS, AND REAL-TIME CALCULATIONS AND WORKFLOWS DESIGNED TO ANALYZE THE IMPACT OF CHANGES TO BENEFITS AND COMPENSATION WHEN BARGAINING.

The negotiating season is here, and it's time to start preparing you and your district for what's to come at the bargaining table. With Sparq Negotiations, you have real-time access to the largest, most comprehensive negotiating tool in the state of Nebraska. Salaries are a top expenditure every year, so make the negotiations process successful and easy!

Sparq Negotiations provides you the tools necessary to stay competitive in your array, remain ahead of the game, and achieve successful negotiations. It provides the resources and knowledge to gain a strategic advantage in all stages of the negotiation process by providing real-time, quick-change calculations while comparing peer districts in your array, which saves tremendous amounts of time in the process! Say goodbye to the days of manual calculation with this user-friendly platform. Schools can run studies of any school in the state and see the comparison reports from other districts. This allows you and your board to work from more accurate data to settle negotiations fair and fast!



To learn more, schedule a demo, and see how Sparq Negotiations can make your life easier, contact Darion Miller at 800-422-4572, or email dmiller@sparqdata.com today!

GET TO KNOW YOUR LEGISLATIVE CANDIDATES

<https://members.nasbonline.org/government-relations/candidate-questionnaires-videos>

Prior to the November 2024 election, Nebraska's 1,700 locally elected school board members are eager to learn more about the views and opinions of their fellow elected leaders and candidates running for the Legislature, as well as the State Board of Education. In addition to Legislative Meet & Greets across the state, we have asked all Legislative Candidates to answer five open-ended questions regarding their thoughts on local governance and education related issues. Topics include: Local Control, School Funding, The Role of Education in the State, Educational Workforce, & Mandates.

Legislative Candidate Questionnaires

SURVEYS ARE POSTED AS RECEIVED AT:

<https://members.nasbonline.org/government-relations/candidate-questionnaires-videos>

NASB does not endorse candidates and does not make recommendations to members, or anyone, on whom to support for election. NASB may, from time to time, provide opportunities for candidates for elected office to meet with or communicate with its membership. Any NASB event allowing candidates for office to meet or communicate with its membership should not be considered a direct or passive endorsement of any candidate.

2024 LABOR RELATIONS - OCTOBER 2-3

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<https://members.nasbonline.org/events>

Wednesday, October 2

Preconference Workshop: The ABCs of Negotiations with The Perry Law Firm

The single biggest part of a school district's budget is personnel costs. Salaries and benefits alone usually represent around 90% of a district's total expenses. Therefore, it is absolutely essential that a district understand the negotiation process and legal requirements in order to ensure that these expenses are a reasonable and good use of taxpayer dollars. In this session, we will walk through the negotiation process and offer practical suggestions, including specific items to consider heading into the 2025-26 negotiations timeline.

Social: After the Preconference, head down a few blocks into the Haymarket to Tomahawks Axe Throwing for some thrilling, safe, and social entertainment.

Thursday, October 3

Keynote: From Chaos to Clarity: How to be your best when things are at their worst with Marianne Renner
Today's new world is bringing more chaos and uncertainty than ever before. New challenges and constant change can take a toll on performance. How do you show up and bring your very best even during the most trying times? Get inspired and learn tools to get the best out of yourself and those around you.

Concurrent Session Topics Include: Wages and Payment Collection; Negotiations and Arrays; Retirement; EHA Health Care Member Support; HR Hot Topics; Legal Updates; Workers Comp; FLSA; Federal Labor Case Law; Superintendent Role in Board Relations; And More!

For more information and to register go to

<https://members.nasbonline.org/events/labor-relations-conference>



WHAT'S NEW AT NASBONLINE.ORG

Candidate Questionnaires

<https://members.nasbonline.org/government-relations/candidate-questionnaires-videos>

Area Membership Photos

<https://members.nasbonline.org/events/area-membership-meetings>

Education Leadership Search Service Updates

<https://members.nasbonline.org/ells>

Government Relations Updates for 2025

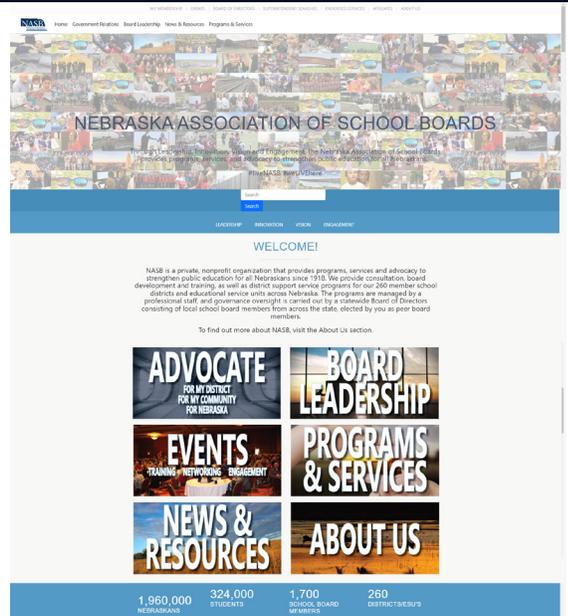
<https://members.nasbonline.org/government-relations>

2025 Event Dates and Locations Added

<https://members.nasbonline.org/events>

NASB's Endorsed Services

<https://members.nasbonline.org/endorsed-services>



WHY IS INCIVILITY CONTINUING TO WORSEN IN AMERICA?

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Prior to her election to the State Board of Education in November 2020, Patti Gubbels served on the Norfolk Board of Education, and was a member of the NASB Board of Directors, and the NASB Legislation Committee since 2016.



Merriam-Webster defines incivility as rude behavior or remarks that are not in keeping with civility. Although incivility and uncivilized are similar words, they do not mean the same thing. To be uncivil means being savagely cruel and primitive. Incivility relates to rude speech, but it also includes rude or unsocial behaviors like looting, bumping into a person without apologizing, and sabotaging someone else's work.

Weber Shandwick, one of the world's most prominent public relations firms surveyed attitudes of American citizens about civility yearly from 2010 through 2019. Results of the Civility in America Report (2019) reveal that over 90% of those surveyed are profoundly concerned about the level of incivility in our culture, believe the incidence of incivility is worsening, and eight in ten of Americans surveyed believe the risks of incivility to society are high.

“ .. over 90% of those surveyed are profoundly concerned about the level of incivility in our culture ...”

My sense is that if Weber Shandwick conducted a survey today, the results would continue the trend of increasing incivility in our country. This begs the question “why is incivility continuing to worsen in America?” Research shows that there are numerous possibilities. Consider how much we rely on technology rather than people, how nothing is simple anymore, how we are overloaded with information, and how our culture has come to implicitly condone incivility.

We live in a world that relies increasingly on the use of AI and other forms of technology which reduce connectivity with other humans. Think about how you feel when you call customer service to help solve a problem. An automated customer service agent answers, puts you on hold for an extended time listening to the same music over and over, which is usually not a soothing tune. After waiting and waiting, you are disconnected. Something that seems like it should be simple to do through human conversation becomes complex and frustrating. Or consider that with constant access to information sources such as email, social media, and 24-hour television news it becomes difficult to unplug. Our culture change, in general, has led to a lack of respect, politeness, and dignity.

Our world is so complex that many problems lack a clear definition, have conflicting values or perspectives, involve multiple stakeholders, lack right or wrong answers, and can only be solved with collaboration and compromise. With so many kinds of stressors, individuals are more likely to react with anger, frustration, and hostility.

The 2019 Civility in America Survey results show the societal consequences of incivility. Respondents indicated that they believe incivility leads to increased online and in-person bullying, harassment, intimidation, and intolerance. In addition, surveyed individuals feel less safe in public places, experience more isolation, and are less engaged in their communities.

I am especially concerned, as an education policy maker, about the risks of incivility to our society and government because it leads to a lack of trust, cynicism, and polarization. Incivility contributes to voter alienation, antagonism, or hostility. When hostility, anger, lack of trust and cynicism are directed toward government officials, incivility has the potential to negatively affect the ability to function as a government and distracts and prevents effective decision making.

It is important that we make civility a priority for the sake of our society and that we use strategies that counter incivility such as analyzing emotions evoked by rude remarks and responding in a rational rather than emotional way, attacking the problem, not the person even when subjected to incivility. Finding common ground because often incivility comes from a shared concern, and modeling professionalism even in emotionally demanding situations that eat at the soul.

Editor's Note: The opinions expressed in the column are those of Patti Gubbels and do not necessarily represent the Nebraska State Board of Education.

EHA WELCOMES NEW ACCOUNT EXECUTIVE

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New School Year Brings Transitions: EHA welcomes new account executive



The Educators Health Alliance (EHA) is pleased to announce that Cortney Ray will be returning to serve as its Account Representative for Blue Cross Blue Shield of Nebraska.

"The EHA Board is delighted to welcome Cortney to the team serving Nebraska educators and their families in support of their health care plan needs," said Board Chair Trish Guinan. "Cortney brings two decades of health insurance experience to her new position with BCBSNE. Her knowledge of the EHA plan is substantial and will benefit our members and their families."

Cortney previously served as a BCBSNE leader supporting the EHA from 2015-2022. She joins a team of experts working to support the EHA. That team includes BCBSNE's Emily Tobias, the Senior Regional Service Representative for the EHA. Tobias is a former teacher who served as a member of the NSEA Board of Directors. Also working to support EHA members and their families with their health care plan is EHA Field Representative Greg Long.

Contact Cortney at cortney.ray@nebraskablue.com - Emily at emily.tobias@nebraskablue.com - and Greg at greg@ehaplan.org



Paul Grieger
Managing Director,
Public Finance
402-392-7986
pgrieger@dadco.com



Cody Wickham
Senior Vice President,
Public Finance
402-392-7989
cwickham@dadco.com



Andy Forney
Senior Vice President,
Public Finance
402-392-7988
aforney@dadco.com

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GOOD DESIGN MATTERS



48% more participation in classroom discussion in classrooms with collaborative group seating.

Study by University of Minnesota



55% less risk of developing various mental disorders later in life when students have more access to green space.

Study by Aarhus University in Denmark



26% improved learning rate in reading with daylighting in classrooms.

U.S. Dept of Ed



Swanson Elementary School, Westside Community Schools

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FUNDRAISING

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Fisher Tracks, Inc.

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A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS

SEPTEMBER 2024



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NASB BOARD QUICKS

A MONTHLY E-UPDATE OF KEY DATES FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'. If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance. All Dates & Locations Tentative & Subject to Change

JOIN US!

Events & Networking - <https://members.nasbonline.org/events>

See AMM photos now at <https://members.nasbonline.org/events/area-membership-meetings>



State Conference - Student Voices & Call for Moderators Due October 4 - email Sharon!

NASB Board Candidate Virtual Workshop - October 9 - 7:00 to 8:30 PM CT

Order your 2024 Nebraska Ed Laws Books by October 28 at <https://nasb.envisiams.com/membership/ne-ed-law-book>



Statewide General Election Day - November 5

Check out our Legislative Candidate Questionnaires at <https://members.nasbonline.org/government-relations/candidate-questionnaires-videos>

State Education Conference - November 20-22 - Omaha

NASB Delegate Assembly - November 22 - 8:00 AM - Omaha

Download your 'Delegate Handout' for the Delegate Assembly now at <https://members.nasbonline.org/government-relations>



Continued on Page 2



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A MONTHLY E-UPDATE OF KEY DATES FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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PAGE 2



2024 NEW BOARD MEMBER WORKSHOPS

CALL TO ORDER:
WELCOME TO THE BOARD TABLE

NORFOLK - KEARNEY - GERING - NORTH PLATTE - YORK - LA VISTA

New Board Member Workshops

December 2 - Norfolk
 December 3 - Kearney
 December 4 - Gering
 December 5 - North Platte
 December 10 - York
 December 11 - La Vista

LEGISLATIVE ISSUES CONFERENCE
January 26-27, 2025 - Lincoln

SCHOOL BOARD MEMBER WEEK
January 26 to February 1, 2025

PRESIDENT'S RETREAT
February 16-17, 2025 - Kearney

NAEP STATE CONVENTION
March 19-20, 2025 - Kearney

NASB MEMBER GOLF OUTING
June 11, 2025 - Kearney Country Club

SCHOOL LEADERS & LAW CONFERENCE
June 11-12, 2025 - Kearney

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ALICAP Inspection Report

Member School District: Bayard Public Schools

Date of Inspection: October 10, 2024

NASB Loss Prevention Consultant: Ken Navratil

Key person(s) met with: Ms. Bobbie Stuart, Chairperson of the Safety Committee

Phone Number: 308-586-1325

Email: rodney.olson@bayardtigers.org and bobbie.stuart@bayardtigers.org

“Experience Modifier” and worker injury history:

Your 2024-2025 “Experience Modifier” is 0.78. Last year it was 0.73. Great safety record!!

Cyber Security Coverage:

ALICAP reminds members to continue to work with your IT Director and/or ESU to implement the 5 critical controls necessary to qualify for Cyber Security coverage. Your district has qualified for coverage.

If you need more information contact:

Daniel Shonka

402-884-3751 Ext. 2

daniel.shonka@prmne.com

Safety Committees:

There are two sets of regulations that guide your safety committees. We recommend that your safety committees have separate agendas for each meeting.

- (1) The Nebraska Department of Education Rule 10 requires school districts to have a “Safety and Security Committee.” This committee is composed of administrators, teachers, staff, parents, and students. The committee is required to meet at least once a year. The focus of this committee is to develop a “Safety and Security Plan” for their school district to properly respond to a crisis or emergency. Rule 10 also requires a school district to bring in an outside person to conduct an annual safety review and submit a written report to the superintendent. Keep documentation of the meetings of the meetings for at least seven years.
- (2) The state and federal worker safety laws are codified in Nebraska Statute 48-443. This law requires school districts to have a “Workplace Safety Committee” that has representation from each work department and meets quarterly. The focus of this committee is on the day-to-day safety of the workers and students. Keep documentation of the meetings for at least three years.

Safety Trainings:

We recommend utilizing the “SafeSchools” online safety training videos from ALICAP. We recommend including “Slips, Trips, and Falls” and “Lifting: Back and Shoulder Injuries” to your rotation of safety trainings. We also recommend the 8 new trainings on “Cyber Security.” The “Phishing Training” is especially beneficial for schools.

Monthly 'Risk Alerts' from ALICAP should be forwarded to all school employees.

All school employees that have contact with students have taken the Nebraska Department of Education required suicide awareness/prevention training. (The SafeSchools online safety training now meets this requirement.)

Each certificated school employee participates in a minimum of one hour of self-study review of seizure disorder materials at least once every two years. (The Safeschools online safety training meets this requirement.)

Employee and student orientation efforts address sexual abuse, sexual harassment, and appropriate communication via social media for staff and students.

All coaches and extra-duty sponsors have taken the 'concussion protocol' and 'heat acclimation' training prior to the start of the fall sports season.

Job descriptions are reviewed annually and define 'lifting requirements' where appropriate.

The school district conducts and documents all required drills:

- (1) Fire drills are conducted once a month with one additional drill the first 30 days of school;**
- (2) Tornado drills are conducted during the first two weeks of school and once in March; and**
- (3) Bus evacuation drills are conducted once during the first month of school and once in January.**

The school building fire alarm system is connected to the local fire department.

Local law enforcement and fire department are familiar with the school building(s).

The school district has adopted the "I Love You Guys" standard response protocol recommended by the Nebraska Department of Education.

We recommend that school personnel conduct WEEKLY inspections of the playground(s) and document each inspection. In particular, maintain the manufacturer's recommended depth of surface material under the playground equipment. Document each inspection.

We recommend that school administrators and maintenance personnel conduct regular monthly inspections of the buildings and grounds. Document each inspection.

We recommend that all coaches and extra-duty sponsors know where the main water shut-off valve is.

Cables and belts supporting the basketball baskets in the gym should be inspected every year. (The warranty is probably guaranteed for 10 years.)

Does your district still utilize MSDS Sheets? If you do, are they placed in a common known location, assessable in an emergency situation and organized in a manner which allows for quick reference? Has your district considered the 'Safety Data Sheets' program, where these previous MSDS documents can be housed online? It is FREE to all ALICAP members. If interested, call Megan Boldt at 1-800-422-4572.

Is your school district participating in 'High Risk Activities?'

Exterior Grounds:

(1) Football Field/Athletic Field

- a. The football field/athletic field appears in good condition.
- b. Metal frame bleachers appear in good condition.
- c. Press box appears in good condition.

(2) Playground(s)

- a. The playground equipment appears in good condition
- b. The concrete pad (for basketball) appears in good condition
- c. The fencing around the playground appears in good condition
- d. No hazards were noted in the play area
- e. A program for weekly inspection of the playground site should be in place
- f. Maintain the manufacturer's recommended depth of surface material (pea gravel)

(3) Sidewalks

- a. The concrete sidewalks appear in good condition – no heaving or break-ups that would be a tripping hazard.
- b. We recommend that each year you replace portions of sidewalks that are deteriorating in order to stay ahead of any problem areas.

(4) Courtyard – Behind high school principal's office

- a. There are approximately six trees/shrubs that have been cut down. The tree stumps are sticking up (about 12 to 18 inches). These tree stubs should be removed or 'ground down.'

General Interior of the School Buildings:

The school buildings have a controlled entry system (buzz-in with camera ID).

The school buildings have multiple surveillance cameras and recording equipment.

The fire alarm system is inspected twice a year and is connected to the local fire department.

All fire extinguishers are inspected annually by a qualified person and monthly operational checks are performed by in-house personnel (tags are initialed and dated).

All exit lights appear to be in working condition.

Emergency lights appear to be in working condition and should be tested monthly (fire code).

The classrooms are well-organized. Seating arrangements allow for all students to exit easily.

Fire routes and the route to the tornado shelter(s) are posted in the classrooms and offices.

There were no electrical cords on the classroom floors or in the offices that would be considered a tripping hazard.

The exits and hallways were not blocked or obstructed.

Art classroom – The kiln is in a separate room and properly vented (fire code).

Gym and Weight Room -- OK

Band/Vocal Music room – OK. Materials and instruments were stored in shelves or around the perimeter.

Family and Consumer Science – OK.

In the high school Science classroom, there is an eye-wash station, fire extinguisher, fire blanket, and first aid kit. There is an easily located gas shut-off valve. The electrical outlets are properly grounded. The corrosive acids are stored in an approved lockable composite material cabinet and identified with proper signage. Flammable chemicals are stored in a lockable metal cabinet and identified with proper signage.

In the Woods/Metals work area, the power tools are properly grounded, the electrical cords are not frayed, and the manufacturer's guards are in place. The ventilation system above the welders is in working condition. There is a fire extinguisher and eye-wash station. There are no 'home-made' power tools being used by students/staff.

Mechanical/Storage/Kitchen:

The boiler system has been inspected and the current inspection certificate is posted in the boiler room. The boiler system has an emergency shut-off. There is a fire extinguisher in the boiler room.

There is easy access to the main water shut-off valve and the main electrical shut-off panels.

The storage rooms are well organized. Try to add more 'shelving' whenever possible to keep things off the floor. Items on the floor become tripping hazards.

The kitchen is a large, well-organized area. There is an approved hood system and hood extinguishing system that is inspected annually. I did not see any standing water or tripping hazards. The food storage area is well-organized.

Recommendations:

1. Your district has achieved 'Qualified' status for cyber security renewal. Good job!!
2. If your district still utilizes the MSDS sheets, you should consider the 'Safety Data Sheets' program, where these previous MSDS documents can be housed online. It is FREE to all ALICAP members. If interested, call Megan Boldt at 1-800-422-4572.
3. Good job with the "SafeSchools" online safety training videos. We recommend including "Slips, Trips, and Falls" and "Lifting: Back and Shoulder Injuries" to your rotation of safety trainings for the entire staff. We also recommend the new training videos on cyber security.
4. We recommend that all coaches and extra-duty sponsors know where the main water shut-off valve is located. If they detect a water leak, they will know how to stop it and save a lot of damage from happening.
5. In the high school courtyard (behind the high school principal's office), there are approximately six tree stumps that should be removed or 'ground down.'
6. The playground has pea gravel under the playground equipment. Maintain the manufacturer's recommended depth of surface material under your playground equipment.

7. We recommend that each year you replace deteriorating concrete sidewalks – stay ahead of any problems. (The northwest corner of the high school building still needs some work.)
8. We recommend that you add shelving to your storage areas whenever possible to keep things off the floor. Items on the floor become tripping hazards.

Reminders:

- (1) ALICAP’s website/portal/platform has your district’s Coverage Memo, Auto ID Cards, SafeSchools Training Status, Claims counts/dollars all in one site.
- (2) ALICAP is providing a Work Comp Claims Nurse’s Line. If any employee gets hurt at work, he or she (along with their supervisor) can call the nurse’s line for assistance. The phone number is 1-855-364-9865.
- (3) Homeland Security offers FREE cyber screening, vulnerability assessments, and penetration testing for schools. If you are interested, you can contact Nic Brand at nicholas.brand@cisa.dhs.gov.

Phone Numbers:

Megan Boldt	402-422-4572 (office)	402-450-1487 (cell)
Sherri Shonka	877-649-4612 (office)	402-630-2460 (cell)
Maurice Anderson		402-955-9903 (cell)
Jay Martin (Dept. of Ed.)	402-471-2295 (office)	402-471-2944 (cell)

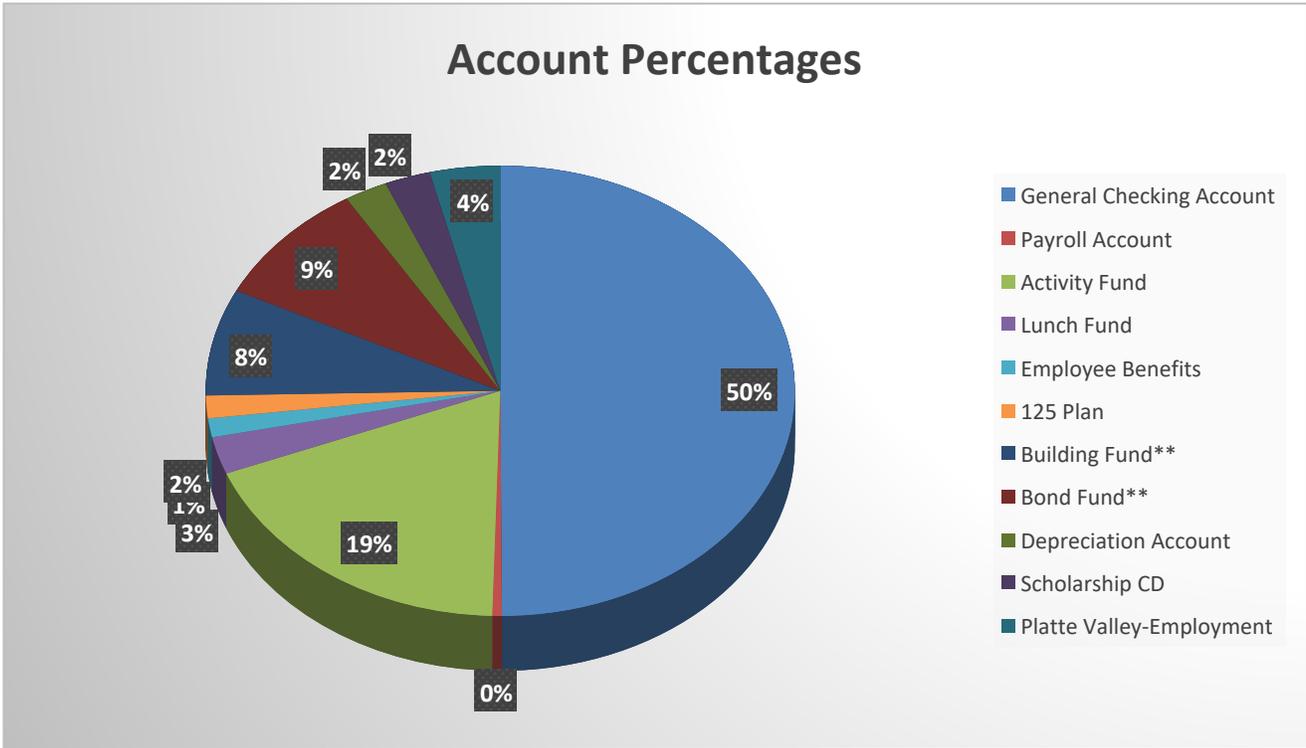
Because it is solely your responsibility to make safety and health inspections and take whatever actions may be necessary to prevent losses, enforce safety procedures, detect and eliminate hazardous conditions and comply with any federal, state or local law, annual NDE Rule 10 review or any other rule or regulation concerning safety or health, we must advise you that by conduction of surveys and issuing recommendation or reports, ALICAP does not undertake to render services or assume a duty to you or for your benefit or to any third person or for that person’s benefit. ALICAP’s surveys, recommendations and reports are made solely for the purpose of aiding us in reducing our losses and are not intended to detect or point out all the hazardous conditions on your property or in your operations. There may be hazardous conditions on your property or in your operations which have not been either detected or pointed out to you. You must not rely solely on ALICAP’s surveys, recommendations or reports to discover any hazardous conditions as it is your responsibility to do so.

Extra-Duty Assignments for 2024-2025		
Full Year Activities		
Annual	Head	Jessica Klassen
Band	Director	Becca Smith - long term sub
Cheerleading	Sponsor	Tressa White
Class of 2025 and Graduation	Sponsor	Linde Rafferty
Class of 2025 and Graduation	Sponsor	Justin Rafferty
Class of 2025 and Graduation	Sponsor	Zach Nesbitt
Class of 2026 and Prom Sponsors	Sponsor	Jessica Klassen
Class of 2026 and Prom Sponsors	Sponsor	Jim Roberts
Class of 2026 and Prom Sponsors	Sponsor	Mykayla Torres
Class of 2027	Sponsor	Elliot Reish
Class of 2027	Sponsor	Breanna Smith
Class of 2027	Sponsor	Stephanie Barker
Class of 2028	Sponsor	Randy McKibbin
Class of 2028	Sponsor	Kimberly Ferguson
Class of 2028	Sponsor	Bobbie Stuart
Class of 2029	Sponsor	Sharon Schluterbusch
Class of 2029	Sponsor	Colton Ehler
Class of 2029	Sponsor	Brandon Stuart
Class of 2030	Sponsor	Steven Posey
Class of 2030	Sponsor	Tressa White
Class of 2030	Sponsor	Gina Doughty
Educators Rising Sponsor	Head	Mykayla Torres
Elementary Home Work Club	Shared	Cheryl Ferrero
Elementary Home Work Club	Shared	Michelle Martinez
Elementary Home Work Club	Shared	Brittany Binder
Elementary Home Work Club	Shared	Amanda Anderson
Elementary Leader in Me/Student Council	Sponsor	Cheryl Ferrero
Elementary Leader in Me/Student Council	Sponsor	Lacee James
eSports	Sponsor	Jeff Erdman
FFA Advisor	Advisor	Justin Rafferty
Newspaper	Sponsor	Stephanie Barker
High Ability Learner (HAL) Coordinator	Coordinator	Lacee James
Home Work Club - High School	Sponsor	
Honor Society Advisor	Advisor	Sharon Schluterbusch
HOSA (Health Occupations Students of America)	Sponsor	Zach Nesbitt
School Improvement Coordinator	Coordinator	Cheryl Ferrero
Secondary LEAD Team (Jr./Sr. High)	Shared Sponsor	Sharon Schluterbusch
Secondary LEAD Team (Jr./Sr. High)	Shared Sponsor	Linde Rafferty
SkillsUSA Sponsor	Sponsor	
Student Council (Elementary)	Shared Sponsor	Lacee James
Student Council (Elementary)	Shared Sponsor	
Student Council (Jr./Sr. High)	Head Sponsor	Linde Rafferty
Student Council (Jr./Sr. High)	Assistant Sponsor	Justin Rafferty
Quiz Bowl	Sponsor	Linde Rafferty
Vocal	Director	Kelley Rice
Webpage Coordinator	Coordinator	Sharon Schluterbush
Weights(Zero Hour??)	Lead	Colton Ehler

Fall Activities			
Cross Country	Head Coach	Candace Ehler	
Cross Country	Assistant Coach	Alex Araujo	
Football	Head Coach	Brandon Stuart	
Football	Assistant Coach	Colton Ehler	
Football	Assistant Coach	Karter Winter	
Girls Golf	Coach	Jim Roberts	
Jr. High Football	Head Coach	Mike Simons	
Jr. High Football	Assistant Coach	Elliot Reish	
Jr. High Volleyball	Head Coach	Julie Cochran	
Jr. High Volleyball	Assistant Coach	Justine Jobman	
One Act Plays	Director	Jenny Posey	
Softball	Head Coach	Steven Posey	
Softball	Assistant Coach	Tressa White	
Volleyball	Head Coach	Shayley Wamboldt	
Volleyball	Assistant Coach	Jessica Nesbitt	
Winter Activities			
Boys Basketball	Head Coach	Mike Simons	
Boys Basketball	Assistant Coach	Steven Posey	
Girls Basketball	Head Coach	Colton Ehler	
Girls Basketball	Assistant Coach	Grace Dobrinski	
Jr. High Boys Basketball	Head Coach	Brandon Stuart	
Jr. High Boys Basketball	Assistant Coach	Karter Winter	
Jr. High Girls Basketball	Head Coach	Julie Cochran	
Jr. High Girls Basketball	Assistant Coach	Karter Winter	
Jr. High Wrestling	Head Coach	Randy McKibbin	
Jr. High Wrestling	Assistant Coach	Elliot Reish	
Jr. High Girls Wrestling	Head Coach	Randy McKibbin	
Jr. High Girls Wrestling	Assistant Coach		
Speech	Head Coach	Amanda Anderson	
Wrestling - Boys	Head Coach	Cory Barker	
Wrestling - Boys	Assistant Coach	Garrett Schukei	
Wrestling - Girls	Head Coach	Randy McKibbin	
Wrestling - Girls	Coaches Assistant	Kadee Armstrong	
Spring Activities			
Boys Golf	Coach	Jim Roberts	
Destination Imagination - Secondary	Sponsor	Jeff Erdman	
Destination Imagination - Coordinator	Sponsor	Madi Simons	
Jr. High Boys Track	Head Coach	Brandon Stuart	
Jr. High Boys Track	Assistant Coach	Mike Simons	
Jr. High Girls Track	Head Coach	Colton Ehler	
Jr. High Girls Track	Assistant Coach	Grace Dobrinski	
Track - Boys	Head Coach	Mike Simons	
Track - Boys	Assistant Coach	Terri Stuart	
Track - Girls	Head Coach	Brandon Stuart	
Track - Girls	Assistant Coach	Zach Nesbitt	

BAYARD PUBLIC SCHOOL
 TREASURER REPORT
 BANK STATEMENT BALANCES as of September 2024

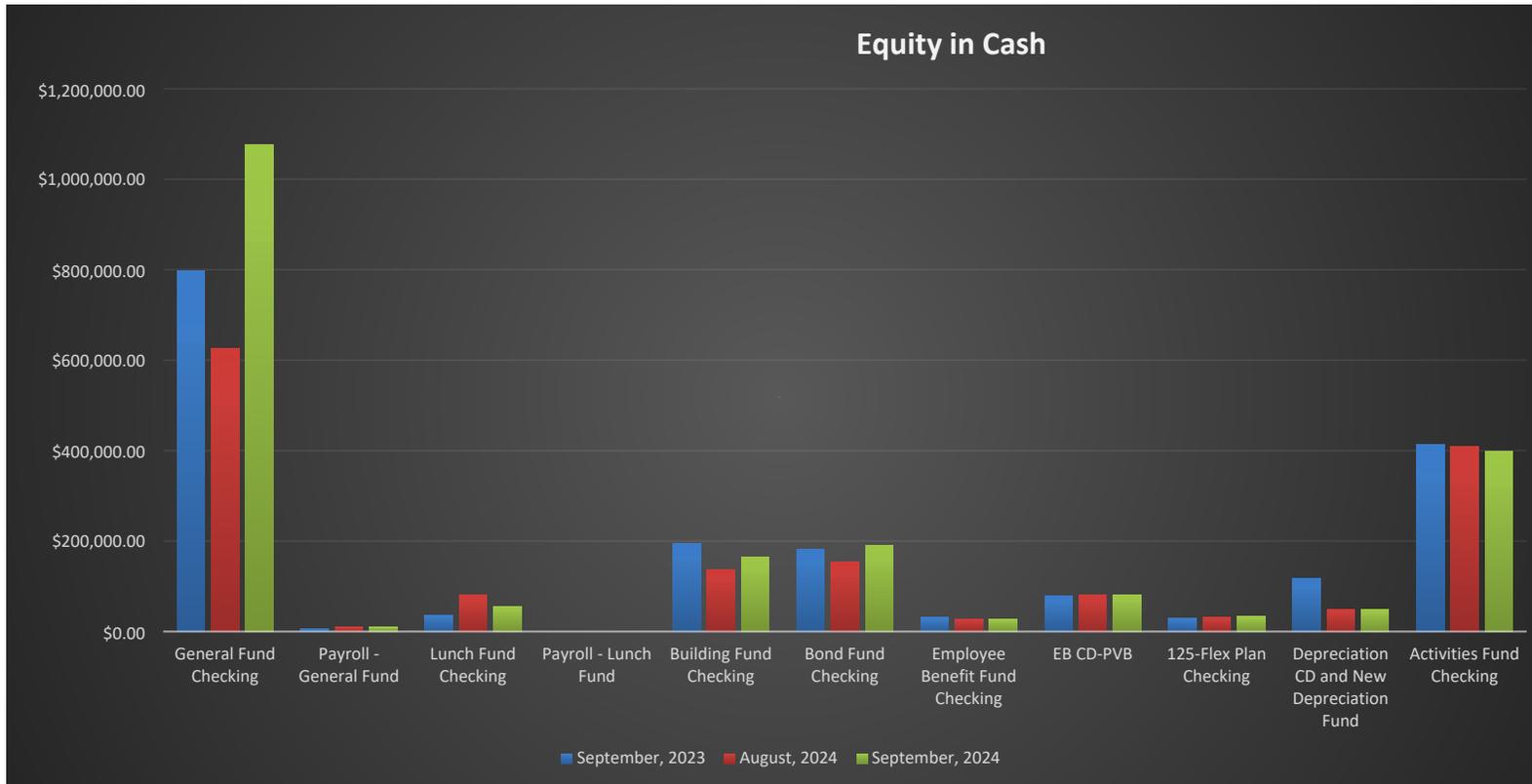
General Checking Account	\$	1,078,350.39	
Payroll Account	\$	11,324.85	
Activity Fund	\$	401,390.97	
Lunch Fund	\$	57,738.79	
Employee Benefits	\$	29,223.32	
125 Plan	\$	35,190.86	
Building Fund**	\$	165,705.28	
Bond Fund**	\$	192,839.57	
Depreciation Account	\$	51,207.76	
Scholarship CD	\$	54,215.10	
Platte Valley-Employment	\$	83,307.24	
	\$		2,160,494.13



Bayard Public Schools

Equity in Cash September 30, 2024

Fund	Fund #	September, 2023 PRIOR YEAR BALANCE	August, 2024 PRIOR MONTH BALANCE	September, 2024 REVENUES	September, 2024 EXPENSES	September, 2024 ENDING BALANCE
General Fund Checking	01-101	\$798,056.08	628,048.23	995,335.49	(545,033.33)	\$1,078,350.39
Payroll - General Fund	01-104	\$7,789.14	\$ 11,335.95	402,003.74	(402,014.84)	\$ 11,324.85
Lunch Fund Checking	02-101	\$38,752.70	82,567.82	849.04	(25,678.07)	\$57,738.79
Payroll - Lunch Fund	02-104	\$0.00	0.00	9,840.58	(9,840.58)	\$0.00
Building Fund Checking	03-101	\$197,181.14	139,270.69	26,434.59	0.00	\$165,705.28
Bond Fund Checking	04-101	\$182,852.01	156,051.40	36,788.17	0.00	\$192,839.57
Employee Benefit Fund Checking	05-101	\$33,488.13	29,168.19	55.13	0.00	\$29,223.32
EB CD-PVB	05-106-1000	\$80,856.60	83,307.24	0.00	0.00	\$83,307.24
125-Flex Plan Checking	05-107	\$31,241.12	33,093.77	4,981.01	(2,883.92)	\$35,190.86
Depreciation CD and New Depreciation Fund	06-101	\$120,058.74	51,146.97	60.79	0.00	\$51,207.76
Activities Fund Checking	07-101	\$414,357.08	411,734.82	25,240.61	(35,584.46)	\$401,390.97
Scholarship CD	07-114	\$55,964.41	58,465.10	0.00	(4,250.00)	\$54,215.10
TOTAL		\$1,960,597.15	\$ 1,684,190.18	\$ 1,501,589.15	\$ (1,025,285.20)	\$2,160,494.13



Fund: 01 GENERAL FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 1100	Local Property Tax	0.00	753,521.40	753,521.40	0.00	(753,521.40)
01 1115	Carline Tax	0.00	1,751.21	1,751.21	0.00	(1,751.21)
01 1125	Motor Vehicle Tax	0.00	16,903.82	16,903.82	0.00	(16,903.82)
01 1370	Preschool Tuition & Fees	0.00	2,280.00	2,280.00	0.00	(2,280.00)
01 1510	Interest - Checking	0.00	1,032.45	1,032.45	0.00	(1,032.45)
01 1990	Other Local Receipts	0.00	2,582.28	2,582.28	0.00	(2,582.28)
	Subtotal: LOCAL RECIEPTS	0.00	778,071.16	778,071.16	0.00	(778,071.16)
01 2110	County Fines & License	0.00	2,415.61	2,415.61	0.00	(2,415.61)
	Subtotal: COUNTY AND ESU RECEIPTS	0.00	2,415.61	2,415.61	0.00	(2,415.61)
01 3110	State Aid	0.00	142,378.00	142,378.00	0.00	(142,378.00)
01 3512	Distant Education Incentive Payment	0.00	9,494.50	9,494.50	0.00	(9,494.50)
	Subtotal: STATE RECEIPTS	0.00	151,872.50	151,872.50	0.00	(151,872.50)
	Fund Total:	0.00	932,359.27	932,359.27	0.00	(932,359.27)

Fund: 02 Lunch Fund

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
02 1510	Interest-Lunch Fund	0.00	82.61	82.61	0.00	(82.61)
02 1611	Sale of Lunches/Meals	0.00	383.00	383.00	0.00	(383.00)
02 1990	Other Local Receipts	0.00	159.95	159.95	0.00	(159.95)
	Subtotal: LOCAL RECIEPTS	0.00	625.56	625.56	0.00	(625.56)
	Fund Total:	0.00	625.56	625.56	0.00	(625.56)

Fund: 03 Building Fund

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
03 1100	Local Property Taxes	0.00	26,189.48	26,189.48	0.00	(26,189.48)
03 1115	Carline Taxes	0.00	60.86	60.86	0.00	(60.86)
03 1510 0901	Interest-Cking	0.00	184.25	184.25	0.00	(184.25)
Subtotal: LOCAL RECIEPTS		0.00	26,434.59	26,434.59	0.00	(26,434.59)
Fund Total:		0.00	26,434.59	26,434.59	0.00	(26,434.59)

Fund: 04 Bond Fund

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
04 1100	Local Property Tax	0.00	36,500.72	36,500.72	0.00	(36,500.72)
04 1115	Carline Tax	0.00	75.90	75.90	0.00	(75.90)
04 1510 0901	Interest - Checking	0.00	211.55	211.55	0.00	(211.55)
	Subtotal: LOCAL RECIEPTS	0.00	36,788.17	36,788.17	0.00	(36,788.17)
	Fund Total:	0.00	36,788.17	36,788.17	0.00	(36,788.17)

Fund: 06 Depreciation

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
06 1510 0903	Interest - Depreciation Fund	0.00	60.79	60.79	0.00	(60.79)
	Subtotal: LOCAL RECIEPTS	0.00	60.79	60.79	0.00	(60.79)
	Fund Total:	0.00	60.79	60.79	0.00	(60.79)

Fund: 07 Student Activity

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
07 1510 0110	INTEREST	0.00	491.95	491.95	0.00	(491.95)
07 1710 0102	ACTIVITIES GATE REVENUE	0.00	5,451.01	5,451.01	0.00	(5,451.01)
07 1710 0117	BEA Revenue	0.00	280.00	280.00	0.00	(280.00)
07 1710 0122	Elementary Fund Revenue	0.00	20.00	20.00	0.00	(20.00)
07 1740 0126	Industrial Arts- Fees	0.00	290.00	290.00	0.00	(290.00)
07 1740 0133	Secondary Fees	0.00	5.00	5.00	0.00	(5.00)
07 1741 0102	ACTIVITIES REVENUE	0.00	400.00	400.00	0.00	(400.00)
07 1790 0102	Other Activity Income (fundraising/sports hosting)	0.00	1,476.25	1,476.25	0.00	(1,476.25)
07 1790 0103	STUCCO-Other Activity Income (fundraising/sports hosting)	0.00	450.00	450.00	0.00	(450.00)
07 1790 0112	Annual-Other Activity Income (fundraising/sports hosting)	0.00	346.00	346.00	0.00	(346.00)
07 1790 0114	Other Activity Income (fundraising/sports hosting)	0.00	1,154.50	1,154.50	0.00	(1,154.50)
07 1790 0122	Elem Fund-Other Activity Income (fundraising/sports hosting)	0.00	740.00	740.00	0.00	(740.00)
07 1790 0124	FFA- Other Activity Income (fundraising/sports hosting)	0.00	1,980.00	1,980.00	0.00	(1,980.00)
07 1790 0132	Cheer Other Activity Income (fundraising/sports hosting)	0.00	369.00	369.00	0.00	(369.00)
07 1790 0135	Choir-Other Activity Income (fundraising/sports hosting)	0.00	1,795.00	1,795.00	0.00	(1,795.00)
07 1790 0138	TigerCare- Other Activity Income (fundraising/sports hosting)	0.00	401.00	401.00	0.00	(401.00)
07 1790 0142	Athletic Golf Tourn-Other Activity Income (fundraising/sports hosting)	0.00	15.00	15.00	0.00	(15.00)
07 1790 0152	Educators Rising Star-Other Activity Income (fundraising/sports hosting)	0.00	765.00	765.00	0.00	(765.00)
07 1790 0153	Softball- Other Activity Income (fundraising/sports hosting)	0.00	1,031.30	1,031.30	0.00	(1,031.30)
07 1790 0157	TIGER PRIDE Other Activity Income (fundraising/sports hosting)	0.00	365.00	365.00	0.00	(365.00)
07 1790 0226	Class 2026- Other Activity Income (fundraising/sports hosting)	0.00	799.00	799.00	0.00	(799.00)
07 1790 0228	Class 2028 Other Activity Income (fundraising/sports hosting)	0.00	2,110.10	2,110.10	0.00	(2,110.10)
07 1920 0138	TigerCare- CONTRIBUTIONS & DONATIONS	0.00	25.00	25.00	0.00	(25.00)
Subtotal: LOCAL RECIEPTS		0.00	20,760.11	20,760.11	0.00	(20,760.11)
Fund Total:		0.00	20,760.11	20,760.11	0.00	(20,760.11)

Revenue Summary Report

Processing Month: 09/2024

User ID: BJS

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	0.00	1,017,028.49	1,017,028.49	0.00	(1,017,028.49)

Detail Check Register

Checking Account: 7		Student Activity				
<u>Check Number</u>	<u>Check Type</u>	<u>Check Date</u>	<u>Vendor</u>	<u>Account Name</u>	<u>Check Total</u>	
1831	Check	09/04/2024	AHLERS	Ahlers Baking Inc.	47.97	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
081705	09/04/2024	25-000017	hospitality girls golf	07 2900 610 102 000 0	47.97	
1832	Check	09/04/2024	ALSMARKET	AL'S MARKET	24.90	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
6664	09/04/2024	25-000005	hospitality	07 2900 610 102 000 0	24.90	
1833	Check	09/04/2024	SYNCB	Amazon Capital Services	210.95	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
1339-ycqq-dqpn	08/23/2024	24-001314	medical nose bleed stoppers	07 2900 610 102 000 0	39.99	
1339-ycqq-dqpn#2	08/23/2024	24-001314	medical nose bleed stoppers	07 2900 610 102 000 0	39.99	
1hnk-pc7k-dcwq	08/19/2024	24-001299	bug spray	07 2900 610 102 000 0	64.99	
1kmm-tk4q-jkhj	08/23/2024	24-001321	XL Vest - Black	07 2900 610 135 000 0	32.99	
1kmm-tk4q-jkhj	08/23/2024	24-001321	XXL Vest - Black	07 2900 610 135 000 0	32.99	
1834	Check	09/04/2024	BAYATRAN	BAYARD TRANSCRIPT	25.00	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
03958	09/04/2024		subscription	07 2900 810 124 000 0	25.00	
1835	Check	09/04/2024	BRISCH	BRIDGEPORT PUBLIC SCHOOLS	80.00	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240904	09/04/2024	25-000020	XC entry fee	07 2900 810 102 000 0	80.00	
1836	Check	09/04/2024	BRUSH	BRUSH HIGH SCHOOL	350.00	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240904	09/04/2024	25-000013	softball entry fee	07 2900 810 102 000 0	350.00	
1837	Check	09/04/2024	CASHDIST	CASH-WA DISTRIBUTING	2,028.90	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
14320180	08/26/2024		inventory	07 2900 610 118 000 0	2,028.90	
1838	Check	09/04/2024	CHADRON	Chadron High School	50.00	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240904	09/04/2024	25-000019	girls golf entry fee	07 2900 810 102 000 0	50.00	
V*20240904	09/18/2024	25-000019	girls golf entry fee	07 2900 810 102 000 0	(50.00)	
1839	Check	09/04/2024	PROJEKT3D	DONALD DAVIS	500.00	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240904	09/04/2024	25-000012	DJ	07 2900 610 103 000 0	500.00	
1840	Check	09/04/2024	EAKES	EAKES OFFICE SOLUTIONS	62.04	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
8990100-0	08/19/2024	24-001302	hand soap	07 2900 610 102 000 0	62.04	
1841	Check	09/04/2024	FNBOCARD	FNBO CARD	642.74	

Detail Check Register

Checking Account: 7

Student Activity

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
20240904-0010	09/04/2024		hospitality	07 2900 610 102 000 0	74.55
20240904-0010	09/04/2024		prizes	07 2900 610 142 000 0	103.75
20240904-0010	09/04/2024		prizes	07 2900 610 142 000 0	105.46
20240904-0010	09/04/2024		nfhslern	07 2900 810 102 000 0	60.00
20240904-0011	09/04/2024	24-001258	Coaching shirts for this year	07 2900 610 153 000 0	169.72
20240904-0013	09/04/2024	24-001327	softball line up cards	07 2900 610 102 000 0	22.89
20240904-0014	09/04/2024	25-000007	hospitality	07 2900 610 102 000 0	106.37
Check Number: 1842 Check Type: Check Check Date: 09/04/2024 Vendor: FNBOCARD FNBO CARD Check Total: 1,190.89					
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
20240904-0020	09/04/2024		softball fuel	07 2900 580 111 000 0	82.47
20240904-0020	09/04/2024		softball fuel	07 2900 580 111 000 0	53.00
20240904-0020	09/04/2024		softball fuel	07 2900 580 111 000 0	70.04
20240904-0020	09/04/2024		softball fuel	07 2900 580 111 000 0	67.44
20240904-0020	09/04/2024		softball meals	07 2900 610 153 000 0	99.72
20240904-0020	09/04/2024		softball meals	07 2900 610 153 000 0	159.68
20240904-0020	09/04/2024		softball meals	07 2900 610 153 000 0	190.00
20240904-0020	09/04/2024		softball meals	07 2900 610 153 000 0	90.67
20240904-0020	09/04/2024		gamechanger	07 2900 810 102 000 0	254.54
20240904-0023	09/04/2024	24-001304	Softball Team Banner	07 2900 610 153 000 0	123.33
Check Number: 1843 Check Type: Check Check Date: 09/04/2024 Vendor: FNBOCARD FNBO CARD Check Total: 4,441.32					
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
20240904-0026	09/04/2024		nat ffa flights	07 2900 580 124 000 0	4,271.10
20240904-0027	09/04/2024	24-001290	Helmet decals	07 2900 610 125 000 0	170.22
Check Number: 1844 Check Type: Check Check Date: 09/04/2024 Vendor: GERHS GERING PUBLIC SCHOOL Check Total: 100.00					
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
20240904	09/04/2024	25-000004	XC Fees	07 2900 810 102 000 0	100.00
Check Number: 1845 Check Type: Check Check Date: 09/04/2024 Vendor: MEN MENARDS Check Total: 68.07					
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
08803	08/16/2024	24-001298	football field supplies	07 2900 610 102 000 0	14.45
09217	08/23/2024	24-001328	bug spray	07 2900 610 102 000 0	53.62
Check Number: 1846 Check Type: Check Check Date: 09/04/2024 Vendor: MITCHELL Mitchell Public Schools Check Total: 60.00					
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
20240904	09/04/2024	25-000021	girls golf entry fee	07 2900 810 102 000 0	60.00
Check Number: 1847 Check Type: Check Check Date: 09/04/2024 Vendor: PEPSI Pepsi-Cola of Western NE Check Total: 2,102.35					
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
5100145955	08/23/2024		inventory	07 2900 610 118 000 0	1,476.95
5100145956	08/23/2024		soda	07 2900 610 122 000 0	93.80

Detail Check Register

Checking Account: 7		Student Activity				
5100145957	08/23/2024		soda	07 2900 610 133 000 0	80.40	
5100146510	08/30/2024		inventory	07 2900 610 118 000 0	451.20	
Check Number: 1848	Check Type: Check	Check Date: 09/04/2024	Vendor: ROCALU	ROCKET ALUMNI SOLUTIONS INC	Check Total:	2,500.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
137399	09/04/2024		digital wall of fame	07 2900 610 149 000 0	2,500.00	
Check Number: 1849	Check Type: Check	Check Date: 09/12/2024	Vendor: ALSMARKET	AL'S MARKET	Check Total:	151.75
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
0487	09/09/2024	25-000025	Drinks for Labor Auction	07 2900 610 124 000 0	137.83	
6724	09/09/2024	25-000029	volleyball hospitality	07 2900 610 102 000 0	13.92	
Check Number: 1850	Check Type: Check	Check Date: 09/12/2024	Vendor: AULTTIM	Tim Ault	Check Total:	162.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240912	09/12/2024	25-000064	JH VB officials fees	07 2900 352 102 000 0	130.00	
20240912	09/12/2024	25-000064	mileage split	07 2900 352 102 000 0	12.00	
20240912	09/12/2024	25-000064	extra sets	07 2900 352 102 000 0	20.00	
Check Number: 1851	Check Type: Check	Check Date: 09/12/2024	Vendor: AVILAJEFF	JEFF AVILA	Check Total:	186.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240912-0001	09/12/2024	25-000060	SB officials fees	07 2900 352 102 000 0	140.00	
20240912-0001	09/12/2024	25-000060	mileage	07 2900 352 102 000 0	46.00	
Check Number: 1852	Check Type: Check	Check Date: 09/12/2024	Vendor: AVILAJEFF	JEFF AVILA	Check Total:	140.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240912	09/12/2024	25-000061	SB officials fees	07 2900 352 102 000 0	140.00	
V*20240912	10/03/2024	25-000061	SB officials fees	07 2900 352 102 000 0	(140.00)	
Check Number: 1853	Check Type: Check	Check Date: 09/12/2024	Vendor: AVILAJEFF	JEFF AVILA	Check Total:	210.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240912-0003	09/12/2024	25-000055	SB Officials Fees	07 2900 352 102 000 0	210.00	
Check Number: 1854	Check Type: Check	Check Date: 09/12/2024	Vendor: TIGERPAWS	Bayard Tiger Paws	Check Total:	132.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240909	09/09/2024		booster club concessions (in/out)	07 2900 610 102 000 0	60.00	
20240909	09/09/2024		hospitality	07 2900 610 102 000 0	72.00	
Check Number: 1855	Check Type: Check	Check Date: 09/12/2024	Vendor: BIESREAG	REAGAN BIESECKER	Check Total:	180.50
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240912	09/12/2024	25-000067	JV officials fees	07 2900 352 102 000 0	70.00	
20240912	09/12/2024	25-000067	V officials fees	07 2900 352 102 000 0	75.00	
20240912	09/12/2024	25-000067	mileage split	07 2900 352 102 000 0	35.50	
Check Number: 1856	Check Type: Check	Check Date: 09/12/2024	Vendor: BIESREAG	REAGAN BIESECKER	Check Total:	230.50
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	

Detail Check Register

Checking Account:		Student Activity				
20240912-0001	09/12/2024	25-000065	JH VB officials	07 2900 352 102 000 0	195.00	
20240912-0001	09/12/2024	25-000065	mileage	07 2900 352 102 000 0	35.50	
Check Number: 1857	Check Type: Check	Check Date: 09/12/2024	Vendor: CHADSTCOLL	CHADRON STATE COLLEGE	Check Total:	3,600.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
fall24	09/09/2024		fall24reish STUCCO	07 2900 610 103 000 0	300.00	
fall24	09/09/2024		fall24 norman ffa scholarship	07 2900 610 124 000 0	300.00	
fall24	09/09/2024		fall24bruns claver	07 2900 610 128 000 0	500.00	
fall24	09/09/2024		fall 24 hassel thompson memorial	07 2900 610 128 000 0	250.00	
fall24	09/09/2024		fall24reish thompson memorial	07 2900 610 128 000 0	1,000.00	
fall24	09/09/2024		fall24 hassel tri state scholarship	07 2900 610 305 000 0	250.00	
fall24	09/09/2024		fall24bruns pankowski	07 2900 610 308 000 0	500.00	
fall24	09/09/2024		fall24reish pankowski	07 2900 610 308 000 0	500.00	
Check Number: 1858	Check Type: Check	Check Date: 09/12/2024	Vendor: COSTUN	COLORADO STATE UNIVERSITY	Check Total:	850.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
fall24araujo-lovato	09/11/2024		fall24araujo ffa scholarship	07 2900 610 124 000 0	300.00	
fall24araujo-lovato	09/11/2024		fall24araujo thompson scholarship	07 2900 610 128 000 0	250.00	
fall24araujo-lovato	09/11/2024		fall 24 araujo eirich scholarship	07 2900 610 307 000 0	300.00	
Check Number: 1859	Check Type: Check	Check Date: 09/12/2024	Vendor: DIST12AG	DISTRICT 12 AG TEACHERS	Check Total:	250.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240909	09/09/2024	25-000026	District FFA fees	07 2900 810 124 000 0	250.00	
Check Number: 1860	Check Type: Check	Check Date: 09/12/2024	Vendor: GARSPO	GARRETSON'S SPORT CENTER	Check Total:	1,875.39
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
15835	09/09/2024		helmet reconditioning	07 2900 352 102 000 0	1,875.39	
Check Number: 1861	Check Type: Check	Check Date: 09/12/2024	Vendor: GEARCHR	CHRISTOPHER GEARY	Check Total:	140.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240912-0001	09/12/2024	25-000058	SB officials Fees	07 2900 352 102 000 0	140.00	
Check Number: 1862	Check Type: Check	Check Date: 09/12/2024	Vendor: GEARCHR	CHRISTOPHER GEARY	Check Total:	140.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240912	09/12/2024	25-000059	SB officials fees	07 2900 352 102 000 0	140.00	
Check Number: 1863	Check Type: Check	Check Date: 09/12/2024	Vendor: GERHS	GERING PUBLIC SCHOOL	Check Total:	50.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240912	09/12/2024	25-000049	girls golf fees	07 2900 810 102 000 0	50.00	
Check Number: 1864	Check Type: Check	Check Date: 09/12/2024	Vendor: GOMASH	ASHLEY GOMPERT	Check Total:	142.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240912	09/12/2024	25-000071	JH VB officials fees	07 2900 352 102 000 0	130.00	
20240912	09/12/2024	25-000071	mileage split	07 2900 352 102 000 0	12.00	

Detail Check Register

Checking Account: 7

Student Activity

Check Number:	Check Type:	Check Date:	Vendor:	ASHLEY GOMPERT	Check Total:
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
1865	Check	09/12/2024	GOMASH		250.50
20240912-0001	09/12/2024	25-000066	JH VB officials fees	07 2900 352 102 000 0	195.00
20240912-0001	09/12/2024	25-000066	mileage split	07 2900 352 102 000 0	35.50
20240912-0001	09/12/2024	25-000066	Extra sets from previous game added	07 2900 352 102 000 0	20.00
1866	Check	09/12/2024	GREENETROY	TROY GREENE	180.50
20240912	09/12/2024	25-000068	JV officials fees	07 2900 352 102 000 0	70.00
20240912	09/12/2024	25-000068	V officials fees	07 2900 352 102 000 0	75.00
20240912	09/12/2024	25-000068	Mileage split	07 2900 352 102 000 0	35.50
V*20240912	09/26/2024	25-000068	JV officials fees	07 2900 352 102 000 0	(70.00)
V*20240912	09/26/2024	25-000068	V officials fees	07 2900 352 102 000 0	(75.00)
V*20240912	09/26/2024	25-000068	Mileage split	07 2900 352 102 000 0	(35.50)
1867	Check	09/12/2024	KANSTATEUN	KANSAS STATE UNIVERSITY	500.00
schmaltzfall24	09/09/2024		schmaltz fall 24 pankowski scholarship	07 2900 610 308 000 0	500.00
1868	Check	09/12/2024	KIMBALL	Kimball Public Schools	80.00
20240909	09/09/2024	25-000030	XC Entry Fee	07 2900 810 102 000 0	80.00
1869	Check	09/12/2024	KUHTRE	TRENT KUHN	150.00
20240912	09/12/2024	25-000076	VB FB officials fees	07 2900 352 102 000 0	150.00
1870	Check	09/12/2024	MENGTOD	TODD MENGJENI	162.00
20240912	09/12/2024	25-000070	JH VB officials fees	07 2900 352 102 000 0	130.00
20240912	09/12/2024	25-000070	mileage split	07 2900 352 102 000 0	12.00
20240912	09/12/2024	25-000070	extra sets previous game	07 2900 352 102 000 0	20.00
1871	Check	09/12/2024	MITCHSTACY	STACY MITCHELL	162.00
20240912	09/12/2024	25-000063	JH VB Officials fees	07 2900 352 102 000 0	130.00
20240912	09/12/2024	25-000063	mileage split	07 2900 352 102 000 0	12.00
20240912	09/12/2024	25-000063	extra sets	07 2900 352 102 000 0	20.00
1872	Check	09/12/2024	MITWAY	WAYNE MITCHELL	142.00
20240912	09/12/2024	25-000069	JH VB officials fees	07 2900 352 102 000 0	130.00
20240912	09/12/2024	25-000069	mileage split	07 2900 352 102 000 0	12.00
1873	Check	09/12/2024	MORBRY	BRYAN MORGAN	150.00

Detail Check Register

Checking Account: 7		Student Activity				
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240912	09/12/2024	25-000074	V FB officials fees	07 2900 352 102 000 0	150.00	
Check Number: 1874	Check Type: Check	Check Date: 09/12/2024	Vendor: NEFFAASSOC	NEBRASKA FFA ASSOCIATION	Check Total:	25.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
State Fair 7 12	09/09/2024	25-000027	State Fair fee	07 2900 810 124 000 0	25.00	
Check Number: 1875	Check Type: Check	Check Date: 09/12/2024	Vendor: NORTHROCK	NORTH OF THE ROCK DESIGNS	Check Total:	345.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
296	09/11/2024	24-001384	T-shirt for JH warm up	07 2900 610 102 000 0	345.00	
Check Number: 1876	Check Type: Check	Check Date: 09/12/2024	Vendor: SHERTIM	TIM SHERLOCK	Check Total:	206.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240912	09/12/2024	25-000073	officials fees	07 2900 352 102 000 0	150.00	
20240912	09/12/2024	25-000073	mileage	07 2900 352 102 000 0	56.00	
Check Number: 1877	Check Type: Check	Check Date: 09/12/2024	Vendor: SHETYL	TYLER SHERLOCK	Check Total:	150.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240912	09/12/2024	25-000077	V FB officials fees	07 2900 352 102 000 0	150.00	
Check Number: 1878	Check Type: Check	Check Date: 09/12/2024	Vendor: SHULTASH	ASHLEY SHULTZ	Check Total:	142.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240912	09/12/2024	25-000072	JH VB officials fees	07 2900 352 102 000 0	130.00	
20240912	09/12/2024	25-000072	mileage split	07 2900 352 102 000 0	12.00	
Check Number: 1879	Check Type: Check	Check Date: 09/12/2024	Vendor: STACKROB	ROB STACK	Check Total:	230.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240912	09/12/2024	25-000062	SB officials fees	07 2900 352 102 000 0	140.00	
20240912	09/12/2024	25-000062	mileage	07 2900 352 102 000 0	90.00	
Check Number: 1880	Check Type: Check	Check Date: 09/12/2024	Vendor: STACKROB	ROB STACK	Check Total:	300.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240912-0002	09/12/2024	25-000056	SB officials fees	07 2900 352 102 000 0	210.00	
20240912-0002	09/12/2024	25-000056	mileage	07 2900 352 102 000 0	90.00	
Check Number: 1881	Check Type: Check	Check Date: 09/12/2024	Vendor: STEMIK	MIKE STEVENS	Check Total:	150.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240912	09/12/2024	25-000075	V FB officials fees	07 2900 352 102 000 0	150.00	
Check Number: 1882	Check Type: Check	Check Date: 09/16/2024	Vendor: ALLPUSC	ALLIANCE PUBLIC SCHOOLS	Check Total:	55.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240916	09/16/2024	25-000085	XC entry fees	07 2900 810 102 000 0	55.00	
Check Number: 1883	Check Type: Check	Check Date: 09/16/2024	Vendor: BAYBOOSTER	BAYARD BOOSTER CLUB	Check Total:	830.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20240916	09/16/2024		concessions	07 2900 610 102 000 0	830.00	

Detail Check Register

Checking Account: 7

Student Activity

Check Number:	Check Type:	Check Date:	Vendor:		Check Total:
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
1884	Check	09/16/2024	BRISCH	BRIDGEPORT PUBLIC SCHOOLS	60.00
20240916-0001	09/16/2024	25-000086	girls golf fees	07 2900 810 102 000 0	60.00
1885	Check	09/16/2024	FLOBAS	FLOWER BASKET	165.00
j68903	09/16/2024	25-000011	homecoming bouquets	07 2900 610 103 000 0	165.00
1886	Check	09/16/2024	KRAUSTODD	TODD KRAUS	75.00
20240916	09/16/2024	25-000090	JV FB officials fees vs Gordon 9/17/24	07 2900 352 102 000 0	75.00
1887	Check	09/16/2024	LEASPE	SPENCER LEASE	75.00
20240916	09/16/2024	25-000091	JV FB officials fees vs Gordon 9/17/24	07 2900 352 102 000 0	75.00
1888	Check	09/16/2024	LOGOZ	Logoz	696.00
17858	09/16/2024	25-000023	school store inventory	07 2900 610 157 000 0	696.00
1889	Check	09/16/2024	MCNABBALEC	ALEC MCNABB	125.00
20240916	09/16/2024	25-000088	JV FB officials fees	07 2900 352 102 000 0	75.00
20240916	09/16/2024	25-000088	1 time fee	07 2900 352 102 000 0	50.00
1890	Check	09/16/2024	NORTHROCK	NORTH OF THE ROCK DESIGNS	1,030.00
297	09/16/2024	24-001393	school store inventory	07 2900 610 157 000 0	1,030.00
1891	Check	09/16/2024	ORIENTALTR	Oriental Trading Company, Inc.	112.00
73265347901	09/16/2024	25-000014	cheer suplies	07 2900 610 132 000 0	112.00
1892	Check	09/16/2024	RICENATE	NATE RICE	125.00
20240916	09/16/2024	25-000089	JV FB officials fees	07 2900 352 102 000 0	75.00
20240916	09/16/2024	25-000089	1 time fee	07 2900 352 102 000 0	50.00
1893	Check	09/16/2024	STACKROB	ROB STACK	0.00
20240913	09/13/2024	25-000062	SB officials fees	07 2900 352 102 000 0	0.00
20240913	09/13/2024	25-000062	mileage	07 2900 352 102 000 0	0.00
V*20240913	09/18/2024	25-000062	SB officials fees	07 2900 352 102 000 0	0.00
V*20240913	09/18/2024	25-000062	mileage	07 2900 352 102 000 0	0.00

Detail Check Register

Checking Account: 7		Student Activity					
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
20240923	09/23/2024	25-000121	JH FB officials fee for Morrill game 9/2	07 2900 352 102 000 0	75.00		
Check Number: 1903	Check Type: Check	Check Date: 09/23/2024	Vendor: SCHLUTBRYA	BRYAN SCHLUTERBUSH	Check Total:		92.00
20240923	09/23/2024	25-000120	JH FB officials fee for Morrill game 9/2	07 2900 352 102 000 0	75.00		
20240923	09/23/2024	25-000120	mileage	07 2900 352 102 000 0	17.00		
Check Number: 1904	Check Type: Check	Check Date: 09/23/2024	Vendor: STACKROB	ROB STACK	Check Total:		230.00
20240918	09/18/2024		ref	07 2900 352 102 000 0	140.00		
20240918	09/18/2024		mileage	07 2900 352 102 000 0	90.00		
Check Number: 1905	Check Type: Check	Check Date: 09/23/2024	Vendor: WHITRES	Tressa White	Check Total:		53.20
20240918	09/18/2024	25-000022	Supplies walmart	07 2900 610 132 000 0	40.13		
20240918	09/18/2024	25-000022	Supplies-hobby	07 2900 610 132 000 0	13.07		
Check Number: 1906	Check Type: Check	Check Date: 09/26/2024	Vendor: TIGERPAWS	Bayard Tiger Paws	Check Total:		152.79
20240926	09/26/2024		hospitality	07 2900 610 102 000 0	21.99		
20240926	09/26/2024		concession inventory	07 2900 610 153 000 0	130.80		
Check Number: 1907	Check Type: Check	Check Date: 09/26/2024	Vendor: KRAUSTODD	TODD KRAUS	Check Total:		167.00
20240926	09/26/2024	25-000132	JH FB vs Hemingford 9/26/24, 2 games	07 2900 352 102 000 0	150.00		
20240926	09/26/2024	25-000132	mileage	07 2900 352 102 000 0	17.00		
Check Number: 1908	Check Type: Check	Check Date: 09/26/2024	Vendor: MCNABBALEC	ALEC MCNABB	Check Total:		150.00
20240926	09/26/2024	25-000134	JH FB vs Hemingford 9/26/24, 2 games	07 2900 352 102 000 0	150.00		
Check Number: 1909	Check Type: Check	Check Date: 09/26/2024	Vendor: RICENATE	NATE RICE	Check Total:		150.00
20240926	09/26/2024	25-000133	JH FB vs Hemingford 9/26/24, 2 games	07 2900 352 102 000 0	150.00		
Check Number: 1910	Check Type: Check	Check Date: 09/26/2024	Vendor: SCHWKOD	KODY SCHWAGER	Check Total:		150.00
20240926	09/26/2024	25-000135	JH FB vs Hemingford 9/26/24, 2 games	07 2900 352 102 000 0	150.00		
Check Number: 1911	Check Type: Check	Check Date: 09/26/2024	Vendor: SHULTASH	ASHLEY SHULTZ	Check Total:		180.50
20240926	09/26/2024	25-000136	JV fee	07 2900 352 102 000 0	70.00		
20240926	09/26/2024	25-000136	V fee	07 2900 352 102 000 0	75.00		
20240926	09/26/2024	25-000136	mileage split	07 2900 352 102 000 0	35.50		
Check Number: 1912	Check Type: Check	Check Date: 09/26/2024	Vendor: SPNRD	Southplatte NRD	Check Total:		117.00

Detail Check Register

Checking Account: 7

Student Activity

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
20240926	09/26/2024	25-000131	Contest fee for landjudging	07 2900 810 124 000 0	117.00

*Denotes Expensed Invoice Item

Checking Account ID: 7

Total without Voids: 35,213.96

Rodney Olson

Vacation Leave 20 days (160 hours) no more the 25 days	Dates	Hours
	7/5/2024	4
	7/12/2024	8
	7/19/2024	8
	9/20/2024	8

28 Total used

Sick Leave 10 days (80 hours) no more then 60 days	Dates	Hours
	8/1/2024	8
	9/2/2024	8 Sick Bank
	9/25/2024	1.5

17.5 Total used

Superintendent Report 10/14/24

- 1) Our hoist in the Ag. Shop didn't pass inspection and is currently shut down. We have wear parts such as the cables, pullies, bearings, etc. that need to be replaced. In addition to this at least one of the anchor bolts spins and is unable to be torqued to specks. At present we are attempting to secure a vocational grant that may pay up to \$3,500 for the cost of repairs quote of \$5,516. In the event that we are unable to secure this grant we have reached out to the Career & Technical Ed. (CTE) personnel at NDE. The CTE folks have given us a verbal acknowledgement that, should we not be awarded the \$3,500 grant, we can explain our situation in the CTE spring grant application and may be able to divert funds that will still meet NDE and Carl Perkins requirements. In short there is a very good chance that a comparable amount could be awarded for Vocational Ag. supply items that we normally pay for with general fund dollars.
- 2) We took the tire balancer to Aurora, NE because we were getting inaccurate readings. The last time it was serviced we were charged approximately \$1,200 for the service call plus parts and labor. This was about six years ago. Cost for parts and labor this time is under \$200 and we saved on what would have been an \$1,800 service call by transporting the balancer.
- 3) The Aulick project is moving right along. The interior is framed and the kids will be working on plumbing and wiring shortly.
- 4) We are having some nice transitions for some of our students as we utilize the Valts program and now Job Corps. Our first student transitioning to the Pine Ridge Job Corps left for the program on Oct. 8.
- 5) Our auditors were going through our budget review today and we also had our Alicap safety visit and tour of the campus.
- 6) The elementary lawn is looking rough but we will be moving soil this spring to level the ground directly south of the elementary and filling in the grassy area of the playground. We plan on doing this inhouse and reseeding the lawn.
- 7) The Bayard Education Association will want to approach the Budget Committee sometime in the not too distant future concerning negotiations for the classified staff.

Program Report to Board of Education

October 10, 2022

HAL Program

Nebraska, Rule 3 Definition

“Learner with High Ability means a student who gives evidence of high-performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully.”

PK-12 HAL Philosophy

Bayard Public Schools recognizes that each student is a unique individual and is committed to providing a program to meet these needs.

Number of Students

Bayard Elementary: 47 Identified (35 in 21-22) (29 in 20-21)

Bayard Secondary: 61 Identified (69 in 21-22) (77 in 20-21)

Current Activities and Initiatives

- Second
 - Currently meeting one day a week. We started the year off with an introduction of how to use computers, Googleclassroom, and navigate Tinkercad. This will allow them to build their computer skills that will be utilized as they process through this class. Then we used these growth mindsets to progress through the introductory lessons to 3D design. Second grade will design 3D Christmas Ornaments and participate in the end of the year project. These projects will then be entered into the Morrill County Fair individually.
- Third Grade
 - Currently meeting one day a week. We are working on learning about computer technology through Project STEM. This will segway into multiple complex activities. Such as students practicing coding concepts on paper first then on their devices. We will then revisit 3D designing to build on the skills we learned last year. We will then participate in the end of the year project. Our projects will then individually be entered into the Morrill County Fair. In between projects we will make new brain connections through constructive exploration in different STEAM related centers.
- Fourth
 - All 4th grade students are participating in STEAM class, utilizing our STEAM Lab and its content. We started the year off with an introduction of how to use computers, Googleclassroom, and navigate Tinkercad. This allowed them to build their computer skills that will be utilized as they process through class. Then we used these growth mindsets to progress through the introductory lessons to 3D design. Fourth grade will design 3D Christmas Ornaments and participate in the end of the year project. These projects will then be entered into the Morrill County Fair individually.
- Fifth
 - All 5th grade students are participating in STEAM class, utilizing our STEAM Lab and its contents. We started the year off with the introduction to our Project STEM computer technology curriculum. We will then start a project to build on our skills in 3D designing and writing. These students will design story dice and print them. We have partnered with our reading/writing teachers. Students will then use the dice to write a short story. We will then move into our christmas project where we will learn about and grow crystal ornaments. They will participate in the end of the year project. Their projects will be individually entered into the Morrill County Fair.

- Sixth
 - All 6th grade students are participating in STEAM class, utilizing our STEAM Lab and its contents. Sixth graders have continued their technology learning through our Project STEM curriculum. They picked up where they ended last year as fifth graders. We will then start a project to build on our skills in 3D designing and writing. These students will design story dice and print them. We have partnered with our reading/writing teachers. Students will then use the dice to write a short story. We will then move into our Christmas Project. Students will design using our Coreldraw program. They will then print their Christmas Ornament using the laser printer. We will then move into our end of the year project. Their projects will be individually entered into the Morrill County Fair.
- Junior High
 - Meeting one day a week. Students will be learning how to use machines for projects. They are pushing their limits of creativity with complex projects. They will further their learning with our newly purchased VR Goggles, photo editing program, and hydroponics system.
- High School
 - Meeting one afternoon a week. Students have stated their areas of interest and are building a learning plan based on it. This section will be primarily student-driven based on their areas of interest.

Planned or Ongoing Training

- Utilizing the Amazon Project Steam for computer technology curriculum in grades 3, 5, and 6.
- Purchased a new photo editing program with our Coreldraw renewal.
- Purchased new STEAM items that will expand students' thinking in tangible ways. Such as the Soma Puzzle.
- Mrs. James is looking for opportunities for personal development.
- Would like to host a STEAM Family Night Event. Would like to apply for a grant to do so.

Identified Opportunities to Improve

Mrs. James are looking for opportunities to take students on field trips (virtual and/or in-person).

In trying to grow the program, identifying student interests and finding ways to best meet individualized learning opportunities are going to be the major goals for this school year.

Program Report to Board of Education
Special Education
October 8, 2022

Neb. Rev. Stat. 79-1127 declares, "The board of education of every school district shall provide or contract for special education programs and transportation for all resident children with disabilities who would benefit from such programs."

All providers of special education services shall be under the general supervision of the Nebraska Department of Education for the purpose of meeting federal law (IDEA). School districts and approved cooperatives shall ensure that all children with verified disabilities, from birth through the school year in which the child reaches age twenty-one, including children who have been suspended or expelled from school, have available to them a free appropriate public education (FAPE), which includes special education and related services to meet their unique needs. School districts and approved cooperatives responsibility to ensure the availability of FAPE includes ensuring the availability of FAPE for resident children in detention facilities, correctional facilities, jails, and prisons.

Number of Students by Verification

Autism - 3
Emotional Disturbance - 4
Hearing Impairment - 1
Intellectual Disability - 4
Multiple Impairments - 1
Other Health Impairment - 1
Specific Learning Disability - 31
Speech Language Impairment - 10
Developmental Delay - 8

Number of Students by Grade

Birth-2 years old - 0
ECSE 3-4 years old - 6
Bayard Elementary - 34
Bayard Secondary - 28

Students Receiving Services

Speech Services - 34
Occupational Therapy Services - 14
Physical Therapy Services - 10
Meridian - 1
Panhandle Beginnings - 2

Current Activities and Initiatives

- IEP's have been uploaded into Infinite Campus to provide teachers access to the entire IEP. This will help them teach special education students in the general education classroom by providing them with differentiated instruction and accommodations.
- Least Restrictive Environment (LRE) in special education begins with the idea that students with disabilities should be integrated, to the maximum extent possible, with students without disabilities. IEP teams are working hard to ensure our special education students are challenged and taught in the Least Restrictive Environment while ensuring academic success.
- Special education teachers have been challenged to write standards based IEP goals this year to help ensure all students are being taught grade level content.

State Reporting

- SPEDFRS, final financial reporting for special education, was completed by Bobbie Stuart with the assistance of Dr. Radford and will be submitted by October 31, 2022.
- The IDEA grant was completed by Bobbie Stuart and Dr. Radford and will be submitted by October 31, 2022.
- Dr. Radford is working to ensure ADVISER reporting from Infinite Campus and the Student Records System (SRS) are accurate and uploaded by October 15, 2022.
- Indicator 11 and 12 on the ILCD report was submitted September 30, 2022.
- Dr. Radford is working with NDE to identify grant funds allocated to Bayard Public Schools, ensure the money is spent the way it was intended, and provide NDE with documentation of expenditures.

Planned or Ongoing Training

- ESU will be providing two of the case managers with IEP Transition Goal training. Students 14 years and older must have a transition plan included in their IEP to help them plan for their future.
- ESU is providing inclusive practices support to our preschool teachers to help them best meet their students' needs.
- Dr. Radford has attended SPEDFRS training with NDE. She also attends monthly statewide zoom meetings to stay informed on deadlines, laws, and other training opportunities provided.
- Dr. Radford has also connected with a mentor provided by the Nebraska Association of Special Education Supervisors.
- The special education teachers are being provided with IEP writing training from the ESU.

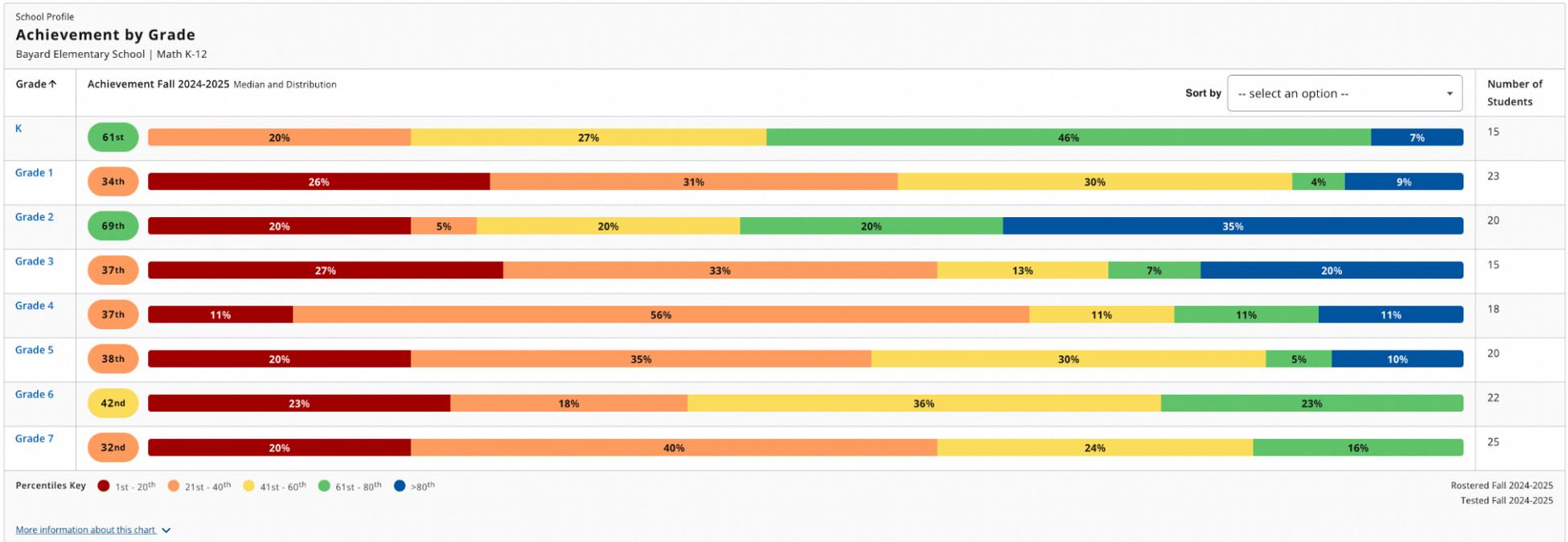
Identified Opportunities to Improve

- Bayard Public Schools has a number of students with disabilities who need an alternative learning curriculum. While Meridian provides excellent programming, it is the goal to keep them in our schools and educate them in an environment with their peers.

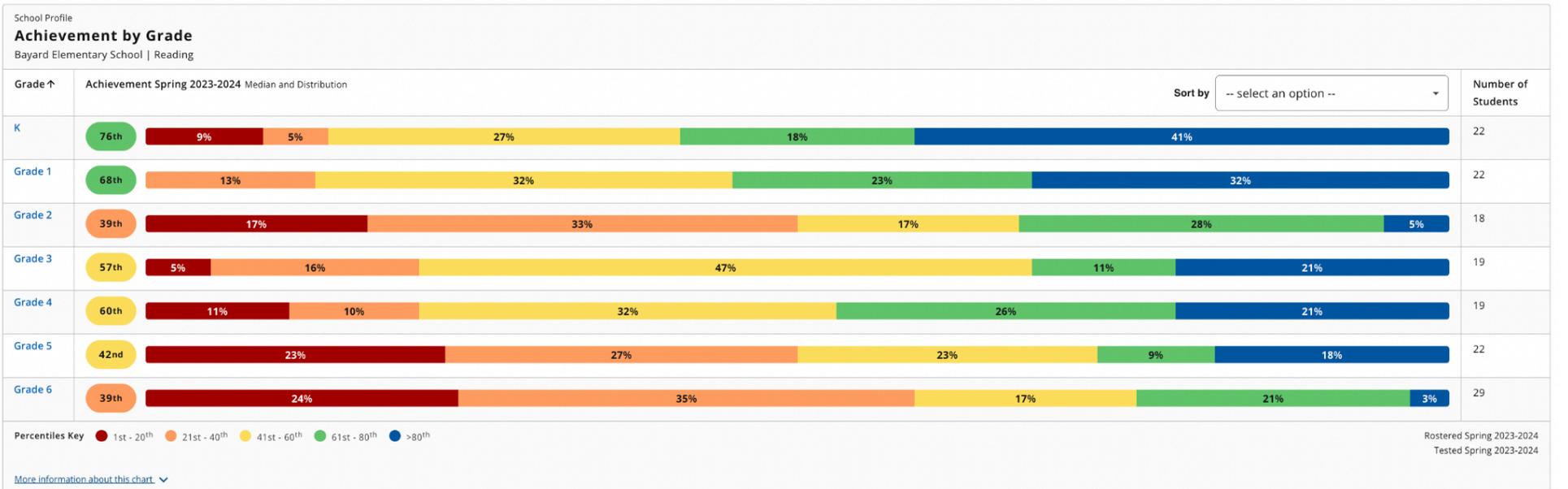
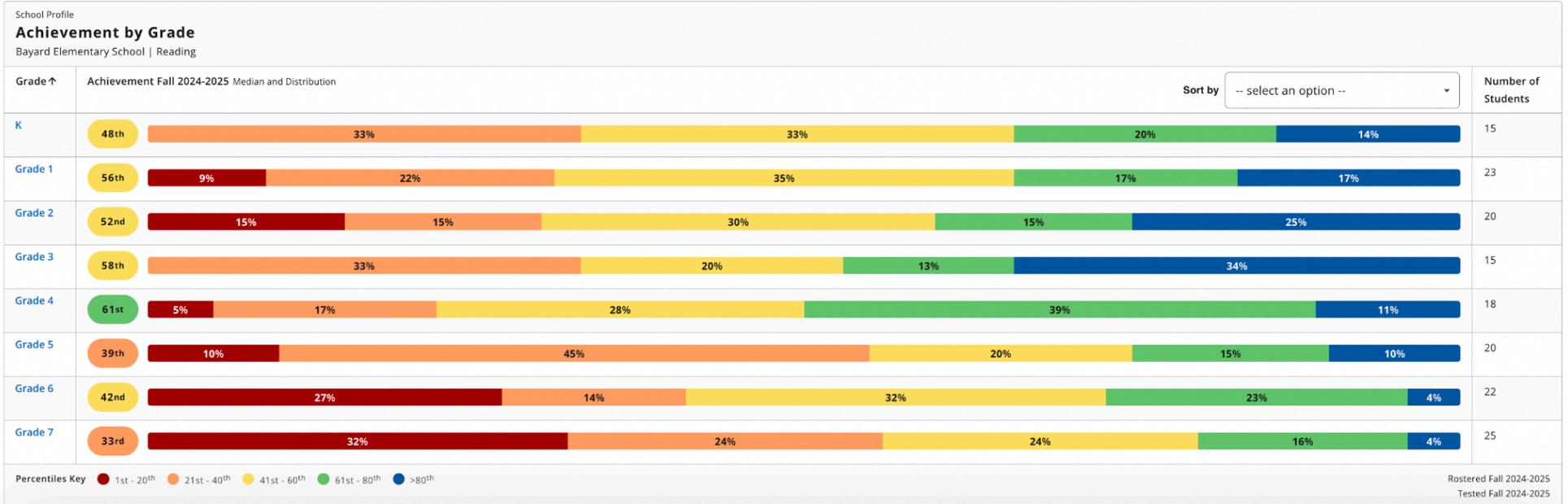
We are working with ESU to develop a strong alternative learning/life skills program for these students.

- We are working hard this year to be in compliance with initial evaluation, triennial evaluation, and IEP timelines. Our goal is 100% compliance.
- We are also working on improving our IEP writing including writing comprehensive Present Levels of Academic and Functional Performance, identifying assistive technology accommodations, meeting student needs, and writing standards based goals.
- Special education is also focusing on improving their teaching strategies including writing quality lesson plans, being intentional with students, and supporting students in being successful in the general education classroom with grade level content.

Math- Fall to Spring 23-24



Reading- Fall to Spring 23-24



**POLICY NO. 4103 - FULL TIME FISCAL YEAR NON-CERTIFIED (CLASSIFIED)
PERSONNEL, VACATION LEAVE**

A full time fiscal year classified employee (herein, an "Employee") shall receive paid vacation leave in the manner set forth herein. Employees who have worked less than 12 years of continuous service with the District shall receive up to 12 days of paid vacation leave per year, subject to a maximum accrual limit of 12 days of paid vacation leave. An Employee who has worked as a full time fiscal year classified employee with the District for over 12 consecutive years shall receive up to the number of paid vacation leave days during the year equal to the number of years of service that Employee has worked for the District as a full time fiscal year classified employee, subject to a maximum accrual limit equal to the Employee's years of service to the District as a full time fiscal year classified employee (e.g. an Employee with 14 years of continuous service to the District may accrue up to 14 days of paid vacation leave during his or her 14th year, subject to the maximum accrual limit of 14 days). An Employee may carry over his or her paid vacation leave time from year to year, but in no event may the Employee accrue more than the maximum accrual limits set forth above. An Employee will accrue his or her vacation leave time in the manner set forth above on June 1 of each year, provided that an Employee must be employed as a full time fiscal year employee for six months before being entitled to accrue paid vacation leave. Notwithstanding anything herein to the contrary, a new Employee shall accrue paid vacation leave at a rate of one day per month during the time period between the date Employee has worked six months as a full time fiscal year employee and the immediately following June 1 (at which time the Employee will accrue paid vacation leave as set forth above).

Adopted: 8-17-76

Reviewed: 5-10-10, 12-13-21

Revised: 11-11-13

POLICY NO. 4104 - PROFESSIONAL GROWTH

Every six years permanent certificated employees shall give evidence of professional growth. Six semester hours of college credit shall be accepted as evidence of professional growth or, in the alternative, such other activities as are approved by the Bayard Board of Education.

Each six year period beginning September 1, 1982, six semester hours must be earned related to the staff members major teaching assignment. These may come from college classes, workshops, correspondence courses, travel, literary contributions, student teacher supervision, work experience, educational committee work, adult education, adult education or college instruction or state conventions. No more than four semester hours may be credited from any of the above sources. However, all six semester hours may be earned by taking college courses.

College Classes

College courses taken will be at the graduate level and relate closely to the staff members major assignment, an additional endorsement, or towards an advanced degree. Advanced degree courses will only count if the staff member is enrolled in an approved graduate program.

Each semester hour of college credit must be supported by at least fifteen (15) hours of instructional time (classroom hours).

1 semester credit	15 hours of class
2 semester credit	30 hours of class
3 semester credit	45 hours of class
4 semester credit	60 hours of class
5 semester credit	75 hours of class
6 semester credit	90 hours of class

The above restrictions will apply to all college courses taken after September 1, 1982.

Workshops

Workshops taken for college credit must adhere to the same guidelines as regular college courses. Workshops without college credit will award one hour of credit for each fifteen hours of attendance.

Correspondence Courses

Correspondence courses taken for college credit must adhere to the same guidelines as regular college courses.

Travel

Travel with specific educational itinerary. This should have direct application to classroom activity and planned as educational travel. Education travel is valued at one semester hour per trip with a minimum of two weeks being spent. Trips requiring less time may earn credit at a prorated level in direct proportion to the amount of time spent. Special consideration shall be given for foreign travel. Maximum hours of credit from this source will be two.

Approval for credit should be requested prior to the trip. A written itinerary may be requested prior to the trip and a written report may be required at the completion of the trip.

Literary Contributions

Literary contributions of a professional nature which are published in any professional magazine may be considered for credit in fulfillment of the professional growth requirement. No credit will be allowed unless there is evidence of professional quality research and writing. Maximum hours of credit from this source will be two.

Student Teacher Supervision

Student teaching supervisors will receive one semester hour of credit for each student teacher. Credit for part-time supervision of a student teacher will be prorated according to the amount of time spent in supervising the student teacher. Maximum hours of credit from this source will be two.

Work Experience

Work experience may be credited to meet part of the professional growth requirement. Only experience which has a significant relationship to the educational field in which the individual is teaching will be considered. The key is to be found in the word “professional.” The work experience which will meet the demands of professional growth will fall into one or more of the three following categories:

1. The work will provide increased competence in the field which the teacher teaches or contemplates teaching, over and above the increase which might accrue from a repetition of experience.
2. The work will provide increased knowledge of subject matter over and above that increase which might accrue from continued or repeated teaching of a subject.
3. The work will prepare the individual for a new or different educational position from the one which he/she now holds.

Maximum hours of credit from this source will be two.

Educational Committee Work

Fulfilling a work assignment on a Bayard School Education Committee will allow a staff member to acquire one hour of credit for each fifteen hours of committee work carried out. The maximum credit earned from this source will be two. Committees which do not require fifteen hours will be granted credit on a prorated basis.

Adult Education

Any work taken in Adult Education should be relative to the teaching profession of the teacher. A maximum of two hours may be earned from this source.

15 hours	1 hour credit
22 hours	1 ½ hours credit
30 hours or more	2 hours credit

Adult Education or College Instruction

Adult education or college courses taught by staff members shall carry one hour of credit with a maximum of two hours earned in this manner. The course(s) must relate closely to the staff members assignment.

State Conventions

Attendance at a state convention may be credited to meet part of the professional growth requirement. One hour of credit may be given for attendance at a state convention which has at least fifteen hours of meetings. A copy of the agenda and request for credit must be presented to the superintendent prior to the convention. A maximum of two hours credit may be earned in this manner. No credit may be earned if college credit can be earned for attending the convention. A maximum of two hours credit may be earned in this manner. No credit may be earned if college credit can be earned for attending the convention. The guidelines for college courses would then be followed.

Successful Teaching Experience

A maximum of two hours may be earned by completing six years of successful teaching or administrative experience in the Bayard District.

Personnel who do not meet the professional growth requirements by the end of the sixth year (September 1) will not advance further on the salary schedule until the work is completed and the individual could have their contract terminated because they could not show evidence of professional growth as required by state statutes (79-12,113,1982). Not fulfilling the professional growth requirement is legal just cause for contract termination. A teacher who has not completed the requirements by September 1, ending the six year period, must wait one year for advancement on the salary schedule even though the work is completed at sometime during the year following the end of the six year period. The next six year period starts on September 1st, following completion of the requirements. The six year period for probationary teachers will begin on September 1, of their first year of employment within the district.

For further clarification it should be stated that no more than six semester hours earned in any six year period will be allowed to count toward the fulfillment of the professional growth requirement. There will be no credit carry-over of hours earned in any stated six year period into the next six year period.

Only hours earned in college courses will be allowed for movement across the salary schedule. Other hours earned will count for meeting the professional growth requirement but will not advance a teacher on the salary schedule.

Each staff member will be sent notices annually indicating work completed and work required for completion of the professional growth requirements, according to the records in the Superintendent's office. Staff members who have not completed requirements by the time of re-election in April of the sixth year of their employment under this policy will be given a contract for the same step as they are currently contracted for on the salary schedule. They will move up to the next step of the salary schedule if the requirement is completed and approved prior to September 1, of that year. Transcripts or proof of professional growth received after September 1, shall not be honored until the following contract year.

Each teacher is responsible for providing the Superintendent with proof of their professional growth. The Superintendent will be responsible for determining what will be allowed or acceptable for professional growth and will maintain a record of professional growth for each staff member and will make a report annually to the Board of Education.

Adopted: 9-13-82

Reviewed: 5-10-10, 12-13-21

POLICY NO. 4105 - REPORTING CHILD ABUSE OR NEGLECT

It is mandatory that every employee of Bayard Public Schools report child abuse and neglect as set forth in this policy.

A. Child Abuse or Neglect Defined

As used herein, "child abuse or neglect" means knowingly, intentionally, or negligently causing or permitting a minor child to be:

1. Placed in a situation that endangers his or her life or physical or mental health;
2. Cruelly confined or cruelly punished;
3. Deprived of necessary food, clothing, shelter, or care;
4. Left unattended in a motor vehicle if such minor child is six years of age or younger;
5. Sexually abused; or
6. Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

The foregoing definition shall apply regardless of whether the perpetrator or perpetrators are student(s), school employee(s), the child's parent(s), or any other person.

B. Reporting

1. **Mandatory Employee Reporting to Law Enforcement:** If any school employee has reasonable cause to believe that a child has been subjected to child abuse or neglect or observes such child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect, then the employee shall immediately report such incident to the Bayard Police Department, the Morrill County Sheriff's Department, the Nebraska State Patrol, or the Nebraska Department of Health and Human Services.
2. **Substance of Report:** A report to a proper law enforcement agency or the Department of Health and Human Services may be made orally by telephone with the caller giving his or her name and address and shall be followed by a written report, and to the extent

available shall contain the address and age of the abused or neglected child, the address of the person or persons having custody of the abused or neglected child, the nature and extent of the child abuse or neglect or the conditions and circumstances which would reasonably result in such child abuse or neglect, any evidence of previous child abuse or neglect including the nature and extent, and any other information which in the opinion of the reporter may be helpful in establishing the cause of such child abuse or neglect and the identity of the perpetrator or perpetrators.

- 3. Reporting to Principal:** After an employee makes an oral report as set forth above, the employee shall immediately notify a principal of the report. The employee shall then, within 24 hours, draft a written report as required above and provide the written report to a principal. The principal shall include in the report any additional information known by the principal and submit the form to the proper law enforcement agency or the Department of Health and Human Services. The principal shall also provide a copy of the report to the Superintendent of Schools. If there is no principal available within 24 hours, then the employee shall provide his or her report directly to the proper law enforcement agency or the Department of Health and Human Services and provide a copy of the report to the Superintendent.
- 4. Uncertainty.** *Any uncertainty as to whether reasonable cause exists shall be resolved in favor of making a report to the proper law enforcement agency or the Department of Health and Human Services.* An employee is not obligated to “prove” that child abuse or neglect has occurred or could occur. Having reasonable cause to believe could include having information as minor as an allegation. Employees should not take it upon themselves to investigate the case or contact the family of the child. Law enforcement and the Department of Health and Human Services are responsible for investigating.
- 5. Record Keeping.** All employees shall keep written records of information obtained and reports made pursuant hereto.
- 6. No Retaliation.** No employee shall be retaliated against for making a report hereunder.
- 7. Immunity.** Any employee making a report under this policy is immune from civil or criminal liability, except for in the case of making maliciously false statements.

Legal Reference: Neb. Rev. Stat. 28-710 *et seq.*

Adopted: 8-11-86

Reviewed: 5-10-10, 12-13-21

Revised: 1-9-12; 11-11-13

POLICY NO. 4106 - SAFETY INSTRUCTION

All head coaches will conduct a safety lecture in regards to potential dangers that might be incurred by participating in that particular sport. All coaches will instruct participants in their sports in the correct fundamentals of the sport and will not teach fundamentals that have been determined as illegal or unsafe.

All other faculty members who supervise activities or classroom activities where a student could sustain an injury from the activity will also conduct a class on the dangers and the safety precautions to be used during the activity or classroom sessions.

Adopted: 8-10-87

Reviewed: 5-10-10, 12-13-21

POLICY NO. 4107 RESTRAINT AND SECLUSION

Restraint and seclusion (as further described in this policy) are behavioral and/or safety interventions and shall only be used in accordance with this policy.

1. General Guidelines

- A. Restraint and/or seclusion should not be used as a first method of safety intervention, except in emergency situations. When used as a safety intervention, other de-escalation efforts such as voice commands should be used prior to using restraint or seclusion.
- B. Restraint and/or seclusion shall never be used as a form of discipline or for retaliation or convenience.
- C. Restraint or seclusion should only be used when and to the extent reasonably necessary to maintain order or prevent a student from causing physical harm to himself or herself or others.
- D. School personnel shall continuously monitor a student's status during periods of restraint or seclusion.
- E. This policy does not apply to physical interventions which a student's health care provider has indicated are medically necessary for the treatment or protection of the student.
- F. Nothing in this policy shall prevent a staff member from using restraint and seclusion as provided for in a student's IEP, 504 plan, or behavior intervention plan.
- G. If a student develops a pattern of behavior which requires or is anticipated to require a recurring pattern of restraint and/or seclusion, the school should conduct a functional behavioral assessment or call a meeting of the student's IEP team to develop or revise a plan to reduce or eliminate the need for restraint or seclusion.
- H. Nothing in this policy shall allow a staff member to use restraint or seclusion which is unreasonable in duration and/or intensity considering the circumstances and school administration shall at all times maintain the authority to discipline a staff member if

the administration deems unreasonable the staff member's use of restraint or seclusion.

2. **Restraint**

A. Physical Restraint. Physical restraint means the use of physical force to restrict significantly the student's movement. The following circumstances are examples when physical restraint is appropriate:

- i. To obtain possession of weapons or other dangerous objects.
- ii. To prevent or break up a fight.
- iii. As self-defense or in defense of others.
- iv. To escort a student from one area to another in the interest of safety or to maintain order.
- v. To calm or comfort a student.
- vi. To prevent self-injurious behavior.
- vii. As reasonably necessary to prevent imminent, severe destruction to school or another person's property.

B. Mechanical Restraint.

- i. Mechanical restraint means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove. Mechanical restraint includes the tying down, taping, or strapping down of a student.

- ii. Mechanical restraints do not include adaptive or protective devices used as recommended by the student's health care provider or safety equipment used as intended by the general population (e.g. seatbelts).
- iii. Mechanical restraints should only be used in the case of an emergency to prevent imminent danger to the student or others when physical restraint or seclusion would not be effective or is not possible.

C. Chemical Restraint.

- i. Chemical restraint is the administration of medication for the purpose of restraint.
- ii. Chemical restraint does not include medication as prescribed by and administered in accordance with the student's health care provider.
- iii. Chemical restraints of students are not permissible under any circumstances.

3. Seclusion

A. Definition. Seclusion is the confinement of a student in a room or other space from which the student is physically prevented from or incapable of leaving. Behavior interventions and/or disciplinary methods which do not restrict the student's physical movement or ability to leave are not considered to be seclusion. Examples of behavior interventions and/or disciplinary methods which are not considered seclusion are as follows:

- i. Timeout: Timeout means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.
- ii. In-school suspension.
- iii. Detention.

- B. When Permissible. Seclusion is only appropriate when a student is displaying physical behavior that presents a risk of injury to the student or others and the threat could be diminished if the student is secluded in a safe environment. Seclusion should only be employed as a last resort after other methods of intervention have been attempted without success or would be inappropriate under the circumstances. Seclusion is inappropriate for students who are severely self-injurious or suicidal.

- C. Duration. Seclusion should only be used as long as necessary to present the risk of injury.

- D. Supervision/Observation. When a student is secluded a staff member or the school's resource officer shall continually monitor and supervise the student and shall immediately notify an administrator as to where and why the student is being secluded. The staff member monitoring the student in seclusion should document all observations.

- E. Area of Seclusion. A student in seclusion must be able to exit the room or area if the supervising adult becomes incapacitated or leaves the area. The room or area used for seclusion must have adequate space, lighting, ventilation, heating/cooling for the safety of the student and must be free of objects that could be harmfully used by the student.

4. **Documentation/Notices**

- A. Reporting. A Restraint or Seclusion Report must be completed for each incident of restraint or seclusion and shall include:
 - i. Name of the student
 - ii. Name of the staff member(s) administering the restraint or seclusion;

- iii. Date of the incident and the time the restraint or seclusion began and ended;
- iv. Location of the restraint or seclusion;
- v. A description of the restraint or seclusion;
- vi. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
- vii. A description of the behavior that prompted the use of restraint or seclusion;
- viii. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted; and
- ix. Information documenting parent contact and notification.

B. Notice to Administrators. The building principal and Superintendent shall be notified of the restraint and seclusion incident as soon as possible.

C. Notice to Parents. The building principal, Superintendent, or their designee shall attempt to notify the student's parent or guardian of the restraint or seclusion incident as soon as possible after it commences.

D. Written Report to Parents. Within a reasonable period of time not to exceed 30 days after the incident, building principal or Superintendent shall also provide the parent or guardian with a written incident report. This report must include the following:

- i. the date, time of day, location, duration, and description of the incident and interventions;
- ii. the events or events that led up to the incident;
- iii. the nature and extent of any injury to the student; and
- iv. the name of a school employee the parent or guardian can contact regarding the incident.

5. Training.

- A. Distribution of Policy. This policy shall be distributed to staff members on an annual basis.
- B. Staff Training. Staff members who are reasonably anticipated to use restraint and/or seclusion on a regular basis shall be trained in the proper and safe use of restraint and seclusion.

Adopted: 3-12-12

Reviewed: 12-13-21

Revised: 10-9-17

POLICY NO. 4108 - STAFF HEALTH AND SAFETY

An employee with a chronic communicable disease may be reassigned to a position that limits student/employee contact or may be placed on medical leave if medical judgments substantiate that such employee poses a significant health threat to students and/or other employees. The Board reserves the right to terminate an employee who is unable to return to work at the conclusion of the medical leave period.

A chronic communicable disease will be defined as a persistent or recurring infection that may be transmitted to a susceptible person by contact with an infected individual. This policy does not apply to acute infectious diseases of childhood such as measles, mumps, and chicken pox. A few diseases it does include are AIDS, C.M.V., and Hepatitis B.

The superintendent will be responsible for assuring that procedural safeguards are used when determining the employment status of employees with chronic communicable diseases.

Adopted: 8-8-88

Reviewed: 5-10-10, 12-13-21

POLICY NO. 4109 - DRUG FREE SCHOOL AND COMMUNITY POLICY

Bayard Public School District is committed to providing an employment environment that is safe and provides appropriate motivation to ensure a creative and productive work force. To this end, the District unequivocally endorses the philosophy that the workplace should be free from the detrimental effects of illicit drugs and alcohol.

It is unlawful and, therefore, absolutely prohibited for any employee of the District to engage in the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities.

DEFINITIONS

As used in this policy, prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities shall mean, but not be limited to the following:

1. The unlawful possession, use, or distribution of any substance which is declared by the State of Nebraska or any other applicable law to be an illicit substance.
2. The possession, use, or distribution of alcohol on school premises or as a part of the school's activities.

As used herein, the term "school premises" shall mean any property owned, or in the other manner under the control of the Board of Education of the District.

As used herein, the phrase "as a part of the school's activities" shall mean any activity or enterprise carried out in whole or in part under the auspices of the District when supervising students or students are present.

PROCEDURES

1. All employees and each new employee will receive a copy of this policy.
2. Each employee will acknowledge receipt of this policy and will sign such form acknowledging receipt and acknowledging the District's Policy of absolutely prohibiting conduct as set forth in this policy (Policy #4109), and further acknowledging that serious sanctions can and will be taken against an employee, including termination of employment and referral for prosecution for any failure to comply with the above stated standards of conduct and further acknowledging that such compliance is mandatory, and further acknowledging that this policy is adopted pursuant to P.L. 101-226 34, C.F.R., Part 86, and other applicable statutes, and will further acknowledge that failure to comply with such federal requirements may be the District's receipt of federal funds in jeopardy.
3. In the event the employee does not understand the terms and conditions of this policy, it shall be the duty of the employee to ask for such points of clarification of the Superintendent of Schools or his/her designee at the time this policy is distributed to the employee. If no questions is directed by an employee to the Superintendent of Schools or his/her designee it shall be the legal position of the District to presume that the employee has understood and will abide by this policy.
4. In the event of any non-compliance by any employee with this policy, it shall be the duty of the Superintendent of Schools or his/her designee to inform any employee not in compliance about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to employees within fifty (50) miles of the administrative offices of the District. If no such programs are available within 50 miles, then such other programs as may exist in the State of Nebraska shall be made known to such employee. The Superintendent or his/her designee shall maintain a list of such available services and shall from time to time update such list.

shall come to the attention of the Superintendent or other official of the District, an employee convicted as above described may be disciplined in any manner provided by statute, the contract of the employee, any existing policy of the District or any other applicable body of law. As used herein "applicable body of law" shall mean, but shall not be limited to, state and federal statutes, state and federal regulations, and any applicable case law.

8. As an alternative to discipline or as a concurrent requirement to the disciplinary action less severe than the maximum disciplinary action that may be carried out against an employee as referred to in the immediately preceding paragraph, the District, by and through its Superintendent or his/her designee may require the employee to successfully finish a drug abuse program. As used herein, the term "drug abuse program" shall mean a drug abuse program sponsored by an approved private or governmental institution. The Superintendent or his/her designee has written documentation satisfactory to the Superintendent or his/her designee that the employee has successfully finished such program. If aftercare is recommended by such institution, then the Superintendent or his/her designee in his/her sole discretion may require the employee to enroll such aftercare program and to participate in a manner satisfactory to the provider of such aftercare program. The Superintendent or his/her designee may require an employee to participate in aftercare in the same manner and under the same terms as may be required by the Superintendent or his/her designee. The Superintendent or his/her designee may require ongoing reporting of such participation as a term and condition of continuing employment by such employee at the District.

Adopted: 8-13-90

Reviewed: 5-10-10, 12-13-21

POLICY NO. 4110 - INTERPERSONAL/HUMAN RELATIONS

The Board of Education is committed to promoting the worthy and dignity of all individuals regardless of race, creed, religion, physical or mental disability, color, gender, national origin, age, occupation, marital status, political opinion, sexual orientation, or personal appearance. The Board will not tolerate nor condone any act of bias, discrimination, insensitivity, or disrespect toward any person.

The Board of Education believes all students can learn and is committed to a policy of educating children for learning and living by helping them develop an appreciation for the achievements, problems, and aspirations of all people in our culturally diverse society.

The Board of Education directs the superintendent to develop regulations and procedures reflecting the Board's commitment to establish an atmosphere of understanding and respect in the schools which is conducive to providing equitable opportunities for success, promoting and enhancing students' unique talents, contributions, perspectives and cultures, and to encouraging sharing in their commonality and enrichment through their differences.

Adopted: 8-10-92

Reviewed: 5-10-10, 12-13-21

POLICY NO. 4111 - SEXUAL/ETHNIC HARRASSMENT POLICY

The Bayard Public School's Board of Education strongly endorses, and will comply with the provisions of Title VII of the Civil Rights Act of 1972, as amended; Title IX of the Education Amendments of 1972; and the Nebraska Equal Opportunity and Education Act. Therefore, it is the policy of the Bayard Public Schools to prohibit any and all discrimination based on race, color, sex, or national origin.

Sexual/ethnic harassment of any employee, certified or non-certificated, or student by any individual under the jurisdiction of the Bayard Public Schools is, therefore, strictly prohibited. Persons determined to have engaged in either "Quid Pro Quo" sexual harassment or "Hostile Environment" sexual/ethnic harassment shall be subject to disciplinary sanctions as set forth herein.

Regarding school district employees, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature shall constitute "Quid Pro Quo" sexual harassment when:

1. Submission to sexual conduct is made either explicitly or implicitly a term or condition of an individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

It is also prohibited for any school district employee or student to verbalize on school district property any racial, ethnic, or gender harassing jokes or stories, or to bring or store on school property any sexual, racial, or ethnic epithets or jokes. School district employees and students

are also prohibited from defacing any school district property with any racial, ethnic or sexual epitaphs or jokes.

If an individual's conduct, epitaphs, or jokes are so excessive, severe, or pervasive so as to create a threatening or uncomfortable working environment, and it adversely affects the ability of another employee to accomplish their work, that employee(s) shall have created and can be responsible for creating a "Hostile Environment" when:

1. The individual harassed belongs to a protected class;
2. The individual was subjected to unwelcome sexual/ethnic harassment;
3. The harassment was based upon sex, race, or national origin; or
4. The harassment affected a term, condition, or privilege of employment.

Regarding students, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual/ethnic nature shall constitute sexual/ethnic harassment when:

1. Submission of such conduct is made either explicitly or implied a term or condition of an individual's enrollment, participation, or affiliation with a course, activity, or other school sanctioned program.
2. Submission to or rejection of such conduct by individuals is used as a basis for any decision that may affect the educational standing of that individual.
3. Such conduct has the purpose or effect of unreasonable interfering with an individual's educational performance or creating an intimidating, hostile or offensive environment.

RESPONSIBILITY

All Bayard Public School employees and students shall have the responsibility of keeping school administrators informed, through the most confidential and direct means possible, of any alleged acts and/or complaints of sexual/ethnic harassment. It is the responsibility of each school

district administrator, principal, department head and supervisor to provide a working and academic environment free of sexual/ethnic harassment or sexual/ethnic intimidation. The school district will take prompt action to investigate and act upon all reported instances of alleged sexual/ethnic harassment.

All complaints and allegations of either sexual or ethnic harassment will be thoroughly investigated by a member of the Bayard Public School administrative team. That team shall consist of: Administrators-Principals and Assistant Principals, and the Superintendent.

The Bayard Public Schools will utilize a three phase process to investigate all allegations of sexual or ethnic harassment:

PHASE I: COMPLAINT

Any individual who believes that he or she has been either sexually or ethnically harassed, or any individual having knowledge of any incident of alleged sexual or ethnic harassment (hereinafter referred to as “complainant”), should notify a member of the administrative team. Such notification shall be by the most direct means possible and will be considered confidential. The complaint should be made as soon as possible after the alleged incident.

The administrative team member who receives a report of alleged sexual/ethnic harassment shall notify the Superintendent, unless the superintendent is alleged to be the school district employee engaged in sexual/ethnic harassment. If the complaint is made against the superintendent, the information is to be brought to the attention of the President of the Board of Education. He/she shall, in turn, contact the school district’s attorney to conduct an investigation of the allegation.

If the complaint is made by a student, his or her parent(s) or legal guardian(s) shall be notified immediately in writing, by certified mail, by the individual assigned to conduct the investigation. If the person accused of sexual/ethnic harassment is a student, that student’s parent(s) or legal

guardian(s) will be notified both telephonically and in writing, by certified mail, of the alleged complaint, and they shall be present when the accused student is interviewed.

PHASE II: INVESTIGATION

Every effort shall be made to maintain full confidentiality throughout the entire investigation. The investigation phase will be directed towards securing signed statements about the complaint itself. Minimally, it shall include the name(s) of the complainant(s) and person(s) accused of sexual/ethnic harassment; the date(s), time(s), location(s), description of the incident(s), witness(es), and the respective signed statement(s).

Additionally, signed statement(s) by the person(s) accused of sexual/ethnic harassment shall be obtained where possible. The person(s) accused of sexual/ethnic harassment will be advised of due process rights at the time of being informed of the allegation. The intent of this phase is to investigate all of the facts and to corroborate evidence either for or against the complaint.

PHASE III: ACTION TAKEN

In determining whether conduct constitutes sexual/ethnic harassment, the individual conducting the investigation will examine the record as a whole and the totality of the circumstances, such as the nature of the alleged sexual advancements and the context in which the alleged incident occurred. The determination will be on a case-by-case basis. The individual conducting the investigation will review all information with the superintendent. The superintendent may take whatever disciplinary action is deemed appropriate. In any case where the disciplinary action of a school employee or student is subject to the due process procedures set forth in law, they will be followed as required.

If the Superintendent is the alleged individual, the school district's attorney will provide the evidence to the Board of Education, and they will determine the action to be taken.

The Superintendent will inform all parties of any disciplinary action taken by the Superintendent. The record of the investigation will be kept in a confidential file. If the complaint involves the Superintendent, the file will be kept in the office of the school attorney. A simple statement indicating that a complaint has been filed and the action taken, if any, will be placed in the individual's personnel/student file. However, where the complaint is found to be without merit, the complaint will be placed in a separate sexual/ethnic harassment file, which shall be confidential and not placed in the individual's personnel/student file.

If deemed necessary, the academic or employment situation of the complainant may be changed to provide for a non-intimidating or non-hostile atmosphere. These changes may occur but are not limited to: a transfer of work situations, change of instructor, and, if pertinent, waiver of academic requirements. Decisions concerning such action must consider that the complainant is not to be inadvertently or otherwise punished because he or she has allegedly been sexual/ethnically harassed.

Any employee who is found to have engaged in sexual/ethnic harassment of a subordinate, co-worker, or student will be subject to disciplinary sanctions, which may include, but are not limited to: written reprimand, probation, demotion, transfer, required professional counseling, or termination of employment. Where required by law any disciplinary action taken shall be subject to the due process procedures set forth in Sections 79-12, 107 to 79-12, 121, as amended.

A student who is found to have engaged in sexual/ethnic harassment against either an employee or another student, will be subject to disciplinary sanctions, which may include, but is not limited to: written reprimand, disciplinary probation, suspension, and/or expulsion. Where required by law any disciplinary action taken shall be subject to the due process procedures set forth in the Student Suspension or Expulsion Act, Sections 79-4, 170 to 79-4, 205, as amended.

If the complainant or accused is not satisfied with final action taken by the Superintendent, they may request that the Board of Education review the decision and action taken by placing it on the regular Board of Education meeting agenda as a personnel/student matter. Such a request will be held in Executive Session unless the accused individual chooses otherwise. The decision by the Board of Education will be the final administrative act. Likewise, any person accused of sexual/ethnic harassment may appeal the Superintendent's disciplinary action taken by filing a

grievance through the established grievance procedures of the Bayard Public Schools as specified in Board Policy.

Adopted: 1-11-93

Reviewed: 5-10-10, 12-13-21

POLICY NO. 4111-A - HARRASSMENT BY EMPLOYEES

Harassment of employees, student, volunteers or visitors will not be tolerated in the school district. School district includes school district facilities, school district property, or property within the jurisdiction of the school district; while on school-owned or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the district.

Harassment includes, but is not limited to, racial, religious, national origin, marital status, disability and sexual harassment. Harassment by board members, administrators, employees, parents, vendors, and others doing business with the school district is prohibited. Employees whose behavior is alleged to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is alleged to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or board.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in school programs or activities;
- submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individual's employment or education; or

- such conduct has the purposes or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or learning environment.

Sexual harassment as set out above, may include, but is not limited to the following:

- verbal or written harassment or abuse, or unwelcome communication implying sexual motives or intentions;
- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;
- unwelcoming touching;
- unwelcome and offensive public sexual display of affection
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's job, promotions, recommendations, etc.

Harassment on the basis of race, creed, color, religion, national origin, marital status or disability means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs, activities or employment;
- submission to or rejection of such conduct by an individual is used as the basis for decision affecting the individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or
- creating an intimidating, offensive or hostile learning or work environment.

Harassment as set forth above may include, but is not limited to the following:

- verbal, physical or written harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.;
- demeaning jokes, stories, or activities directed at an individual.

Employees, students, volunteers or visitors who believe they have suffered harassment shall report such matters to the building principal for harassment complaints. However, claims regarding harassment may also be reported to the Superintendent for harassment complaints.

Upon receiving a complaint, the investigator shall confer with the complainant to obtain an understanding and a statement of the facts. It shall be the responsibility of the investigator to promptly and reasonably investigate claims of harassment and to pass the findings on to the superintendent who shall complete such further investigation as deemed necessary and take such final action as appropriate. Information regarding an investigation of harassment shall be confidential to the extent possible, and those individuals who are involved in the investigation shall not discuss information regarding the complaint outside the investigation process.

No one shall retaliate against an employee or student because they have filed a harassment complaint, assisted or participated in a harassment investigation, proceeding, or hearing regarding a harassment charge or because they have opposed language or conduct that violates

this policy. This policy should be used when an employee is the alleged harasser or the alleged victim. It is strongly recommended the investigator and alternate investigator be of opposite sexes.

It shall also be the responsibility of the Superintendent, in conjunction with the investigator and principals, to develop administrative rules regarding this policy. The Superintendent or Superintendent's designee shall also be responsible for organizing training programs to educate employees, students and others involved with the school district about harassment and the school district's policy prohibiting harassment. The training shall include how to recognize harassment and what to do in case an individual is harassed. The employee training will be documented in personnel files to ensure a record of training for each employee.

Legal Reference: 42 U.S.C. ** 2000e et seq. (1994).
29 C.F.R. Pt. 1604.11 (1996).

HARASSMENT INVESTIGATING AND REPORTING

In keeping with the language of the harassment policy, this procedure sample gives final responsibility to the Superintendent.

Harassment of employees and students will not be tolerated in the school district.

Harassment is a violation of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials.

Employees whose behavior is alleged to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is alleged to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the Superintendent or Board.

Individuals who feel that they have been harassed by employees, board members, administrators, parents, vendors or others doing business with the school district should communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual needs assistance communicating with the harasser, he/she should ask a teacher, counselor or principal to help.

Complaint Procedure

An employee or student who believes that they have been harassed shall notify the Superintendent the designated investigator. The alternate investigator is the building Principal. The investigator may request that the employee or student complete the Harassment Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. Information received during the investigation shall be kept confidential to the extent possible.

The Superintendent, or the investigator with the approval of the Superintendent, has the authority to initiate a harassment investigation in the absence of a written complaint.

Investigation Procedure

The investigator shall reasonably and promptly commence the investigation upon receipt of the complaint. The investigator shall interview the complainant and the alleged harasser. The alleged harasser may file a written statement refuting or explaining the behavior outlined in the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator shall report to the Superintendent. The investigator will outline the findings of the investigation to the Superintendent.

Resolution of the Complaint

The Superintendent will complete the next step in the investigation reasonably and promptly upon receipt of the investigator's report. Following the investigator's report, the superintendent may investigate further, if deemed necessary, and make a determination of the appropriate next step which may include discipline, up to and including, discharge.

Prior to the determination of the appropriate remedial action, the superintendent may, at the Superintendent's discretion, interview the complainant and the alleged harasser. The Superintendent shall file a written report closing the case and documenting any disciplinary or other action taken in response to the complaint. The complainant, the alleged harasser and the investigator shall receive notice as to the conclusion of the investigation.

Points to Remember in the Investigation

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including discharge.

Conflicts

If the investigator is the alleged harasser or a witness to the incident, the alternate investigator shall be the investigator.

If the alleged harasser is the superintendent, the alternate investigator shall take the Superintendent's place in the investigation process. The alternate investigator shall report the findings to the Board.

Adopted: 8-12-02

Reviewed: 5-10-10

POLICY NO. 4111-B - ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES

Physical or sexual abuse of students, including inappropriate and intentional sexual behavior, by employees will not be tolerated. The definition of employees for the purpose of this policy includes not only those who work for pay but also those who are volunteers of the school district under the direction and control of the school district. Employees found in violation of this policy will be subject to disciplinary action up to and including discharge.

The school district will respond promptly to allegations of abuse of students by school district employees by investigating or arranging for the investigation of an allegation. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible. Employees are required to assist in the investigation when requested to provide information and to maintain the confidentiality of the reporting and investigation process.

The Superintendent will appoint an investigator and alternate investigator of opposite sexes. The investigator will pass the findings on to the Superintendent who will complete any further investigations as deemed necessary and take appropriate final action. The names of the investigators shall be listed in the student handbook, published annually in the local newspaper and posted in all school facilities.

The Superintendent is responsible for drafting administrative regulations to implement this policy and for organizing employee training relating to this policy. Procedures shall be reviewed annually for adequacy and accuracy.

Legal Reference: NE Statute 79-295

POLICY NO. 4111-B

ABUSE COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Date of alleged abuse: _____

Date and place of incident or incident(s): _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of abuse, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

POLICY NO. 4111-B

WITNESS DISCLOSURE FORM

Name of witness: _____

Position of witness: _____

Date of testimony, interview: _____

Date of alleged abuse: _____

Description of instance witnessed: _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

POLICY NO. 4111-B - ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES REGULATIONS

Physical or sexual abuse of students, including inappropriate and intentional sexual behavior, by employees will not be tolerated. Employees found in violation of this policy will be subject to disciplinary action up to and including discharge.

Definition of Physical Abuse

Physical abuse is non-accidental physical injury to the student as a result of the action of an employee. Injury occurs when evidence of it is still apparent at least twenty-four hours after its occurrence. The following do not constitute physical abuse, and no employee is prohibited from:

1. Using reasonable and necessary force, not designed or intended to cause pain:
 - a. To quell a disturbance or prevent an act that threatens physical harm to any person.
 - b. To obtain possession of a weapon or other dangerous object within a pupil's control.
 - c. For the purpose of self-defense or defense of others as provided for in NE Statute 28-1409 and 1410.
 - d. For the protection of property as provided for in NE Statute 28-1411.
 - e. To remove a disruptive pupil from class or any area of school premises or from school sponsored activities off school premises.
 - f. To prevent a student from the self-infliction of harm.
 - g. To protect the safety of others.

2. Using incidental, minor, or reasonable physical contact to maintain order and control. In determining the reasonableness of the contact or force used, the following factors shall be considered:
 - a. The nature of the misconduct of the student, if any, precipitating the physical contact by the school employees.
 - b. The size and physical condition of the student.
 - c. The means or device used in making the physical contact.
 - d. The motivation of the school employee in initiating the physical contact.
 - e. The extent of injury to the student resulting from the physical contact.

“Reasonable force” is that force and no more which a reasonable person, in like circumstances, would judge to be necessary to prevent an injury or loss and can include deadly force if it is reasonable to believe that such force is necessary to avoid injury or risk to one’s life or safety to the life or safety of another, or it is reasonable to believe that such force is necessary to resist a like force or threat.

Definition of Sexual Abuse

Sexual abuse is defined as including sexual acts involving a student, acts that encourage the student to engage in prostitution, inappropriate, intentional sexual behavior or physical manifestations of sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:

1. Submission to the conduct is made either implicitly or explicitly a term or condition of the student’s education or benefit.
2. Submission to or rejection of the conduct is used as the basis for academic decisions affecting that student; or

3. The conduct has the purpose or effect of substantially interfering with a student's academic performance by creating an intimidating, hostile or offensive education environment.

Complaint Procedure

An individual who believes he/she has been abused shall notify the superintendent the designated investigator. The alternate investigator is the building principal. The investigator may request that the individual complete the Abuse Complaint Form. Information received during the investigation shall be kept confidential to the extent possible.

The investigator, with the approval of the superintendent, or the superintendent has the authority to initiate a harassment investigation in the absence of a written complaint. The investigator shall have access to the educational records of the student and access to the student for purposes of interviewing the student about the report.

When abuse is reported, the investigator shall make copies of the report and give a copy to the person filing the report, the students' parents and the immediate supervisor of the employee named in the report. The employee names in the report shall not receive a copy of the report until the employee is initially interviewed.

The investigator shall use discretion in handling the information received regarding an investigation of abuse by an employee, and those persons involved in the investigation shall not discuss information regarding the complaint outside the investigation. The entire investigative procedure will be thoroughly explained, including the confidential nature of the proceedings, to the student and other persons involved in the investigation.

The investigator shall notify the parent, guardian or legal custodian of a student in pre-kindergarten through grade six, of the date and time of the interview and of the right to be present or to see and hear the interview or send a representative in the parent's place. The

investigator shall interview the student as soon as possible, but in no case later than five days from the receipt of a report or notice of the allegation of sexual abuse. The investigator may record the interview electronically.

It is the responsibility of the investigator to determine whether it is more likely than not that an incident took place between the employee and the student. If the investigator believes the employee committed a sex act with a student or sexually exploited a student, the investigator shall defer the investigation and immediately notify law enforcement officials, the superintendent, the student's parents and the person filing the report.

The designated investigator shall not interview the school employee named in a report of abuse until after a determination is made that jurisdiction exists, the alleged victim has been interviewed and a determination made that the investigation will not be deferred.

If the investigator determines an incident occurred, while not an illegal sex act with a student or sexual exploitation of a student, but where the employee engaged in inappropriate, intentional sexual behavior, further investigation is warranted. If further investigation is warranted, the investigator may proceed to interview the employee and other individuals who may have knowledge of the circumstances contained in the report. Prior to interviewing other individuals who may have knowledge of the circumstance contained in the report, the investigator shall provide notice of the impending interview of student witnesses or the student who is in pre-kindergarten through grade six, to their parent, guardian, or legal custodian, and may provide notice to the parent or guardian of older students, prior to interviewing those students.

Within five days of receipt of an investigable report, the investigator shall complete an informal investigation. The informal investigation shall consist of interviews with the student, the employee and others who may have knowledge of the alleged incident. If the investigator determines that the allegations in the report are founded and that immediate and professional investigation is necessary, the investigator may defer further investigation and contact appropriate law enforcement officials, the student's parents and the person filing the report.

Within fifteen days of receipt of the report, the investigator shall complete a written investigative report, unless the investigation was temporarily deferred. The written investigative report shall include:

1. The name, age, address and attendance center of the student names in the report.
2. The name and address of the student's parent or guardian and the name and address of the person filing the report, if difference from the student's parent or guardian.
3. The name and work address of the employee named in the reports as allegedly responsible for the abuse of the student.
4. An identification of the nature, extent and cause, if known, of any injuries or abuse to the student named in the report.
5. A general review of the investigation.
6. Any action taken for the protection and safety of the student.
7. A statement that, in the investigator's opinion, the allegations in the report are either:
 - Unfounded (It is not likely that an incident, as defined in district rules, took place),
 - Founded. (It is likely that an incident took place).
8. The applicability of exceptions to the investigated incident, or reason for the contact or force used.
9. A statement that, in the investigator's opinion, any physical contact that occurred was:
 - Appropriate (Actions invoking a disciplinary process as defined in district rules),
or
 - Inappropriate (Actions not requiring any disciplinary process).
10. The disposition or current status of the investigation and recommendations regarding the need for further investigation.
11. A listing of the options available to the parents or guardian of the student to pursue the allegations. These options include, but are not limited to:
 - Contacting law enforcement officials.

- Contacting private counsel for the purpose of filing a civil suit or complaint.
- Filing a complaint with the Nebraska Professional Practices Commission if the employee is a certificated employee.

The investigator shall retain the original and provide a copy of the written investigative report to the school employee named in the report, the employee's supervisor, the superintendent and the student's parent or guardian. The persons filing the report, if not the student's parent or guardian, shall be notified only that the investigation has been concluded and of the disposition or anticipated disposition of the case.

If the investigator's report or law enforcement officials conclude the case involved founded physical or sexual abuse by a certificated employee, or the employee admits the violation, or the employee has surrendered the employee's certificate or license, the investigator shall file a complaint on behalf of the district after obtaining the superintendent's signature with the Nebraska Professional Practices Commission. The investigator shall also arrange for counseling services for the student if the student or student's parents request counseling services. Information of unfounded abuse shall not be kept in the employee's personnel file.

Reviewed: 8-12-02; 5-10-10

POLICY NO. 4112 - FAMILY LEAVE

It shall be the policy of Bayard School District, (hereinafter the "School District"), whenever it employees 50 employees or more, to grant benefits under the Family and Medical Leave Act to eligible employees up to twelve (12) weeks of leave for certain medical of family emergencies in a twelve (12) month period of time. Such benefits are subject to the following:

1. You must have been employed with the School District for at lease twelve moths before you can request this leave and have worked a minimum of 1250 hours during the prior twelve month period.
2. The leave is **unpaid**.
3. You must first use all vacation time and sick leave/excused absences time that you have earned. These days or weeks will be counted against the twelve (12) weeks of leave. For example, if you request eight (8) weeks of leave, and you have accrued and have remaining two (2) weeks of vacation and five (5) days of sick leave/excused absence time, you must use the vacation and sick leave/excused absence time of three weeks, and then you will receive an additional five (5) weeks of requested leave, unpaid.
4. Family leave can be used for:
 - a. The birth of a child;
 - b. The adoption of a child;
 - c. To care for a sick spouse, child or parent;
 - d. For your own **serious** health condition.
5. Employees eligible for leave and who are employed primarily in the instructional capacity, who request leave for a foreseeable and planned medical treatment where the leave would last longer than 20% of the total number of school days during the leave

period will be required to (1) either take the leave for a period not to exceed the duration of the planned treatment, or (2) transfer temporarily to an available position for which the employee is qualified which will better accommodate the recurring periods of leave. If transferred, you would receive equal pay and benefits.

6. If your leave is for any reason and begins more than five weeks before the end of an academic term, the School District may require you to continue the leave until the end of the academic term if the leave requested is at least three weeks in length and then your return would take place during the last three-week period of the academic term. If you take leave less than five weeks before the end of the academic term for any reason other than your own serious health condition, the School District may require you to continue your leave until the academic term if the leave is longer than two weeks and your return to work would occur during the last two weeks of the academic term. If you begin leave less than three weeks before the end of the academic term for any reason other than your own serious health condition, the School District may require you to continue your leave until the end of the academic term if the leave is longer than five days.
7. You must give at least thirty (30) days notice except for emergency situations.
8. The School District will maintain your health insurance while you are on leave under the same terms and conditions as when you are employed. You will be expected to pay your share of any health insurance premium each month when it comes due. If you do not return from your leave, you will be expected to repay the School District for the full amount of your health insurance premiums paid by the School District during your leave.
9. The School District will require verification for the reasons stated in the family leave request, including medical certification from any doctors who may be involved. Any employee who submits false reasons or fraudulent records to support a family leave request will be subject to immediate discharge.
10. If both husband and wife are employed by the School District, that husband-wife team is entitled to only twelve (12) weeks **total** for any qualifying event.

11. With limited exceptions, any employee who takes a leave will be returned to his or her former position or an equivalent position with the same pay and benefits.

12. You must fill out the proper family leave form in order to obtain a leave. Your supervisor will not have authority to grant or alter any leave terms or conditions.

Adopted: 12-13-93

Reviewed: 5-10-10, 1-13-20

POLICY NO. 4113 - ANTI-DRUG PLAN FOR PERSONS WITH CDL'S

The Bayard Public School has a vital interest in maintaining safe, healthful and efficient working conditions for all of its employees. Being under the influence of a drug or alcohol on the job poses serious safety and health risks, not only to the user, but to all those who work with or otherwise come into contact with the user. The possession, use, or sale of illegal drugs or alcohol on the job also poses unacceptable risks for safe, healthful, and efficient operations.

It is the school districts right, obligation, and intent to maintain a safe, healthful and efficient working environment for all of its employees and to protect company property, equipment, and operations from the risks associated with drug and alcohol use in the workplace.

The provisions of this Anti-Drug Plan apply to all full-time or substitute bus drivers, bus shop employees, and all other employees who are required to have a commercial driver's license.

The Bayard Public Schools will inform employees of: (1) the dangers of drug and alcohol use in the workplace; (2) the school districts drug-free workplace Anti-Drug Plan; (3) the availability of treatment and counseling for employees seeking such assistance; and (4) the penalties the district will impose for violations of its Drug-Free Workplace Program.

The School District prohibits the following conduct:

- a. Using, being under the influence of, or possessing alcohol while performing school district business or while in or about a company facility or worksite. This will subject the offending employee to disciplinary action up to and including termination of employment.
- b. Using or being under the influence of a legal drug (such as "over-the-counter" and prescription drugs) while performing school district business, or while in or about a

school district facility or worksite, to the extent such use affects the safety of any employee or others. Use common sense and, when in doubt about the effects of a certain drug, consult your physician.

- c. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance by any employee while performing school district business, or while in or about a school district facility or worksite.

- d. Tampering with a specimen providing for drug testing for the purpose of altering the results of the drug test.

Adopted: 12-11-95

Reviewed: 5-10-10, 1-13-20



NASB Legislation Committee
Nomination Form for Member #14

THIS FORM MUST BE RECEIVED AT NASB BY AUGUST 30th, 2024

Name: Erick Lee

Address: 405 Locust Street

City, State, Zip: Arapahoe, NE 68922

Telephone: 3086550258

Home

Work

Cellular

Email Address: Erick.Lee@Arapahoewarriors.org

Local Board Service

Name of local school board: Arapahoe-Holbrook Public Schools

Years of service on local board: 4

Current office held on local school board: See Attached

Past offices held on local school board: See Attached

Association Participation

State Conferences: 100% Attendance at all 4 State Conferences Since Election.

National (NSBA) Conventions: None

Workshops: See Attached

Awards Received: Level IV Award with NASB

Other Education-Related Public Service

Commissions, Task Forces, and Committees: See Attached

Personal Information

Occupation: Owner, President EM Enterprises, LLC

Educational Background: See Attached

Community Activities: See Attached

Awards and Recognitions: See Attached

Hobbies and Activities: See Attached

This nomination is submitted by:

District Name: Arapahoe-Holbrook Public Schools

Name of Board President or Vice President: Dan Warner

Date: 07/31/2024

By checking this box, I assert the board president or vice president has read the completed Nomination Form and verifies its authenticity.

Return to: NASB
1311 Stockwell St.
Lincoln, NE 68502
Or via e-mail to shorky@nasbonline.org

Erick Lee
405 Locust Street
Arapahoe, NE 68922

Date 7/31/2024

3086550258 Erick.Lee@Arapahoewarriors.org

Board Member, Arapahoe-Holbrook Board of Education

RE: Application Amendment for Board at Large Position

Current Office Held on Board:

Community Relations, Technology, Administrative Review, Legal, Policy, Curriculum Review, American Civics Committees. Delegate Assembly Representative for NASB.

Former Offices Held on Board

Chair of Negotiations, Grounds, Maintenance Committees.

Association Participation:

Workshops: (note, there are some Assembly entries that do not show up, but I did Attend. I was told by NASB the points show that I attended. (Elected first in Nov. 2020)

2024 School Leaders & Law Conference
2024 Legislative Bench Day
2023 State Education Conference
2023 Area Membership Meeting - Kearney
2022 Delegate Assembly 11/18/22
2022 State Education Conference
2022 Labor Relations Conference
2022 Area Membership Meeting - Kearney
2022 School Leaders & Law
2021 State Education Conference
2021 School Leaders & Law Conference
2020 Virtual New Board Member Workshop Webinar Series
2020 VIRTUAL State Education Conference

Other Education-Related Public Service

I have served on many public Committees prior to my service on the Board. This includes numerous Economic Development Councils and Superintendent Community Review Boards. I have also served on the local Hospital's Community Needs Assessment Committees, speaking for Rural Education and Community needs. Finally, I helped to rewrite the zoning ordinances and comprehensive plan for the City of Arapahoe, required by state statute. This included the assessment and impact of local education and its piece as a cog in the community, with energy profiling, census data, blighting, and many other area factors.

I also helped to found and created a 501(c)3 to bring the Arapahoe Holbrook Music Boosters into Compliance with the IRS and the State.

Educational Background:

Kansas City Kansas Community College. Zoology, Phi Theta Kappa

Emporia State University. Biology and Music (Left due to wife's Military Service in the Army)

University of Kansas. Biodiversity, Ecology, and Evolutionary Biology, Minor in Leadership Studies. Honor Program.

Community Activities.

Past Chair, Arapahoe Planning Commission

Past Treasurer, Arapahoe Airport Authority

Past President, Arapahoe Holbrook Public Schools Music Boosters, Inc.

Current Founder and Board Member, Republican Valley Golden Years Foundation.

Victim Advocate Coordinator for Local Needs and Natural Disasters.

Fundraiser Extraordinaire.

Legislative Activist.

Community Health Needs Assessment Committee

Economic Development Councils/Committees

Selected for the Susan Buffet Community Catalyst Program

Awards and Recognitions:

Multiple Recognitions from local school groups for fundraising activities and donations.

Level IV Status with NASB.

Susan Buffet Community Catalyst

Hobbies and Activities:

Astronomy, Saltwater Reef Tanks, Gardening, Cooking (I own a restaurant), Volunteerism, Various Board Memberships and Foundations. I am currently helping to establish 3 new 501(c)3 charities (literally – from bylaws to registering with the NE Sec of State, to the IRS). I am also a HUGE Star Trek Fan. I love fishing and putting my boat in the water. I also enjoy going on cruises with my wife and travelling.

Education Passion/Why do I want to Serve on the NASB Board of Directors:

I show up. I am involved.

I believe in public education and that not every child will do better in private education, nor will they have the money or proximity for it.

I believe in service. Martin Luther King once said, "Everybody can be great, because everyone can serve."

I live by this, especially in service to our rural public schools' children and staff. Public education brings many things to children, up to and including the power and tools to be ready to take on life when they are turned loose in the world. In some cases, our schools are the only meals they see. As a victim's advocate, I get calls from families struggling to eat. I see what public schools do to help alleviate this, for at least part of the day.

I believe in the partnership between School Boards, Teachers, Parents and Students. Governing is only the beginning. Bridges and partnerships must be built to ensure that our children and staff have the tools we need to ensure that when we ask, "What is best for the students?" that we are able to bring resources and policy to bear to execute that motto.

I believe in the power of action. I am not an armchair activist. I see the bigger picture and I see the work that NASB does, and I believe in it and our mission. I have strong administrative skills and I believe that service can help to bring a voice to MY rural area's educational needs. This speaks to NASB's Vision of Leadership, Innovation, Vision and Engagement and our collective mission of strengthening public education for ALL Nebraskans.

Teddy Roosevelt once gave a speech about the Man (or Woman) in the Arena. It is quoted below. We must ALL engage in civil discourse and not all our attempts will be successful. The point is that we must try and keep trying. Our Children's Futures are too important for us not to get involved. It will be through these things that we will resist and overcome the elements that have put Public Education under attack in the state of Nebraska, and I am ready to do my part.

"It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat." -Teddy Roosevelt.



NASB Legislation Committee
Nomination Form for Member #14

THIS FORM MUST BE RECEIVED AT NASB BY AUGUST 30th, 2024

Name: Jim Vlach
Address: PO 143 775 S. 7th Ave.
City, State, Zip: Lyons, Ne. 68038
Telephone: 402-687-2003
Home Work Cellular
Email Address: jklach@outlook.com

Local Board Service

Name of local school board: Lyons-Decatur-Northeast
Years of service on local board: 18
Current office held on local school board: Secretary
Past offices held on local school board: Secretary

Association Participation

State Conferences: yearly state conferences (every year)
National (NSBA) Conventions: _____
Workshops: Area Membership Mtgs (all 18 years in Norfolk + Fremont)
Awards Received: NASB level 7 2020, NASB level 8, 2022
NASD level 9 2023

(CONTINUED)

Other Education-Related Public Service

Commissions, Task Forces, and Committees: NASB Legislative Co (10+ yrs)
Co-Editor Fall Conf 2020-2024
former member of NCTE, NASB Board
of Directors

Personal Information

Occupation: retired teacher (32 years)

Educational Background: BA+42 Eng/Hist/Language
arts

Community Activities: former member of library
based (Crescent) Council, Community Club
Ligon Foundation Co.

Awards and Recognitions: _____

Hobbies and Activities: reading, grandchilden and
grooming (when and where appropriate)

This nomination is submitted by:

District Name: Ligon - Decatur Northwest

Name of Board President or Vice President: James Dason

Date: July 25, 2024

By checking this box, I assert the board president or vice president has read the completed Nomination Form and verifies its authenticity.

Return to: NASB
1311 Stockwell St.
Lincoln, NE 68502
Or via e-mail to shorky@nasbonline.org



BALLOT
Legislation Committee Member #14

Please vote for one of the following:

- _____ Jim Vlach, Lyons-Decatur
- _____ Erick Lee, Arapahoe-Holbrook

School Name: _____

Signature of Board President: _____

Please return this ballot by October 31st, 2024 to:

Via email at shorky@nasbonline.org
OR
Nebraska Association of School Boards
Sallie Horky, Chief Operating Officer
1311 Stockwell Street, Lincoln, NE 68502