

Board of Education Regular Meeting

Monday, April 10, 2017 8:00 PM

1. Call to Order
2. Flag Salute
3. Open Meetings Act
4. Roll Call
5. Review of Agenda as Amended
 - Motion to approve the agenda as presented Passed with a motion by Morgan Meier and a second by Suzanne Brodine.
 - Suzanne Brodine: Yea, Morgan Fouts: Yea, Jeff Meads: Yea, Morgan Meier: Yea, JC Ourada: Yea, John Worthing: Yea
6. Citizen's Comments
7. Staff Presentation - Reading Banquet
8. Consent Agenda
 - Motion to approve the Consent Agenda as presented Passed with a motion by JC Ourada and a second by John Worthing.
 - Suzanne Brodine: Yea, Morgan Fouts: Yea, Jeff Meads: Yea, Morgan Meier: Yea, JC Ourada: Yea, John Worthing: Yea
- 8.1. Approval of Minutes of Previous Meeting(s)
- 8.2. Payment of Invoices
- 8.3. Financial Reports
- 8.4. Personnel Actions
 - 8.4.1. Recommendation for employment: Kate Quiring - VoAg
 - 8.4.2. Letter of resignation - Jessica Guy - Math
 - 8.4.3. Letter of resignation - Peggy Lowe - Vocal Music
9. Old Business
 - 9.1. Second Reading of Elm Creek Public Schools Board policies 2000-2440
 - Second Reading of Elm Creek Public Schools Board policies 2000-2440 Passed with a motion by John Worthing and a second by Suzanne Brodine.

Suzanne Brodine: Yea, Morgan Fouts: Yea, Jeff Meads: Yea, Morgan Meier: Yea, JC Ourada: Yea, John Worthing: Yea

10. Executive Session

Motion to enter Executive Session at 8:16 pm Passed with a motion by JC Ourada and a second by Morgan Fouts.

Suzanne Brodine: Yea, Morgan Fouts: Yea, Jeff Meads: Yea, Morgan Meier: Yea, JC Ourada: Yea, John Worthing: Yea

11. New Business

11.1. First Reading of Elm Creek Public Schools Board Policies 1000-1470

First Reading of Elm Creek Public Schools Board Policies 1000-1470 Passed with a motion by Suzanne Brodine and a second by John Worthing.

Suzanne Brodine: Yea, Morgan Fouts: Yea, Jeff Meads: Yea, Morgan Meier: Yea, JC Ourada: Yea, John Worthing: Yea

11.2. ESU #10 Cooperative Agreements for Title I

ESU #10 Cooperative Agreements for Title I Passed with a motion by John Worthing and a second by Morgan Meier.

Suzanne Brodine: Yea, Morgan Fouts: Yea, Jeff Meads: Yea, Morgan Meier: Yea, JC Ourada: Yea, John Worthing: Yea

11.3. Motion to approve sealed bid for CHS Service Station property

12. Reports

12.1. Transportation Committee Report

12.2. Buildings and Ground Committee Report

12.3. Curriculum, Finance and Technology Committee

12.4. Principal's Report

12.5. Superintendent Report

13. Next Regular Meeting - May 8, 2017 8:00 p.m.

14. Adjournment

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

Suzanne Brodine: Yea, Morgan Fouts: Yea, Jeff Meads: Yea, Morgan Meier: Yea, JC Ourada: Yea, John Worthing: Yea

Board of Education Regular Meeting

March 13, 2017 7:00 PM

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

Attendance Taken at 7:00 PM:

Present Board Members:

Suzanne Brodine

Morgan Fouts

Morgan Meier

JC Ourada

John Worthing

Absent Board Members:

Jeff Meads

I. Call to Order

II. Flag Salute

III. Open Meetings Act

IV. Roll Call

Motion Passed: Motion to excuse Jeff Meads from the meeting passed with a motion by JC Ourada and a second by Morgan Fouts.

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

V. Review of Agenda

Motion Passed: Motion to approve the agenda as presented passed with a motion by Suzanne Brodine and a second by John Worthing.

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

VI. Citizen's Comments

VII. Consent Agenda

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

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

X. Reports

X.A. Transportation Committee Report

X.B. Buildings and Ground Committee Report

X.C. Curriculum, Finance and Technology Committee

X.D. Principal's Report

X.E. Superintendent Report

XI. Next Regular Meeting - 8:00 p.m., April 10, 2017

XII. Adjournment

Motion Passed: Motion to adjourn meeting at 7:33 pm passed with a motion by JC Ourada and a second by Morgan Meier.

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

Chairperson

Superintendent

Check Register

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name PO Date	Description	Amount
Checks Printed						
1 - GENERAL FUND						
Bank Account :A - General Fund						
	00014754	04/10/2017	ACTINFO	ACT		
	31902057	03/07/2017		04/06/2017	PRE ACT MATERIALS	40.50
					Check Total	40.50
	00014755	04/10/2017	AGDRYER	Ag Dryer Services		
	31028	03/27/2017		04/06/2017	STEEL SHEETS	186.00
					Check Total	186.00
	00014756	04/10/2017	ALPHAREH	ALPHA REHABILITATION P.C.		
	1499	03/31/2017		04/06/2017	OT/PT, SPEECH	464.72
					Check Total	464.72
	00014757	04/10/2017	ARNOLDM	ARNOLD MOTOR SUPPLY		
	76-133371	03/15/2017		04/06/2017	BATTERIES	32.97
					Check Total	32.97
	00014758	04/10/2017	ASKSUP	ASK SUPPLY CO. LLC		
	17789	02/22/2017		04/06/2017	150 WATT BULBS	103.50
					Check Total	103.50
	00014759	04/10/2017	BAUERB	BAUER BUILT INC		
	850011885	03/01/2017		04/06/2017	BUS '08 TIRES	1,672.78
	850012359	03/28/2017		04/06/2017	VAN '08 - TIRES	353.86
					Check Total	2,026.64
	00014760	04/10/2017	BAUERRI	RICK BAUER		
	033117	03/31/2017		04/06/2017	RENT	45.00
					Check Total	45.00
	00014761	04/10/2017	BLACKHILLS	BLACK HILLS ENERGY		
	03241701	03/24/2017		04/06/2017	225 EAST BOYD	1,249.16
	03241740	03/24/2017		04/06/2017	230 EAST CALKINS	2,925.46
	03241794	03/24/2017		04/06/2017	122 NORTH CHURCH	136.31
					Check Total	4,310.93
	00014762	04/10/2017	C&S TRUCK	C&S TRUCK & SALVAGE		
	89705	03/17/2017		04/06/2017	'08 BUS - QUARTERLY INSPECTION	465.61
	89712	03/20/2017		04/06/2017	'98 GMC - QUARTERLY INSP	307.10
					Check Total	772.71
	00014763	04/10/2017	CAROLINA	CAROLINA BIOLOGICAL SUPPLY CO		
	49810238	03/17/2017		04/06/2017	FORMALIN PIG	34.81
					Check Total	34.81
	00014764	04/10/2017	GENTURY	CENTURYLINK		
	030717	03/07/2017		04/06/2017	TELEPHONE	314.94

Check Register

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name PO Date	Description	Amount
					Check Total	314.94
	00014765	04/10/2017	CHARTERC		CHARTER COMMUNICATIONS	
	032417	03/24/2017		04/06/2017	INTERNET	211.28
					Check Total	211.28
	00014766	04/10/2017	CHEMSEARCH		CHEMSEARCH	
	2662076	03/23/2017		04/06/2017	AIR FRESHENER	288.00
					Check Total	288.00
	00014767	04/10/2017	COMPUTERP		COMPUTER PROS	
	57648	03/17/2017		04/06/2017	LENOVO	759.99
					Check Total	759.99
	00014768	04/10/2017	CONDITION		CONDITIONED AIR MECHANICAL SYSTEMS	
	91711	03/16/2017		04/06/2017	REPAIRS	626.25
					Check Total	626.25
	00014769	04/10/2017	EAKESOFF		EAKES OFFICE PRODUCTS	
	S141440	03/17/2017		04/06/2017	OVERAGE	3,439.80
					Check Total	3,439.80
	00014770	04/10/2017	ECOLABPR		Ecolab Professional Products	
	9378391	03/13/2017		04/06/2017	PEST ELIMINATION	68.61
					Check Total	68.61
	00014771	04/10/2017	ELECTRONIC		ELECTRONIC CONTRACTING CO.	
	LN043068	02/28/2017		04/06/2017	REPAIRS	94.31
	LN043187	03/15/2017		04/06/2017	QUARTERLY MONITORING	81.00
					Check Total	175.31
	00014772	04/10/2017	ESU10		Educational Service Unit 10	
	040117	04/01/2017		04/06/2017	SPED SERVICES	10,385.67
					Check Total	10,385.67
	00014773	04/10/2017	FOSTERC		CURT FOSTER	
	040117	04/01/2017		04/06/2017	STORAGE	100.00
					Check Total	100.00
	00014774	04/10/2017	FOSTFAMI		Foster's Family Foods	
	CODE 14 -	03/31/2017		04/06/2017	FOOD	169.70
	033117					
					Check Total	169.70
	00014775	04/10/2017	GRACZYKL		GRACZYK LAWN & LANDSCAPE	
	1355	03/20/2017		04/06/2017	STERILIZATION	440.00
	1751	03/28/2017		04/06/2017	DEEP CORE AERATION	730.00
	1754	03/28/2017		04/06/2017	DEEP CORE AERATION	850.00
	1794	03/30/2017		04/06/2017	STEP 1 OF 4	400.00

Check Register

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name Description	PO Date	Amount
						Check Total 2,420.00
	00014776 022817	04/10/2017 02/28/2017	HAPPP	HAPP PUBLISHING MINUTES AND NOTICE	04/06/2017	105.38
						Check Total 105.38
	00014777 041517	04/10/2017 04/15/2017	HOMETOWN	Hometown Leasing COPIERS	04/06/2017	1,539.64
						Check Total 1,539.64
	00014778 030817	04/10/2017 03/08/2017	INSTRU	THE INSTRUMENTALIST CHORAL AWARDS	04/06/2017	70.00
						Check Total 70.00
	00014779 204120	04/10/2017 03/21/2017	INTELL	INTELLICOM COMPUTER CONSULTING REPAIRS-PHONE	04/06/2017	280.00
						Check Total 280.00
	00014780 166127	04/10/2017 03/31/2017	ISLANDSU	Island Supply Welding CYL RENTAL	04/06/2017	65.10
						Check Total 65.10
	00014781 356755	04/10/2017 04/01/2017	JUNIOR	JUNIOR LIBRARY GUILD LIBRARY	04/06/2017	221.20
						Check Total 221.20
	00014782 030217	04/10/2017 03/02/2017	KEARNEYHUB	Kearney Hub SUBSCRIPTION	04/06/2017	148.20
						Check Total 148.20
	00014783 37515	04/10/2017 03/10/2017	LARRY'S	LARRY'S SERVICE CENTER BUS '02	04/06/2017	1,762.08
						Check Total 1,762.08
	00014784 51159261	04/10/2017 03/31/2017	LINWELD	MATHESON TRI GAS SHOP	04/06/2017	136.48
						Check Total 136.48
	00014785 3105	04/10/2017 02/14/2017	M&J	M & J Signs LAMPS FOR SIGNS	04/06/2017	252.80
						Check Total 252.80
	00014786 29032 29636	04/10/2017 03/15/2017 03/24/2017	MENARD	MENARDS - KEARNEY CLEANERS SCREWS, GLOSS, DRILL	04/06/2017 04/06/2017	66.37 477.03
						Check Total 543.40
	00014787 41872	04/10/2017 03/08/2017	NASB	NEBRASKA ASSN OF SCHOOL BOARDS JC - PRESIDENT'S WORKSHOP	04/06/2017	150.00

Check Register

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name Description	Amount
				Check Total	150.00
	00014788	04/10/2017	NPPD	NEBRASKA PUBLIC POWER DISTRICT	
	211010056740-0 31617	03/16/2017		04/06/2017 BUS BARN	39.21
	211010056744-0 31617	03/16/2017		04/06/2017 BALLFIELD	49.95
	211010056748-0 31617	03/16/2017		04/06/2017 230 E CALKINS	4,001.68
				Check Total	4,090.84
	00014789	04/10/2017	NRCSA	NE RURAL COMMUNITY SCHOOLS ASSN	
	032717	03/27/2017		04/06/2017 SPRING CONFERENCE	380.00
				Check Total	380.00
	00014790	04/10/2017	OKEEFELE	O'KEEFE ELEVATOR COMPANY, INC	
	00454967	04/01/2017		04/06/2017 ELEVATOR MAINTENANCE	289.61
				Check Total	289.61
	00014791	04/10/2017	OMAHAWORL	OMAHA WORLD HERALD	
	10842	03/14/2017		04/06/2017 SUBSCRIPTION	61.38
				Check Total	61.38
	00014792	04/10/2017	OVERTONGOL	OVERTON GOLF CLUB	
	030717	03/07/2017		04/06/2017 SCHOOL MEMBERSHIP	1,000.00
				Check Total	1,000.00
	00014793	04/10/2017	PEPPERJW	JW PEPPER	
	03516517	03/07/2017		04/06/2017 CHORAL MUSIC	40.49
	03516579	03/07/2017		04/06/2017 CHORAL MUSIC	9.00
				Check Total	49.49
	00014794	04/10/2017	PIONEERTE	PIONEER TELEPHONE	
	040117	04/01/2017		04/06/2017 LONG DISTANCE	33.50
				Check Total	33.50
	00014795	04/10/2017	PITSCO	PITSCO INC	
	674131-1	03/31/2017		04/06/2017 SHOP	1,519.45
				Check Total	1,519.45
	00014796	04/10/2017	POWERSCH	POWERSCHOOL GROUP LLC	
	INV114877	03/15/2017		04/06/2017 SIS ANNUAL FEE	3,712.00
				Check Total	3,712.00
	00014797	04/10/2017	PVCOMM	PLATTE VALLEY COMM. OF KEARNEY	
	031700259	03/20/2017		04/06/2017 BUS RADIOS	1,836.24
				Check Total	1,836.24
	00014798	04/10/2017	RENAISS	Renaissance Learning, Inc.	

Check Register

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name PO Date Description	Amount
	RPRNQ1694175	03/02/2017		04/06/2017 STAR MATH/READING	5,190.95
				Check Total	5,190.95
	00014799	04/10/2017	SAFOSTERO	S.A. FOSTER - OVERTON	
	165030	03/21/2017		04/06/2017 PLASTIC ANCHORS	4.99
				Check Total	4.99
	00014800	04/10/2017	SCHNURSE	School Nurse Supply, Inc.	
	0624982-IN	03/24/2017		04/06/2017 HEALTH SUPPLIES	286.12
				Check Total	286.12
	00014801	04/10/2017	SERVICE	SERVICEMASTER OF MID NE	
	13828	03/31/2017		04/06/2017 2010 FACILITY	3,466.00
	13829	03/31/2017		04/06/2017 ELEMENTARY FACILITY	3,719.00
				Check Total	7,185.00
	00014802	04/10/2017	STATENE	STATE OF NEBRASKA	
	1052947	03/01/2017		04/06/2017 NETWORK SERVICE FEES	238.96
				Check Total	238.96
	00014803	04/10/2017	THOMPSON	THE THOMPSON CO.	
	1870093	03/02/2017		04/06/2017 CAN LINERS ETC	225.13
	1876047	03/16/2017		04/06/2017 CAN LINERS ETC	208.65
	1879072	03/23/2017		04/06/2017 CAN LINERS ETC	320.31
	1882054	03/30/2017		04/06/2017 CAN LINERS ETC	183.14
				Check Total	937.23
	00014804	04/10/2017	VERIZON	VERIZON WIRELESS	
	9781552645	03/06/2017		04/06/2017 CELL PHONE	46.33
				Check Total	46.33
	00014805	04/10/2017	VILLAGEE	Village Of Elm Creek	
	033117	03/31/2017		04/06/2017	595.00
				Check Total	595.00
	00014806	04/10/2017	WOODWARDS	WOODWARDS DISPOSAL SERVICE	
	NO8727-678	03/25/2017		04/06/2017 SHRED SERVICE	25.00
				Check Total	25.00
	00014807	04/10/2017	WOODWORKS	Woodworker's Supply	
	9120346-1	03/16/2017		04/06/2017 OSCILLATING SPINDLE	562.73
	9120346-2	03/16/2017		04/06/2017 SHOP	1,355.77
	9126962-1	03/24/2017		04/06/2017 SHOP	423.80
	9126962-2	03/27/2017		04/06/2017 SHOP	4.26
	9126962-3	03/30/2017		04/06/2017 SHOP	64.10
				Check Total	2,410.66
	00014808	04/10/2017	ACTIFUND	Activity Fund	
	033117	03/31/2017		04/06/2017 TRANSFERS	15,000.00

Check Register

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name PO Date	Description	Amount
				Check Total		15,000.00
	00014809	04/10/2017	AGRICoop		CHS AGRI SERVICE CENTER	
	033117	03/31/2017		04/06/2017	FUEL	2,149.36
				Check Total		2,149.36
	00014810	04/10/2017	LUNCH		Lunch Fund	
	033117	03/31/2017		04/06/2017	TRANSFER	15,000.00
				Check Total		15,000.00
1 - GENERAL FUND Totals:						94,293.72
Total of Checks Printed:						94,293.72
Report Total:						94,293.72

CHECK REGISTER FOR ACTIVITY ACCOUNT: MARCH 2017

Check Number	Date	Paid To	Description	Amount
Bank ID: C	Activity Fund			
12917	3/1/2017	NEBRASKA SCHOOL ACTIVITIES ASS	PLAYERS, MGRS	\$ 119.00
12918	3/1/2017	NEBRASKA SCHOOL ACTIVITIES ASS	MGRS, SPONSORS ETC	\$ 282.00
12922	3/1/2017	ALMA SCHOOLS	JUNIOR HIGH QUIZ BOWL	\$ 25.00
12923	3/1/2017	JESSICA GUY	REIMBURSEMENT	\$ 158.34
12924	3/1/2017	NEBRASKA FCCLA	STATE CONFERENCE	\$ 532.00
12925	3/1/2017	KIM WEAR	MILEAGE	\$ 87.00
12926	3/2/2017	SPORTDECALS	HELMET DECALS	\$ 223.43
12927	3/6/2017	ALMA SCHOOLS	HS QUIZ BOWL	\$ 25.00
12928	3/6/2017	AMANDA HINDS	REIMBURSEMENT	\$ 31.99
12929	3/6/2017	YANDA'S MUSIC	REEDS	\$ 39.36
12930	3/6/2017	DOLLAMUR SPORT SURFACES	MATS	\$ 6,725.02
12931	3/6/2017	MUSEUM OF NEBRASKA ART	1ST GRADE F TRIP	\$ 92.00
12932	3/6/2017	JAYCE DUELAND	REIMBURSEMENT	\$ 133.88
12933	3/6/2017	Postmaster	POSTAGE	\$ 25.76
12919	3/8/2017	CHESTERMAN CO.	POP	\$ 344.00
12920	3/8/2017	Foster's Family Foods	Food	\$ 30.16
12921	3/8/2017	Hobby Lobby	Choir Supplies	\$ 10.78
12934	3/8/2017	SPRINGHILL SUITES	LODGING - STATE	\$ 1,666.56
12935	3/8/2017	WALKER ENTERPRISES, INC	SWING CHOIR	\$ 102.45
12936	3/9/2017	VOID	VOID	\$ - 0
12937	3/9/2017	VOID	VOID	\$ -
12938	3/9/2017	ARAPAHOE HIGH SCHOOL	MUSIC FESTIVAL	\$ 110.00
12939	3/13/2017	BERTRAND HIGH SCHOOL	QUIZ BOWL	\$ 25.00
12940	3/13/2017	NORTH PLATTE HIGH SCHOOL	DISTRICT SPEECH	\$ 260.00
12941	3/13/2017	TOWNEPLACE SUITES MARRIOTT	STATE LODGING	\$ 2,088.00
12942	3/15/2017	CALLAM SPORTS PHOTOS	STATE PICTURES	\$ 325.00
12943	3/16/2017	UNIVERSITY OF NEBRASKA KEARNEY	INDOOR MEET-GIRLS	\$ 65.00
12944	3/16/2017	UNIVERSITY OF NEBRASKA KEARNEY	INDOOR MEET-BOYS	\$ 65.00
12945	3/21/2017	GREAT PLATTE RIVER ARCHWAY MON	4TH GRADE F TRIP	\$ 144.00
12946	3/21/2017	BLUE CROSS BLUE SHIELD OF NE	INSURANCE PREMIUMS	\$ 6,117.46
12947	3/21/2017	AMERICAN HEART ASSOCIATION	FUND RAISER	\$ 1,173.00
12948	3/21/2017	WAL-MART	CANDY	\$ 54.96
12949	3/21/2017	GIBBON PUBLIC SCHOOLS	DIST MUSIC FEES	\$ 305.00
12950	3/21/2017	HARVARD PUBLIC SCHOOLS	SW CHOIR COMP FEES	\$ 175.00
12951	3/21/2017	ELWOOD SCHOOLS	LUNCHES FOR FKC	\$ 98.00
12952	3/21/2017	CORPORATE PAYMENT SYSTEMS	SCIENCE, CHOIR, Ipad, FFA	\$ 2,905.61
12953	3/24/2017	AMHERST PUBLIC SCHOOLS	ENTRY FEES	\$ 60.00
12954	3/24/2017	CAMBRIDGE HIGH SCHOOL	ENTRY FEES	\$ 50.00
12955	3/24/2017	WILCOX-HILDRETH SCHOOLS	ENTRY FEE	\$ 100.00

CHECK REGISTER FOR ACTIVITY ACCOUNT: MARCH 2017

Check Number	Date	Paid To	Description	Amount
Bank ID: C	Activity Fund			
12956	3/24/2017	MITCH MUMA	MEETING MEALS	\$ 14.00
12957	3/24/2017	Firstler Bank	START CHANGE-CONCESSIONS	\$ 520.00
12958	3/27/2017	SOUTHERN VALLEY SCHOOLS	QUIZ BOWL	\$ 25.00
12959	3/28/2017	MARY HENNING	STORYTELLER - LIBRARY	\$ 100.00
12960	3/30/2017	AWARDS UNLIMITED	JR HIGH RIBBONS	\$ 225.40
12961	3/30/2017	DIVAS FLORAL SHOP & BOUTIQUE	FLOWERS	\$ 162.90
12962	3/30/2017	CINDY SCHROEDER	CHEER JUDGE	\$ 20.00
12963	3/30/2017	TISHA STAUFFER	CHEER JUDGE	\$ 20.00
12964	3/30/2017	TRICIA DANBURG	CHEER JUDGE	\$ 20.00
12965	3/30/2017	MICHELLE SZEKELY	CHEER JUDGE	\$ 20.00
12966	3/31/2017	ELWOOD SCHOOLS	ENTRY FEES	\$ 110.00

**ELM CREEK SCHOOL BOARD TREASURER'S REPORTS
FOR APRIL 10, 2017**

GENERAL FUND - ACCT NO. 137766

BANK BALANCE MARCH 1, 2017 (Reconciled 4-6-17) \$ 1,532,019.87

RECEIPTS

BUFFALO COUNTY (BOND FUNDS)	\$	22,274.98
BUFFALO COUNTY (General Funds)	\$	119,832.87
DAWSON COUNTY	\$	13,894.87
ESU 10 - VOC CONSORTIUM	\$	2,214.58
LUNCH FUND PAYROLL TRANSFER	\$	8,977.70
MCGRAW-HILL ED	\$	2,757.04
NASB MEDICAID CONSORTIUM	\$	2,366.68
NDHHS - Medicaid in Schools	\$	208.85
NDHHS - Medicaid in Schools	\$	191.32
PHELPS COUNTY	\$	42,842.26
STATE - SPED SCHOOL AGE	\$	2,366.00
STATE - SPED SCHOOL AGE	\$	31,289.00
STATE AID	\$	4,464.90
STATE OF NE - School Age Transportation	\$	9,112.00

TOTAL RECEIPTS \$ 262,793.05

AVAILABLE BALANCE \$ 1,794,812.92

DISBURSEMENTS:

Bills Paid MARCH 13, 2017	\$	73,416.21
MARCH PAYROLL	\$	278,896.52

TOTAL DISBURSEMENTS \$ 352,312.73

BOOK BALANCE APRIL 1, 2017 \$ 1,442,500.19

DEPRECIATION FUND - ACCT NO 14832

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

BOOK BALANCE APRIL 1, 2017 \$ 71,549.40

CERTIFICATES OF DEPOSIT THRU MARCH 31, 2017

#6692	Bus Depreciation	\$	11,624.67
#6233	Track Maintenance - Issued 8/31/09	\$	16,337.07
#6013	Track Maintenance	\$	55,662.98
#6235	Unknown Capital Outlays - Issued 8/31/09	\$	16,313.00
#2232	Unemployment	\$	10,799.15
#6482	Track Maintenance - Issued 8/31/2011	\$	10,199.37
#6701	ECPS-(Issued 3-12-15)	\$	24,290.13
	CERTIFICATE TOTALS	\$	145,226.37

ELM CREEK SCHOOL BOARD TREASURER'S REPORTS
FOR APRIL 10, 2017

BUILDING FUND

Balance MARCH 1, 2017	\$	69,515.74
INTEREST	\$	12.86
EXPENSES	\$	-
BALANCE APRIL 1, 2017	\$	<u>69,528.60</u>

BOND FUND (OPENED 11-12-09)

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

SAM/DUNS ACCOUNT (REAP-1173)

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

**ELM CREEK SCHOOL BOARD TREASURER'S REPORTS
FOR APRIL 10, 2017**

LUNCH FUND

BANK BALANCE MARCH 1, 2017 (Reconciled 4-6-17) \$ 16,797.68

RECEIPTS

LUNCH SALES	\$	4,528.07
Federal Reimbursement Lunch	\$	5,537.52
Federal Reimbursement Breakfast	\$	1,560.12
EFUND PAYMENTS	\$	1,267.40
State Reimbursement	\$	-
TRANSFERS FROM GENERAL ACCT	\$	-
TOTAL RECEIPTS	\$	12,893.11

AVAILABLE BALANCE \$ 29,690.79

DISBURSEMENTS

Food/Groceries/Milk Etc.	\$	7,837.48
General Expenses	\$	118.72
Payroll Transfer	\$	8,977.70
Returned Checks.	\$	-

TOTAL DISBURSEMENTS \$ 16,933.90

BALANCE APRIL 1, 2017 \$ 12,756.89

APRIL BILLS

BERNARD FOODS	\$	-
CASHWA	\$	4,574.75
DOUBLE D	\$	53.22
FOSTERS	\$	16.97
HEARTLAND REFRIGERATION	\$	-
HILAND (MILK)	\$	1,570.29
NE FOOD DISTRIBUTION PROGRAM	\$	450.03
PAYROLL TRANSFER	\$	6,184.39
THOMPSON	\$	802.82

\$ 13,652.47

ACTIVITY FUND
TREASURER'S REPORT
4-10-17
Reconciled 4-6-17

Account Description	BEG MAR	EXPENSES	INCOME	END MAR
ACCELERATED READER	\$ 4,850.13	\$ -	\$ 45.78	\$ 4,895.91
ALUMNI	\$ 54.28	\$ -	\$ -	\$ 54.28
ANNUAL	\$ (9,467.14)	\$ -	\$ -	\$ (9,467.14)
ATTEND/VAL SCHOL (tea conc)	\$ 1,355.65	\$ -	\$ -	\$ 1,355.65
BAND	\$ (8,315.52)	\$ 149.36	\$ -	\$ (8,464.88)
BAND CLUB	\$ -	\$ -	\$ -	\$ -
BAND INSTR RENTAL	\$ 535.00	\$ -	\$ -	\$ 535.00
BBALL	\$ (8,204.93)	\$ 3,918.91	\$ 1,589.53	\$ (10,534.31)
BOARD SCHOLARSHIP FUND	\$ 252.54	\$ -	\$ -	\$ 252.54
BOYS BBALL CLUB	\$ 240.08	\$ -	\$ -	\$ 240.08
CHEER	\$ 1,113.55	\$ 80.00	\$ -	\$ 1,033.55
CHOIR	\$ (6,093.05)	\$ 778.23	\$ -	\$ (6,871.28)
CHOIR CLUB	\$ 1,606.67	\$ -	\$ -	\$ 1,606.67
CLASS OF 2009	\$ (54.64)	\$ -	\$ -	\$ (54.64)
CLASS OF 2010	\$ 78.45	\$ -	\$ -	\$ 78.45
CLASS OF 2013	\$ 292.21	\$ -	\$ -	\$ 292.21
CLASS OF 2014	\$ 116.95	\$ -	\$ -	\$ 116.95
CLASS OF 2015	\$ 29.30	\$ -	\$ -	\$ 29.30
CLASS OF 2016	\$ (1,645.49)	\$ -	\$ -	\$ (1,645.49)
CLASS OF 2017	\$ 994.81	\$ -	\$ -	\$ 994.81
CLASS OF 2018	\$ 4,642.67	\$ -	\$ -	\$ 4,642.67
CLASS OF 2019	\$ 4,582.30	\$ -	\$ -	\$ 4,582.30
CLASS OF 2020	\$ 3,550.62	\$ -	\$ -	\$ 3,550.62
CLASS OF 2021	\$ 5,316.44	\$ -	\$ -	\$ 5,316.44
CLASS OF 2022	\$ 1,443.30	\$ -	\$ -	\$ 1,443.30
COMP PURCHASE	\$ (151.23)	\$ -	\$ -	\$ (151.23)
CONCESSIONS	\$ (13,403.86)	\$ 544.20	\$ -	\$ (13,948.06)
COURTESY COMMITTEE	\$ 193.30	\$ -	\$ -	\$ 193.30
CROSS COUNTRY	\$ (1,875.13)	\$ -	\$ -	\$ (1,875.13)
CROSS COUNTRY CLUB	\$ 729.70	\$ -	\$ -	\$ 729.70
DANCE CLUB	\$ (476.35)	\$ -	\$ -	\$ (476.35)
DRAMA	\$ (272.99)	\$ -	\$ -	\$ (272.99)
ELEM PLAYGROUND	\$ -	\$ -	\$ -	\$ -
FCCLA	\$ 424.94	\$ 532.00	\$ 1,107.00	\$ 999.94
FCS - PATTERNS	\$ 440.46	\$ -	\$ -	\$ 440.46
FFA	\$ 11,289.97	\$ 225.57	\$ 946.33	\$ 12,010.73
FINE ARTS	\$ 14,505.21	\$ -	\$ -	\$ 14,505.21
FOB CHECKOUT	\$ 2,850.00	\$ -	\$ -	\$ 2,850.00

ACTIVITY FUND
TREASURER'S REPORT
4-10-17
Reconciled 4-6-17

Account Description	BEG MAR	EXPENSES	INCOME	END MAR
FOOTBALL	\$ (16,595.84)	\$ 223.43	\$ -	\$ (16,819.27)
FOOTBALL CLUB	190.78	\$ -	\$ -	\$ 190.78
GENERAL DONATION FUND	\$ 539.10	\$ -	\$ -	\$ 539.10
GENERAL EXPENSES/INCOME*	\$ (1,564.18)	\$ 3,367.97	\$ 1,349.64	\$ (3,582.51)
GENERAL POSTAGE	\$ (447.55)	\$ -	\$ -	\$ (447.55)
GIRLS BBALL CLUB	\$ 828.06	\$ -	\$ -	\$ 828.06
GOLF	\$ (4,268.47)	\$ 110.00	\$ -	\$ (4,378.47)
GOLF CLUB	\$ 789.11	\$ -	\$ -	\$ 789.11
GYM RENT	\$ 5,989.50	\$ -	\$ -	\$ 5,989.50
IND TECH SPECIAL FUND	\$ 1,894.79	\$ -	\$ -	\$ 1,894.79
INSURANCE	\$ (13.08)	\$ 6,117.46	\$ 3,246.87	\$ (2,883.67)
IPADs	\$ 17,091.97	\$ -	\$ 16.50	\$ 17,108.47
IRS 125 (Payflex)	\$ (1,400.00)	\$ -	\$ -	\$ (1,400.00)
LASER	\$ 10.41	\$ -	\$ -	\$ 10.41
MISCELLANEOUS	\$ 22,387.91	\$ -	\$ -	\$ 22,387.91
MOTOR CLUB	\$ 849.57	\$ -	\$ -	\$ 849.57
MUSIC TRIP	\$ 1,974.62	\$ -	\$ -	\$ 1,974.62
NHS	\$ 2,458.79	\$ 344.00	\$ 421.50	\$ 2,536.29
ONE ACT	\$ (71.44)	\$ -	\$ -	\$ (71.44)
PRES FREE SCHOL	\$ (166.36)	\$ -	\$ -	\$ (166.36)
PRESCHOOL	\$ 36,414.75	\$ -	\$ 900.00	\$ 37,314.75
PROM	\$ 871.04	\$ -	\$ -	\$ 871.04
RETIREMENT	\$ 44.91	\$ -	\$ -	\$ 44.91
SCHOOL PLAY	\$ 383.80	\$ -	\$ -	\$ 383.80
SIGN ADVERTISING	\$ 9,610.58	\$ -	\$ -	\$ 9,610.58
SPECIAL ED (CIRCLE OF FRIENDS)	\$ 1,274.64	\$ -	\$ -	\$ 1,274.64
SRS GIFTS	\$ (282.12)	\$ -	\$ -	\$ (282.12)
STU COUNCIL	\$ 1,241.55	\$ 54.96	\$ 10.00	\$ 1,196.59
SUPERMERCADO	\$ 176.68	\$ -	\$ -	\$ 176.68
SURPLUS PRO	\$ 93.00	\$ -	\$ -	\$ 93.00
TRACK	\$ (9,953.33)	\$ 565.40	\$ -	\$ (10,518.73)
TRACK CLUB	\$ 2,906.83	\$ -	\$ -	\$ 2,906.83
VOLLEYBALL	\$ (21,000.32)	\$ -	\$ -	\$ (21,000.32)
VOLLEYBALL CLUB	\$ 1,369.86	\$ -	\$ -	\$ 1,369.86
WRESTLING	\$ (14,234.95)	\$ 9,000.57	\$ -	\$ (23,235.52)
WRESTLING CLUB(Incl INSF ck)	\$ (1,337.20)	\$ -	\$ 13.00	\$ (1,324.20)
	\$ 49,585.61	\$ 26,012.06	\$ 9,646.15	\$ 33,219.70
(*Includes voided Check)				
Page 5 of 5				

general fund

Apr. 1, 2017

ytd expenditure summary

		16/17 Budget	Expended during month	current month ytd expended	balance	% remaining
1100	All Instruction	\$2,325,000.00	\$188,470.10	\$1,246,299.25	\$1,078,700.75	46.40
1200	Special Education Programs	\$565,100.00	\$32,514.18	\$280,439.06	\$284,660.94	50.37
2100	Guidance Services	\$200,000.00	\$10,963.89	\$86,250.70	\$113,749.30	56.87
2200	Library	\$57,500.00	\$3,420.29	\$27,118.76	\$30,381.24	52.84
2300	General Administration	\$295,000.00	\$16,156.36	\$107,542.89	\$187,457.11	63.54
2400	Office of the Principal	\$125,000.00	\$8,539.89	\$59,991.99	\$65,008.01	52.01
2500	Business Suport	\$432,100.00	\$9,295.61	\$125,157.61	\$306,942.39	71.04
2600	Maint. And Operation of Buildings	\$555,000.00	\$34,979.22	\$244,126.00	\$345,853.22	62.32
2700	Pupil Transportation	\$158,525.00	\$11,932.40	\$84,533.19	\$73,991.81	46.68
3000	State Categorical Programs	\$104,250.00	\$9,101.77	\$72,168.00	\$32,082.00	30.77
4000	Federal Programs	\$210,000.00	\$16,394.79	\$140,644.24	\$69,355.76	33.03
5000	Debt Services		\$0.00			
8000	Transfers to other Funds	\$165,000.00	\$0.00	\$590,000.00	-\$425,000.00	0.00
9000	Miscellaneous					
		\$5,192,475.00		\$3,064,271.69	\$2,128,203.31	40.99

Elm Creek Public Schools

230 E. Calkins Ave., Elm Creek, NE 68836

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



Tom Reeser, Superintendent

Jason Sullivan, Principal

Dear School Board,

Please accept this letter as a my formal recommendation of Ms. Kate Quiring to be hired for the Agriculture Education teaching position at Elm Creek High School for the 2017-2018 school year. It is without reservation that I endorse the hiring of Ms. Quiring in the aforementioned capacity.

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

Jessica Guy
335 N Tyler St.
Elm Creek, NE 68836

April 3, 2017

Elm Creek Board of Education
Elm Creek Public Schools
230 E Calkins Ave.
Elm Creek, NE 68836

Dear Elm Creek Board of Education,

I would like to thank you for the opportunity to teach in Elm Creek Public Schools. This has been a wonderful opportunity and I have learned a lot here. In my position, I have had the chance to educate students on the importance of mathematics in the real world and to help students improve their mathematical skills. I have also had the chance to build school spirit through coaching the cheerleading squad. I have gained many skills through all of these experiences.

Though my experience here has been great, I have decided to pursue interests outside of education. I would like to resign both my position as a 7-12 Mathematics Teacher and as a cheerleading coach, effective May 18, 2017.

Again, thank you for the opportunities you have given me.

Sincerely,

A handwritten signature in cursive script that reads "Jessica Guy". The signature is written in black ink and is positioned above the printed name.

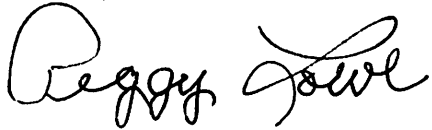
Jessica Guy

April 6, 2017

Dear Elm Creek School Board and Administration;

I am writing this letter of resignation as I plan on retiring at the end of the school year. It has been a pleasure to work for the Elm Creek school system these past 9 years. I thank you for all the support you have given to me and to the music department. It was a very difficult decision for me to make because I have really enjoyed working here, however I feel it is time for me to move on.

Thank you,

A handwritten signature in black ink that reads "Peggy Lowe". The signature is written in a cursive style with a large initial "P" and a long, sweeping underline.

Peggy Lowe

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AdministrationFunctional Principle of Administration

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

Date of Adoption: December 9, 2013

AdministrationElection of Administrative Personnel

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

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

Date of Adoption: December 9, 2013

AdministrationThe Superintendent of Schools

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

Date of Adoption: December 9, 2013

AdministrativeDuties of the Superintendent of Schools

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

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

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

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

Date of Adoption: December 9, 2013

ELM CREEK PUBLIC SCHOOLS SUPERINTENDENT JOB DESCRIPTION

REQUIREMENTS:

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

REPORTS TO: Board of Education

OVERTIME: Exempt.

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

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

TASKS

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

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

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

KNOWLEDGE

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

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

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

SKILLS

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

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

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

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

ABILITIES

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

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

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

WORK ACTIVITIES

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

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

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

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

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

ESSENTIAL FUNCTIONS

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

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

Administration

The Principalship

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

Date of Adoption: December 9, 2013

AdministrationDuties of the Principal1. General Duties

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

2. Responsibility and Authority

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

3. Specific Duties

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

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

4. Organizational Expectations and Performance Standards

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

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

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

5. Conditions of Employment

Except as may be otherwise established by the Board:

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

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

Date of Adoption: December 9, 2013

ELM CREK PUBLIC SCHOOLS PRINCIPAL JOB DESCRIPTION

REQUIREMENTS:

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

REPORTS TO: Superintendent of Schools

OVERTIME: Exempt.

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

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

TASKS

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

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

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

KNOWLEDGE

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

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

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

SKILLS

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

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

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

ABILITIES

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

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

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

WORK ACTIVITIES

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

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

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

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

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

ESSENTIAL FUNCTIONS

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

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

AdministrationEvaluation of Principals and Other Certificated Administrative Personnel1. Objectives

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

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

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

2. General Procedures

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

3. Appraisal Cycle

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

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

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

4. Appraisal Process

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

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

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

5. Final Formal Summative Evaluation

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

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

See: Evaluation instruments for each administrative position.

Date of Adoption: December 9, 2013

Administration

Evaluation Instrument of Superintendent

I. EVALUATION PLAN

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

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

II. PERFORMANCE INSTRUMENT

Levels of Performance				
4	3	2	1	N/A

A. EDUCATIONAL LEADERSHIP

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

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

COMMENTS:

B. STAFF RELATIONS

Levels of Performance

4 3 2 1 N/A

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

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

COMMENTS:

C. COMMUNITY LEADERSHIP

Levels of Performance

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

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

COMMENTS:

Levels of Performance

D. WORKING RELATIONSHIP WITH THE BOARD OF EDUCATION

4 3 2 1 N/A

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

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

COMMENTS:

Levels of Performance

E. FINANCIAL DIRECTION

4 3 2 1 N/A

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

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

COMMENTS:

Levels of Performance

4 3 2 1 N/A

F. MANAGEMENT OF FACILITIES
 GROUNDS AND EQUIPMENT

1. Serving as custodian of all property, real or personal, owned, leased or borrowed by the district; and lending, exchanging, transmitting or receiving such property only in accordance with approval of the board.

2. Assembling data for the recommended building program and acting as educational advisor to the architect in the preparation of all plans and specifications for the construction of all new buildings or modifications of existing buildings.

3. Recommending boundaries, and changes in boundaries, for the schools within the district.

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

COMMENTS:

Levels of Performance

G. PERSONAL QUALITIES

4 3 2 1 N/A

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

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

COMMENTS:

III. SUMMARY

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

1) _____

2) _____

3) _____

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

1) _____

2) _____

3) _____

Board President Signature

Superintendent's Signature

Date

Date

Administration

PRINCIPAL EVALUATION AND APPRAISAL

Name _____

Date _____

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

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

Identification of performance strengths: _____

Identification of performance areas to be improved upon: _____

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

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

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

Identified Methods of Remediation: _____

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

_____ Recommended for reappointment

_____ Recommended for Professional Development Plan

_____ Recommended for dismissal

Principal's Comments: _____

Signatures:

Signature of Principal Date

Signature of Superintendent Date

Date of Adoption: December 9, 2013

Administration

Line of Authority

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

Date of Adoption: December 9, 2013

AdministrationAdministrative Actions in Emergencies

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

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

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

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

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

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

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

Date of Adoption: December 9, 2013

AdministrationStaff Handbooks

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

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

Date of Adoption: December 9, 2013

AdministrationAttendance at Professional Growth Meetings

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

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

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

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

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

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

convention trip, shall be borne by the administrator.

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

Date of Adoption: December 9, 2013

Administration

Administrative Action in Absence of Policy

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

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

Date of Adoption: December 9, 2013

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Community RelationsStatement of Intent

It is the desire and intent of the Board of Education that there be continuous planned public relations activities for all participants in the school community - for students, staff, parents and for the public at large. The public relations efforts should emanate from the school, as well as from the administrative offices.

Because the Board is proud of the staff, students and the school, public relations activities should encompass all areas of school life, including regular instructional activities, special events of unusual interest, extra-curricular activities, accomplishments of students and staff and Board of Education activities.

The purpose of the public relations activities shall be to inform so that all participants in the public education endeavor may gain pride in and understanding of their schools.

Methods of Communication

The Board of Education will use various media to keep the public informed—including news releases to the area newspapers, issuance of newsletters, school newspapers, presentations before parent groups and other community organizations.

All Board of Education publicity releases shall be made through the Superintendent. The Superintendent shall establish procedures for the dissemination of information regarding deliberations and decisions of the Board of Education. The Superintendent shall also establish procedures for the dissemination of local school news, emphasizing student and staff activities and achievements.

Date of Adoption: January 13, 2014

Community RelationsCitizen Communication to the Board of Education

The Board of Education recognizes the necessity for open communication with students, parents, patrons and staff but is also aware that a procedure for processing concerns and complaints is imperative to the normal operations of the District. It is the intent of the Board that concerns and complaints be resolved at the lowest possible level.

Complaints Made to Individual Board Members

Members of the Board of Education have no authority or power to act on behalf of the Board or the District except when acting as a member of the entire Board at a duly called board meeting or when acting with express, specific authority granted by the Board or by law. Should any member of the Board be approached by a student, parent, patron or staff member who has a concern or complaint, the member should:

1. Listen attentively to the concerns but not take any inflexible position.
2. Instruct the individual about the District's process for resolving concerns and complaints and direct the individual to the appropriate complaint or grievance procedure or to the Superintendent for information concerning such procedures. If the concern or complaint involves a teacher, the individual should be informed to discuss the matter with the teacher first.
3. Inform the Superintendent of the concern.

The Board and the District shall not be bound in any way by the action or statement on the part of any individual Board member or committee, except when such statement or action is taken or made in conformance with express, specific authority granted by the Board or by law.

Complaints Made to the Board

Concerns or complaints may be made to the Board of Education at a duly called Board meeting at such time as the agenda provides for public participation or comment.

In the event the complaint involves a personnel matter relating to an employee of the District, the individual raising the complaint shall be directed to first exhaust the appropriate complaint or grievance procedure. The board shall not respond or take action on such a complaint until such complaint or grievance procedure has been exhausted, unless it is determined by the Board, under the circumstances, that an immediate response or action is required.

Individuals raising concerns or complaints involving non-personnel matters which may be the subject of a complaint or grievance procedure may also be directed to first use such complaint or grievance procedure.

Date of Adoption: January 13, 2014

Community RelationsParent/Patron Comment Forms

Parents and patrons may file a comment with the Superintendent. Comment forms are available in the office of each building. These forms are intended to help resolve issues, arbitrate disputes, facilitate understanding, recognize achievements, and commend success.

Comment forms which have been properly filed with the Superintendent which directly involve a staff member shall be forwarded to the staff member's immediate supervisor for analysis, discussion, and resolution. The forms shall be retained in a separate confidential file in the office of the staff member's immediate supervisor for a period of three years. At the end of the three year period they may be discarded. Comment forms shall not be placed in the staff member's personnel files unless deemed appropriate by the Superintendent or immediate supervisor.

Date of Adoption: January 13, 2014

ELM CREEK PUBLIC SCHOOLS
COMMENT OR COMPLAINT FORM

Commenter: _____ Date: _____
Address: _____ Phone: _____

Comment or Complaint: _____

Supportive Evidence or Witness: _____

Relief requested (what I want done in response to the above information):

The undersigned states: I have a reasonable belief that the facts in this comment or complaint are true and accurate, and I give permission for an investigation to be made into this matter.

Signature Date

.....

Community RelationsAnnual Report and School Improvement

The Superintendent shall prepare and distribute each year an Annual Report in accordance with Rule 10, Regulations and Procedures for the Legal Operation of Schools. The Annual Report shall be distributed to residents of the School District by the Superintendent distributing it to the members of the Board of Education and to the parents of students enrolled in the School District during the fall semester of each school year and making it available to other residents. The report shall include information required by Rule 10. The results of the annual report shall be used to plan and make needed changes to improve instruction for all students. The report is to include:

- A. Student academic performance. The report shall include results of student success in achieving the state standards set forth in Appendices A through D of Rule 10 or local content standards approved by the Department, on a building basis. Individual test scores shall be kept confidential. If the school has fewer than ten students in the grades being reported, or if reporting would allow for the identification of students because they all had comparable scores, no public reports of student performance shall be provided for those grades.
- B. School system demographics.
- C. School improvement goals and progress.
- D. School system financial information.

The Superintendent shall further ensure that the School District implements a systematic on-going process that guides planning, implementation, and evaluation and renewal of school improvement activities to meet local and statewide goals and priorities. The school improvement process shall focus on improving student learning and include a periodic review by visiting educators who provide consultation to the local school/community in continued accomplishment of plans and goals. The school improvement process shall further include the following activities at least once within each five years:

- A. Review and update of a mission or vision statement.
- B. Collection and analysis of data about student performance, demographics, learning climate, and former high school students.
- C. Selection of improvement goals. At least one goal is directed toward improving student performance.
- D. Development and implementation of a plan which includes procedures, strategies, or actions to achieve goals.
- E. Evaluation of progress toward improvement goals.

The school improvement process shall further include a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the written recommendations shall be provided to the Department. The external team visits shall be conducted at least once each five years.

Legal Reference: NDE Rule 10.5.02; 10.9 and 10.10
Date of Adoption: January 13, 2014

Community RelationsPublic Access to School Records - Examination, Making Memoranda, and Copying

1. The School District, through the Superintendent, shall provide interested persons access to the records of the School District as required by law. Such access shall include the opportunity to examine, make memoranda and copy School District records. The School District shall not make records of individual students or personnel available except as allowed by law or compelled by court order.
2. Records may be examined at the School District offices during the hours such offices are open for the ordinary transaction of business. School district offices will be open for the ordinary transaction of business (a) during the school year on such days as school is in session, and (b) during the summer months when school is not in session, Monday through Friday when the Superintendent is present, except legal holidays.
3. Records may be obtained in the form in which the record is maintained including, but not limited to, printouts, electronic data, disc, tapes, and photocopies. The School District will not be required to produce or generate any record in a new or different form or format modified from that of the original School District record. Copies of records may be made as follows:
 - (a) Copies may be made by persons using their own copying or photocopying equipment, provided that such copies shall be made on the premises of the School District offices or at a location mutually agreed to by the requester and the School District.
 - (b) Copies may be obtained from the School District if the School District has copying equipment reasonably available, and upon payment of a fee for providing copies. The Superintendent shall establish a fee schedule for the copying of school district records, provided that such fee is not to exceed the actual cost of making the copies available. Actual costs of making copies available include: Paper, discs, and other hard copy materials, copier device costs (equipment lease, depreciation and maintenance), electricity and the cost of personnel. If the copies requested are estimated by the School District to be more than fifty dollars (\$50.00), the School District may require the requester to furnish a deposit prior to fulfilling such request.
4. Upon written request for access to records, the School District will provide to the requester as soon as is practicable and without delay, but not more than four (4) business days after actual receipt of the request:
 - (a) Access to or, if copying equipment is reasonably available, copies of the school district records requested;
 - (b) A written denial of the request, or portion thereof, if there is a legal basis for such denial of access to school district records on a written form from the school district. [See,

Regulation Form 1050A, "Denial of Access To School District Records"]; or
(c) If the entire request cannot with reasonable good faith efforts be fulfilled within four (4) business days after actual receipt of the request due to the significant difficulty or extensiveness of the request, the school district shall provide a written explanation, including the earliest practicable date for fulfilling the request, and estimate of the expected cost of any copies, and an opportunity to modify or prioritize the items within the request. [See, Regulation Form 1050B, "Explanation of Delay in Fulfilling Request for School District Records"].

Legal Reference: Neb. Rev. Stat. § 84-712 et seq.

Date of Adoption: January 13, 2014

Community Relations

Denial of Access to School District Records Form

Name of Requester: _____.

Date of School Record Request: _____.

Name of Administrator Denying Record Request: _____.

Description of Records Requested (Actual written request for record may be attached): _____

_____.

Please be advised that the school district has determined that there is a legal basis for a denial of access or copies to all or a portion of the school records requested, and hereby provides the following information regarding such denial:

A. Description of the contents of the records withheld: _____

_____.

B. Statement of the specific reasons for the denial (Correlate specific portions of the records to specific reasons; include citation of statute expressly providing that particular information or records shall not be made public): _____

_____.

NOTICE: Pursuant to Neb. Rev. Stat. § 84-712.03, you may have a right of judicial or administrative review of the denial of access to school district records set forth above, including a right to petition for a writ of mandamus, or petition the Attorney General to review the record to determine if it may be withheld from public inspection.

Community Relations

Explanation of Delay in Fulfilling Request for School District Records

Your entire request for school district records cannot with reasonable good faith efforts be fulfilled within four (4) business days after actual receipt of such request due to (check all applicable boxes):

Significant difficulty in compiling or copying such records;

Extensiveness of the request.

A. Additional Explanation: _____

_____.

B. Projected Date of Fulfilling Request: _____.

C. Projected Cost of Copies: \$_____.

Modification or Prioritization of Request: You may modify or prioritize the items in your request to expedite the availability of the school records requested; please set forth your modification or prioritized items in the space provided below and return to the office of the business office:

_____.

Date of Adoption: January 13, 2014

Community RelationsAdvertising and Promotion

Neither the facilities, the staff, nor the children of the school district shall be employed in any manner for advertising or otherwise promoting the interests of any commercial, political, or other non-school agency, individual, or organization, except that:

1. The schools may cooperate in furthering the work of any non-profit, community-wide social service agency, provided that such cooperation does not restrict or impair the educational program of the schools.
2. The schools may use films or other educational materials bearing mention of the producing firm or sponsor, providing such materials can be justified on the basis of their actual educational values.
3. The schools may cooperate with any agency in promoting the activities in general public interest, and which promote the education or other best interest of students.
4. The superintendent of schools may cooperate in furthering the work of any non-profit, community-wide social service agency provided such cooperating does not infringe on school programs or diminish the amount of time devoted thereto.
5. The administration may, at its discretion, announce, or authorize to be announced, any lecture, community activity, or film which it feels has educational merit.
6. School representatives may, upon approval of the board of education, cooperate with any agency in promoting activities in the general public interest, and which promotes education that is in the best interest of the students.

Legal Reference: Neb. Rev. Stat. § 79-526 Board Authority for Supervision and Control
 Neb. Rev. Stat. § 79-8,100 Teachers, Solicitation by Agents

Date of Adoption: January 13, 2014

Community RelationsPublications, Radio, and Television

The board of education welcomes the active participation of print and electronic mass media in promoting educational programs of Elm Creek Public Schools. All resultant news coverage of academic or extracurricular activities must be presented in the public interest. No identification of the school with the promotion of any commercial or political enterprise will be permitted.

All radio and television broadcasts of any school activity or contest originating from the School District's facilities must be coordinated through the office of the building principal sponsoring the activity.

Companies interested in such broadcasts will: (1) Contact the building principal at least forty-eight (48) hours in advance of the event to gain permission and make arrangements for attending the activity. (2) Any company interested in broadcasting an activity will be responsible for all necessary equipment, transmission lines, power sources, and accompanying expenses. (3) Any company interested in broadcasting an activity will be responsible for any financial and legal liabilities pertaining to its own equipment and personnel.

Legal Reference: Neb. Rev. Stat. §79-526
Neb. Rev. Stat. §79-1312 et. seq.

Board Authority for Supervision and Control
Telecommunications Operated by the
Nebraska Educational Telecommunications
Commission

Date of Adoption: January 13, 2014

Community RelationsSchool Directory

A school directory will be used and distributed only by authorization of the principal or superintendent of schools. Under no circumstances will it be distributed for political or commercial purposes. If student directory information is released it shall not be released to an agency or individual if personal profit is the object of the receiver. Directory information for purposes of the school directory shall consist of the information that is considered to be "directory information" in the School District's annual FERPA notice. Parents who do not wish to have their child's name(s) included in the directory to be released may request that it be deleted. It shall be the principal's responsibility to delete those names.

Legal Reference: Neb. Rev. Stat. §§79-2,104 & 79-2,105; Neb. Rev. Stat. §79-539
Neb. Rev. Stat. §§84-1201 to 84-1220
Family Educational Rights and Privacy Act, 20 U.S.C. §1232g

Date of Adoption: January 13, 2014

Community RelationsCommunity Use of School Facilities

School facilities are primarily intended for the District's educational and extracurricular activity programs. School facilities are, however, made available for use by outside groups to further the interests of the District and the community. Use by non-school groups is allowed pursuant to an application process and is subject to the terms and conditions set forth in this policy.

1. Application for Use.

Outside groups that wish to use school facilities must submit a completed Application for Use form signed by a representative of the outside group who has authority to commit the outside group to the terms and conditions of the Application. The outside group, as Applicant, shall specify the nature of the intended use, the dates and times of the requested use, and the facilities for which use is requested.

The form shall be developed by the administration. The form shall include the statement that:

This application is subject to the terms of the Board's "Community Use of School Facilities" policy. The terms and conditions of that policy are incorporated into this application by this reference. Applicant accepts all such terms and conditions.

2. Acceptance of Application for Use.

Acceptance or rejection of applications shall be the responsibility of the Superintendent or the Superintendent's designee.

Applications shall not be rejected for any unlawful reason, including unlawful discrimination on the basis of race, national origin, gender, religion, disability, age, marital status, or veteran status, and including the applicant's legally protected exercise of constitutional or statutory rights.

The District's facilities are designated as nonpublic forums. Accordingly, applications shall not be accepted for:

- a. Uses that may conflict with or that disrupt the District's educational or extracurricular activity programs.
- b. Uses inconsistent with the mission of the District.
- c. Uses that present an unacceptable risk that the conditions of use set forth in this policy will not be adhered to; either due to the nature of the requested use or the character of the group or individuals within the group.
- d. Uses that present an unacceptable risk of damage or unacceptable wear and tear to facilities or equipment.

- e. Uses for outside commercial activities except with approval of the Board; and except for camps and other activities for high school students subject to and consistent with Bylaws of the Nebraska School Activities Association.
- f. Uses that involves gambling or games of chance.
- g. Uses that involves a group or activity which advocates or condones the violent overthrow of the Constitution or of the government.
- h. Uses that involve the meetings of secret clubs not open to members of the public.
- i. Non-community type uses such as wedding receptions, slumber parties, personal use and similar activities.

Applications for use of facilities may be denied based on unsuitability of the date or time of the requested use. Facilities will generally not be available for community use at times when school staff are not available to monitor the Applicant's use, such as on legal holidays; before 7:00 a.m.; after 10:00 p.m. and Sunday mornings prior to Noon.

Leases of school facilities require approval of the Board. As such, Applications that request long-term use of facilities in the nature of a lease will be denied.

Applications may be denied based on the determination of the Superintendent or the Superintendent's designee that the Applicant does not have the financial ability or financial responsibility to pay fees or expenses or to reimburse the District for any damages that may be sustained to facilities or equipment or any liability that may be created by the use.

When an Application conflicts with another Application, the Applications will be accepted according to the following priority order:

- a. Events or activities that are designed to service students of the District or which are related to any function of the District, including approved school-community associations and school-affiliated non-profit groups.
- b. Tax-supported agencies such as educational entities or units of city, county or state government.
- c. Nonprofit community agencies such as private educational agencies.
- d. Groups where the majority of the members reside within the District.

For use conflicts within each group, priority will be given to the first to submit their Application; provided that the Superintendent or the Superintendent's designee may approve an Application that is not first-filed if the other Applicant's use could be feasibly changed to a non-conflicting time or area.

Applications that are accepted may not be assigned or transferred to another outside group.

Applications that are accepted are subject to cancellation by the Superintendent or the Superintendent's designee. Cancellation will occur in the event the administration reasonably determines:

- a. Any of the reasons for non-acceptance of an application exist.

- b. The Applicant fails to meet any term or condition required prior to the use. This includes but is not limited to failure of the Applicant to pay required fees or deposits or failure to show evidence that any required insurance is in place.
- c. Circumstances make the use unsuitable. This includes but is not limited to:
 - i. The condition of the facilities being unsafe. For example, the presence of snow, ice, fallen limbs or other potential hazards that the school would not otherwise clear prior to the activity or event. The Applicant may request that the District clear the hazards such that it may proceed with its activity or event. If the District agrees to do so, the Applicant shall be responsible for all costs incurred by the District in clearing the hazard.
 - ii. School staff being unavailable to monitor the use or to provide set-up or clean-up services where the District has accepted responsibility for such.
 - iii. The need to use the facilities for a school activity or purpose.

Generally, if school is closed on the date of the Applicant's intended use due to inclement weather or hazardous conditions, the Applicant's use will be cancelled.

The Applicant shall remain responsible for fees or expenses, and any deposit that has been received by the District shall be forfeited and be kept by the District, if cancellation occurs because of the fault of the Applicant. Otherwise, the District will return any deposit that has been received by the District. The District will in no event be responsible for any damages, expenses, or losses incurred by the Applicant or any person arising from the cancellation.

An Applicant may withdraw its Application at any time prior to acceptance. An accepted application may be withdrawn by the Applicant, subject to approval of the Superintendent or the Superintendent's designee. Approval is subject to the conditions that the Applicant has given reasonable advance notice (ordinarily, at least 48 hours) and that the Applicant reimburse the District for any expense the District has incurred.

3. Conditions of Use.

The conditions for use are as follows:

- a. Compliance. Applicant agrees to:
 - i. Comply with all local, state and federal laws, including health and fire codes.
 - ii. Comply with Board policies concerning non-discrimination and the use of school facilities.
 - iii. Comply with reasonable administrative rules related to use of facilities and the requests of school officials related to the Applicant's use of the facility.
- b. Disclaim School Sponsorship. The District does not sponsor or endorse the Applicant or the activity or event conducted by the Applicant. To ensure that the public understands this fact, the Applicant agrees to not make any statements

suggesting such sponsorship and to publish statements of non-school sponsorship in such form and manner as the administration may request.

- c. Supervision. Applicant agrees to provide appropriate supervision of the activity or event in all respects, including supervision reasonably necessary to ensure that no person participating in or attending the activity or event:
- i. Is presented with conditions that pose an unreasonable risk of personal injury or damage to personal property.
 - ii. Enters any area of the school facilities that the Applicant has not been given permission to use, or accesses any school records.
 - iii. Engages in the use of tobacco, alcohol, or illegal drugs, or is under the influence of alcohol or illegal drugs.
 - iv. Possesses a firearm or a weapon.
 - v. Engages in disorderly, lewd, or lascivious conduct.
 - vi. Engages in any criminal behavior.

Applicant shall remove any person from the activity or event who engages in any of the above listed conduct. Applicant agrees to report to the school administration by the close of the next business day the identity of any person who engaged in any of the above listed conduct and the details of the conduct. If the offending person is a student, the report shall be made immediately.

In the event the school administration determines that the nature of the activity or event warrants the presence of security services, Applicant agrees to provide such security services.

Applicant agrees to ensure that all persons attending its activity or event are off school grounds at the end of its time of permitted use, except for students or school staff who are authorized to remain for a school-related purpose.

- d. Condition of Premises. Applicant agrees to:
- i. Conduct a reasonable inspection of the premises prior to the activity or event to ensure that the premises are safe for the intended use. In the event of any unsafe condition, Applicant shall notify an administrator. In the event the unsafe condition is not corrected prior to the activity or event, the Applicant shall postpone or cancel the activity or event.
 - ii. Not use or allow any school equipment to be used without express approval of school administration.
 - iii. Not bring or allow others to bring food or beverages on to school grounds without express approval of school administration.
 - iv. Not bring or allow others to bring or use any flammable items (including candles or incense) or any volatile chemical or any explosive.
 - v. Not use any electrical equipment that has been brought onto the premises without express approval of school administration.

- vi. Not allow the wearing of street shoes or shoes with black soles on gym floors or other protected surfaces.
 - vii. Not park or allow others to park in fire lanes or reserved spaces or in any manner inconsistent with the school's parking rules.
 - viii. Not cause or allow others to cause damage to school facilities or equipment.
 - 1. In the event damages are sustained, Applicant accepts responsibility for reimbursing the District for the cost of repair or replacement.
 - 2. Applicant agrees that the school administration's determination that damage was sustained in connection with the Applicant's use, and of the cost of repair or replacement, is controlling.
 - 3. Applicant shall immediately report to the school administration any damage to school facilities or equipment that occurs during the Applicant's use of school facilities that may present a risk of injury to students or any subsequent users. Any other damage shall be reported by the close of the next business day.
 - ix. Return the facilities in as good a condition as it was prior to use. This includes, without limitation, cleaning, removal of trash, and returning tables and chairs and other school property to their proper location. The clean-up shall be promptly completed. In the event the District provides the clean-up service, Applicant agrees to reimburse the District for the cost of such clean-up.
 - x. Remove any property brought in by the Applicant and by any person attending the activity or event. The District is not responsible for any personal property that is left on the premises.
- e. Financial Responsibility. Applicant agrees to:
- i. Procure, at its own expense, a Comprehensive General Liability insurance policy naming the District as an additional insured. This policy shall be written with a minimum of \$1,000,000 Combined Single Limit per occurrence. A Certificate of Insurance evidencing coverage must be submitted prior to the Applicant's use.
 - ii. The insurance requirement is subject to waiver by the Superintendent or the Superintendent's designee only in circumstances where the intended use presents very little potential for injury or damage and the activity or event is designed to serve the District's students or staff.
 - iii. Indemnify and hold the District, the Board, school employees and agents of the District harmless from any and all claims, demands, causes of action, or lawsuits for any death or personal injury or damage to property sustained during, caused by or arising out of the Applicant's use of school facilities.

4. Fees for Use.

The Superintendent or Superintendent's designee shall establish a daily use fee schedule that establishes rates for specific parts of the school facilities (that is, kitchen, auditorium, gymnasium, athletic field, classrooms, meeting rooms). The rates shall be reviewed on a periodic basis; with the review to occur no less than every two years.

The fee rates shall be in an amount sufficient to cover estimated staff time and direct costs associated with:

- a. Processing. Cost of processing the Application, postage, invoicing and coordination of the use.
- b. Access. Cost of providing access; such as unlocking doors before use and locking after use, turning lights on and off, and disarming/re-arming security systems.
- c. Custodial. Cost of providing custodial or maintenance services to prepare the facility for the use and for clean-up after the use.
- d. Kitchen. Cost of providing access to the kitchen facilities; as ordinarily any permitted use of the kitchen will require the presence of a member of the school's food service staff.
- e. Special Equipment. Cost of making special equipment available such as sound and lighting set-up; as ordinarily any permitted use of special equipment will require the presence of a member of the school's staff who is familiar with proper use of the equipment.
- f. Monitoring. Cost of administrative or other professional staff to monitor the Applicant's use to ensure compliance with the terms and conditions of the permitted use.
- g. Security. Cost of providing security services when determined to be needed for the activity or event.

The fee schedule shall be applied evenly to all Applicants, with two exceptions:

- a. A different fee may be assessed where the Superintendent or Superintendent's designee reasonably determines that the Applicant's use will require staff time or cause direct costs different than those used in establishing the fee schedule.
- b. A fee waiver or reduced fee rate shall be given for use where the activity or event is designed to serve students of the District or children; such as approved school-community associations and school-affiliated non-profit groups and summertime sports leagues, sports camps, etc., that are subject to NSAA regulations.

5. Use Consistent with NSAA Bylaws.

Use of school facilities for activities that are subject to the Bylaws of the Nebraska School Activities Association (NSAA) shall be permitted subject to and in accordance with the NSAA Bylaws. Such use shall be consistent with this policy for non-school groups. Examples of acceptable use of school facilities for activities are:

- a. Summer Leagues. There must be evidence that the organization or individual conducting the league has rented or leased the facility (for example, via an Application for Use) to prove the school is not involved in its sponsorship or funding.
- b. Commercial Sport Camps/Clinics. School facilities for use by individuals, including the District's own coaches or other organizations for commercial camps/clinics or schools. Camps conducted by high school coaches shall be publicized as open to all area individuals wishing to attend and not limited to students from the coach's high school.
- c. All-Star competition that involves graduated seniors.
- d. Competitive meets and contests sponsored by non-school groups.
- e. Facilities approved under the above stipulations include: gymnasiums, tracks, swimming pools, tennis courts, athletic playing fields, and baseball and softball diamonds.

Date of Adoption: January 13, 2014

APPLICATION FOR USE OF SCHOOL FACILITIES Elm Creek Public Schools

Name of Organization Making Request: _____ Date: _____

Type of Organization and Type of Activity or Event

- _____ Event or activity that is designed to service students of the District or which is related to any function of the District, including approved school-community associations and school-affiliated non-profit groups. *Describe:* _____
- _____ Tax-supported agency such as educational entity or unit of city, county or state government. *Describe:* _____
- _____ Nonprofit community agency such as a private educational agency. *Describe:* _____
- _____ Group in which the majority of the members reside within the District. *Describe:* _____
- _____ Other. *Describe:* _____

Facilities Requested. Building: _____ Areas: _____

Dates & Times Requested:

Dates (From - To)	Time (From - To)	Repeating	# Wks.
_____	_____	Yes No	_____
_____	_____	Yes No	_____
_____	_____	Yes No	_____

Details of Use (Attach an additional explanation if needed)

Describe the Type of Activity or Event: _____

No. of Anticipated Users and Spectators: _____ Concessions/Food Served: Yes No Describe: _____

Set Up or Tear Down Required by District: _____

Type of Cleaning Required During and Afterwards: _____

Special Equipment to be Used (District & Organization): _____

Fees (To Be Completed by Superintendent or Designee)

Advance Deposit	\$ _____
Date Deposit Due	_____

Type	Amount
Processing	_____
Access	_____
Custodial	_____
Kitchen	_____
Special Equipment	_____
Monitoring	_____
Security	_____
Total	_____

Applicant shall procure, at its own expense, a Comprehensive General Liability insurance policy naming the District as an additional insured. This policy shall be written with a minimum of \$1,000,000 Combined Single Limit per occurrence. A Certificate of Insurance evidencing coverage must be submitted prior to the Applicant's use.

Insurance requirement waived: Yes No (for school official to complete)

Policy Compliance and Acceptance of Liability

This application is subject to the terms of the Board's "Community Use of School Facilities" policy. The terms and conditions of that policy are incorporated into this application by this reference. Applicant accepts all such terms and conditions.

We have read, understand and agree to abide by the policies, rules and conditions on the use of these facilities on this form and in Board Policy. We understand that we are accepting the use of the facility from the Elm Creek Public Schools with no assurances or guarantees relative to their condition. It shall be our responsibility to check the facility to see that it is safe for our intended use. We take full responsibility for the facilities while they are being used by our group and will make full restitution for any and all damages which may occur while our group is using the facility. We agree to indemnify and hold the school district harmless for any and all accidents and injuries to ourselves or others while we are using the facility regardless of the negligence of the school district or its personnel. We assume full responsibility and liability for any injuries.

Name, Position	Signature	Date
Name, Position	Signature	Date

Community RelationsUse of School Facilities: Student Groups and Boy Scouts

1. Equal Access to Student Groups. In the event any of the secondary schools (grades 6-12) have a limited open forum as defined in the Equal Access Act, such school(s) shall not deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings. A limited open forum for this purpose exists if the secondary school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time.

All such student meetings at school are subject to the following requirements:

- a. the meeting must be voluntary and student-initiated;
- b. there must be no sponsorship of the meeting by the school or its agents or employees;
- c. employees or agents of the school are present at religious meetings only in a nonparticipatory capacity;
- d. the meeting must not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- e. non-school persons may not direct, conduct, control, or regularly attend activities of the student group.

The administration shall in all respects maintain the District in compliance with the Equal Access Act.

2. Equal Access to Boy Scouts. If the District provides an opportunity for one or more outside youth or community groups to meet on school premises or in school facilities before or after school hours, the District shall not deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America. The same principles apply to any other youth group listed in Title 36 of the United States Code as a "patriotic society." The administration shall in all respects maintain the District in compliance with the Boy Scouts of America Equal Access Act.

The use of school facilities for student meetings and Boy Scouts as provided above shall be subject to the same provisions as other community, non-school groups and may be required to complete a community use application as and to the same extent as other noncurriculum related student groups (in the case of student meetings) and other outside youth or community groups (in the case of the Boy Scouts).

Legal Reference: 20 U.S.C. §§ 4071-4074 (Equal Access Act)
20 U.S.C. § 7905 (Boy Scouts of America Equal Access Act) & 34 CFR
Part 108

Date of Adoption: January 13, 2014

Community Relations

Bulletin Boards, Display Case, and Posted Material

School bulletin boards, display cases, and posting areas are for the purposes of conveying information about school activities and programs to students, staff, and the visiting public as deemed appropriate by the respective principals; however, building principals may use their discretion on posting or displaying non-school related information which is not political or commercial in nature.

Legal Reference: Neb. Rev. Stat. § 79-526 Board Authority for Supervision and Control

Date of Adoption: January 13, 2014

Community RelationsTobacco Policy

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students or members of the public may be present or may be affected by smoke, including without limitation the stands and bleachers of outdoor athletic fields and near the entry of school buildings. For purposes of this policy, tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect.

Legal Reference: Neb. Rev. Stat. " 71-5716 to 5734 (Nebraska Clean Indoor Air Act)

Date of Adoption: August 11, 2014

Community RelationsPersonnel - All Employees and StudentsAnti-discrimination**A. Elimination of Discrimination.**

The policy of Elm Creek Public Schools is to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

Elm Creek Public Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of Elm Creek Public Schools intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination and directs its staff to take all actions necessary to meet this objective.

The Superintendent shall be the Coordinator for anti-discrimination laws (including Title VI, Title IX; the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said Coordinator.

B. Preventing Harassment and Discrimination of Employees and Students.

1. **Purpose:** Elm Creek Public Schools is committed to offering employment and educational opportunity to its employees and students based on ability and performance in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, Elm Creek Public Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's race, color, religion, national origin, sex, disability or age is prohibited. The following are general definitions of what might constitute prohibited harassment.

- a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, religion, disability or national origin constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.
- b. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation

based on a person's age.

- c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

- (a) Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);
- (b) Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
- (c) The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, classroom or educational environment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

2. **Procedures:**

- a. Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.
- b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, please report your complaint to the Superintendent of Elm Creek Public Schools.
- c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.

- d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an appropriate resolution so the discrimination or harassment can be remedied and put to an end.
- e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.
- f. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken.
- g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

Legal Reference: Title VI, 42 U.S.C. § 2000d, Title VII, 42 U.S.C. § 2000e, Title IX; 20 U.S.C. § 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. §48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. §621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. §48-1001 et seq.;
Americans with Disabilities Act (ADA), 42 U.S.C. § 12101 et seq.
Section 504 of the Rehabilitation Act of 1973 (Section 504)
Pregnancy Discrimination Act, 42 U.S.C. § 2000e(k)
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. § 4301 et seq.

Date of Adoption: August 10, 2015

Community RelationsTitle IX - Discrimination

Elm Creek Public Schools, in response to federal and state regulations for Title IX of the Education Amendments of 1972 - Prohibiting Sex Discrimination in Education, hereby adopts and re-affirms the following policy:

- 1) The Board of Education affirms its intent to comply with provisions of Title IX regulation implementing the Education Amendments of 1972 - Prohibiting Sex Discrimination in Education.
- 2) The publication of this statement re-affirms the District's efforts to comply with the Title IX regulations to inform citizens of non-discriminatory practices in the dissemination process.
- 3) The Board of Education hereby affirms its intent to adopt and publish grievance procedures providing for prompt and equitable resolution of written complaints. Such guidelines shall be developed as part of the administrative procedures, and such forms as needed shall be developed and made available to the public.
- 4) The Board of Education will implement specific and continuing steps to notify the public of its intent for compliance with nondiscriminatory practices. Self-evaluation and a continual assessment of the educational program will be implemented through regular administrative procedures.
- 5) Pursuant to this intent the Board of Education, as of this date, appoints the board policy committee to address these issues, as needed.

Legal Reference: Title IX

Date of Adoption: January 13, 2014

Community RelationsTitle IX--Procedure For Informal/Formal Hearing

In accordance with Title IX, the Board of Education of Elm Creek Public Schools, hereby re-affirms the following procedures for handling complaints alleging a violation of Title IX, a federal law which prohibits sex discrimination in any educational program receiving federal financial assistance.

Procedure:

- 1) A written complaint must be presented to the Superintendent, or the Superintendent's designated representative(s) on a form available at the school office.
- 2) The Superintendent or the designated representative(s) may request an informal conference to present information relative to the complaint, or to request further information relative to the specific nature of the complaint.
- 3) If the complaint is not resolved in the first informal conference an informal hearing will be arranged at the convenience of both parties.
- 4) The Superintendent or the designated representative(s) will plan the details of the hearing based upon the nature of the complaint and the number of persons involved. This hearing will be conducted by a Hearing Officer designated by the Superintendent or by the Board of Education.
- 5) The complainant will be notified in writing of the time and place of the hearing.
- 6) Witnesses and/or advisors may be called by either party within limits established by the Hearing Officer.
- 7) Upon completion of this hearing, the Hearing Officer will make a report in writing to the Superintendent within ten (10) school days of conclusion of the hearing, with a copy to the complainant. The Superintendent shall within five (5) school days determine whether to accept the recommended action of the Hearing Officer and notify the complainant of the Superintendent's decision. The complainant shall within five (5) school days notify the Superintendent whether the complainant accepts the decision; failure to identify any points of the decision with which the complainant does not agree shall be considered to be acceptance of the decision or the points with which the complainant has not identified disagreement.
- 8) If the above process does not resolve the complaint, an appeal may be made to the Board of Education through the Superintendent by filing a notice of appeal with the Superintendent within ten (10) school days of the Superintendent's notification.

Legal Reference: Title IX

Date of Adoption: January 13, 2014

Community Relations

Form For Filing Complaints

Buffalo County School District 10-0009
Elm Creek Public Schools
230 Calkins, PO Box 490
Elm Creek, NE 68836-0490

Date:

Person Making Complaint:

Address:

Phone:

(1) Name of child or person who you believe to have been unlawfully harassed:

_____.

(2) Statement of facts detailing date and manner in which child or person was harassed:

_____.

(3) Names of witnesses to the harassment:

_____.

(4) Relief requested (what I want done in response to this request):

_____.

The undersigned states: I have a reasonable belief that the facts in this complaint are true and accurate, I am familiar with the School District's Title IX and anti-discrimination grievance and complaint procedures, and I give permission for an investigation to be made into this complaint.

Received by: _____ Signature: _____
Date: _____

Date of Adoption: January 13, 2014

Community RelationsADA and Section 504 Grievance Procedure

The following grievance procedure shall be used for resolution of complaints of alleged violations of the Americans with Disabilities Act of 1990 (ADA) or Section 504 of the Rehabilitation Act of 1973:

- 1) Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the Complainant's disability prevents such, in which event the Complaint can be made verbally.
- 2) Complaints shall set forth: (a) the name of the Complainant, (b) the address and telephone number or other such information sufficient to enable the Coordinator to contact the Complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the Complainant.
- 3) Complaints shall be investigated by the Coordinator or the Coordinator's designee. Investigations shall be thorough, but informal, and the Complainant shall be given a full opportunity to submit evidence relevant to the complaint.
- 4) The Coordinator shall make a decision on the Complaint within thirty (30) days of the filing of the Complaint, unless such time period is extended by agreement with the Complainant or a longer period is reasonably necessitated by the circumstances. The decision shall be made in writing, shall set forth the Coordinator's proposed resolution of the Complaint, and shall be forwarded to the Complainant.
- 5) The Complainant shall have ten (10) days from the date the Coordinator's decision is sent to the Complainant to accept or reject the Coordinator's proposed resolution. The Complainant shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period.
- 6) In the event the Complainant rejects the proposed resolution, the Complainant shall be given the opportunity to file a request for reconsideration within ten (10) days from the date the Coordinator's decision is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. Upon receipt of the request for reconsideration, the Coordinator shall promptly forward the request for reconsideration and all evidence received by the Coordinator in connection with the Complaint to a third person for review (either an administrator or other employee of the District, or members of the Board of Education or Committee of the Board).

- 7) A decision on the request for reconsideration shall be made within ten (10) days after the request for reconsideration was filed unless the Board or Committee of the Board is the reviewer, in which event the decision shall be made within thirty (30) days of the filing of the request for reconsideration, unless such time period is extended by agreement with the Complainant or a longer period is reasonably necessitated by the circumstances.

Legal Reference: Americans with Disabilities Act of 1990 (ADA)
 Section 504 of the Rehabilitation Act of 1973 (Section 504)

Date of Adoption: January 13, 2014

Community RelationsDesignation of Coordinator

Elm Creek Public Schools does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities.

The Superintendent shall either coordinate or designate one or more persons to coordinate Elm Creek Public School's compliance with the requirements of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, as amended (ADA and Section 504).

The Coordinator shall take such actions as required to maintain compliance with such laws; to provide information concerning such laws and their applicability to the services, programs, or activities of the District; and to resolve any complaints or grievances related to alleged non-compliance by the District with such laws.

In the event an employee has a disability and is in need of a reasonable accommodation to perform the employee's duties or to otherwise receive benefits and privileges of employment equal to those enjoyed by similarly-situated employees without a disability, the employee is to inform their supervisor and request a meeting with the ADA Coordinator to discuss the provision of reasonable accommodations.

In the event a student has a disability and needs or is believed to need special education or related services, the 504 Coordinator shall initiate the 504 evaluation and accommodation process.

The Board of Education has adopted a plan regarding the accessibility requirements of persons with disabilities who use school facilities as required by the ADA and Section 504. Members of the public may review the accessibility plan by contacting the Superintendent at the school's administrative offices. Comments or complaints regarding the accessibility of district facilities shall be made to the Superintendent for resolution.

Legal Reference: Americans with Disabilities Act of 1990 (ADA)
Section 504 of the Rehabilitation Act of 1973 (Section 504)

Date of Adoption: January 13, 2014

Community Relations

Service Animals

Individuals with a disability shall be permitted to use a service animal on school premises as and to the extent provided by law.

1. Definition of Service Animal

A service animal is a dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability. Other species of animals are not service animals for the purposes of this definition, though miniature horses are in certain circumstances entitled to similar treatment.

The work or tasks performed by a service animal must be directly related to the handler's disability. Examples of work or tasks that a service dog may perform to meet this definition include:

- Navigation: assisting individuals who are blind or have low vision with navigation and other tasks,
- Alerting: alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
- Protection: providing non-violent protection or rescue work,
- Pulling: pulling a wheelchair,
- Seizure: assisting an individual during a seizure,
- Allergens: alerting individuals to the presence of allergens,
- Retrieving: retrieving items such as medicine or the telephone,
- Physical support: providing physical support and assistance with balance and stability to individuals with mobility disabilities, and
- Interrupting behaviors: helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

Work or tasks that are excluded from meeting the definition are:

- Guard dogs: the crime deterrent effects of an animal's presence and
- Companion dogs: the provision of emotional support, well-being, comfort, or companionship.

2. Permit Presence of Service Animals

An individual with a disability shall be permitted to be accompanied by his or her service animal in all areas where members of the public, participants in services, programs or activities, or invitees, as relevant, are allowed to go. A bona fide trainer of a service animal also has the right to be accompanied by such animal in training. The individual may not be required to pay an extra fee for the service animal to attend events for which a fee is charged.

Service animals may be excluded from school premises if:

- a. The service animal is out of control and the service animal's handler does not take effective action to control it;
- b. The service animal is not housebroken; or
- c. The presence of the service animal poses a direct threat to the health or safety of others. To determine whether a "direct threat" exists, an "individualized assessment" is to be made to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.

3. Control of the Service Animal.

The service animal must be under the control of its handler. In most cases, the dog must have a harness, leash, or other tether. The service animal does not need to be on a leash, however, if the handler is unable because of a disability to use a leash. A leash is also not required if it would interfere with the service animal's safe, effective performance of work or tasks. If either of the leash exceptions applies the service animal must be under the handler's control via voice control, signals, or other effective means.

4. Responsibility for Care or Supervision.

The school district is not responsible for the care or supervision of the service animal. The individual with the service animal shall be liable for any damage done to the premises or facilities or to any person by such animal.

5. Inquiries.

When addressing a service animal matter, staff shall not ask about the nature or extent of the person's disability.

Staff may not ask questions about the dog's qualifications as a service animal when it is readily apparent that the dog is trained to do work or perform tasks for an individual with a disability. Examples include where the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability.

Where it is not readily apparent that the dog qualifies as a service animal, staff may ask if the dog's presence is required because of a disability and what work or task the dog has been trained to perform. Staff may not require documentation, such as proof that the dog has been certified, trained, or licensed as a service animal.

Legal Reference: Americans with Disabilities Act of 1990 (ADA), 28 CFR §28.104 and §35.136; Section 504 of the Rehabilitation Act of 1973 (Section 504); and Neb. Rev. Stat. §§20-126.01 and 20-127

Date of Adoption: January 13, 2014

Community RelationsFund Raising Activities

Fundraising is the selling of a product, providing a service or activity, or requesting donations of any kind. School fundraising directly funds school programs and student organizations.

A. General Guidelines.

The School Board of Elm Creek Public Schools recognizes a desire and a need for ongoing fundraising support. The school board also recognizes a need for restraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.

All fundraising for student organizations and charitable giving campaigns must have prior administrative approval. School District employees who supervise official school programs or extracurricular activities are directed not to organize, conduct, or involve students in fundraising activities unless the fundraising activity has been approved by the building administration.

B. Student Organization Fundraising.

Student organizations are groups that are sponsored by the district and approved by the school board. They are designed to provide opportunities for students to participate, on an individual or group basis, in school and public events for the improvement of skills. Student organizations are directed or supervised by School District staff.

1. Approval Criteria. Student organization fundraising activities are to be considered for approval based on the following criteria: (1) the project will be fun and safe for students, (2) students will not be exploited for sectarian, political, or commercial purposes, (3) the project will accomplish the goals for the fundraiser without undue risk of financial loss, (4) the project will be consistent with the mission and goals of the School District and the student organization, (5) the number of fundraisers run by the particular student organization and within the school and the District within the last twelve months, and (5) the project meets all legal requirements.
2. Food Sales. The sale of foods as a fundraiser is subject to the School Wellness Policy.
3. Safety Considerations. The District does not sponsor activities involving driving vehicles unless a school employee or sponsor or a responsible adult is driving. Projects that involve door-to-door sales will not be approved for student participants who are not in high school. Parent approval must be given before any student is permitted to participate in door-to-door sales.

4. Non-Approved Activities. The following activities may not be approved as fundraising activities: raffles, lotteries, car bashes (or other comparable destructive activity), direct solicitation of money, and slave days.
5. Contracts. Teachers, coaches and sponsors are not authorized to sign contracts for the procurement of items to be sold or used in student organization fundraisers. Any contract that obligates school funds shall be submitted to the building principal for approval and execution.
6. Purchases. All purchases related to student organization fundraisers are to be made in the school district name. Deliveries of fundraising items for sale shall be made to the school building, not to personal addresses. Items shall be kept in a secure place to avoid theft. Items which are overpriced or of an embarrassing or controversial nature to the school will be rejected. Items which are in direct competition with local businesses shall be avoided where practicable.
7. Money-Handling. All funds collected must be given by the fundraiser sponsor intact (i.e., cash and checks must be deposited in the same cash/check mix in which they were received) to the building principal or designee for deposit into the School District depository account no later than the next school day following receipt. Funds may not be deposited into personal accounts and may not be taken home.
8. Inventory. The fundraiser sponsor shall maintain an inventory of items related to the project. Upon completion of the project, unsold items may not be given away. The items shall be returned to the vendor for credit, sold at reduced prices in a clearance sale, or kept for sale in a future student organization fundraising event.
9. Disbursement of Fundraising Proceeds. Fundraising proceeds shall be disbursed to and used by the student organization for the purposes for which the project was initiated.
10. Records. The fundraiser sponsor shall submit all records related to the fundraising project at the conclusion of the project. The records to be maintained and submitted include: fundraiser approval, purchase order or procurement card receipt, invoices and packing slips, student checkout sheets, deposit receipts, inventory of merchandise and list of unsold merchandise, receipt for return of merchandise and records of credit or receipt for returned merchandise.
11. Student Conduct. All students who participate in approved fundraising activities are expected to represent the school, the student organization, and the community in a positive manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.

If a donation of cash or equipment is offered to a staff member for a school organization or the School District, the coach or sponsor shall refer the intended donor to the building administration. If the donor insists on giving the cash or equipment immediately, the staff member shall turn the donation over to the building principal immediately upon receipt.

Coaches or sponsors who also coach, manage or otherwise participate in club teams or similar non-school organizations must clearly separate any student organization fundraising from fundraising activities for their club team. Such individuals who receive donation offers must

request that the donor be very clear as to whether the donation is intended for the student organization or the club team.

C. Fundraising by Outside Organizations.

Outside organizations are non school-funded groups such as parent/teacher organizations, sports booster groups, and commercial enterprises that provide supplementary services to existing school entities. Outside organizations are separate and apart from the School District. Decisions on fundraising activities and the expenditure of fundraising proceeds should involve consultation with the school administration.

Independent sales consultants may not use schools as a source of sales, even if the consultant intends to donate a portion of the funds raised to the school. An independent sales consultant includes individuals who operate as a franchisee for businesses that sell products such as food storage containers, cosmetics, etc.

D. Charitable Giving Campaigns.

A charitable giving campaign is fundraising conducted for the purpose of providing money for a charitable cause not directly related to any District goal. Purposes for which such a campaign may be permitted include fundraising for student scholarships or student exchange programs, to assist families within the District who have experienced a catastrophe, or to fund community projects.

Any fund-raising activity conducted by any such organization using Elm Creek Public Schools' facilities or using the District's name in solicitation of donations must have prior approval of the Elm Creek Board of Education. If the request is approved, the organization shall include a statement that the Elm Creek Public Schools is not endorsing the organization or campaign and has no affiliation with the event.

District funds cannot be used to off-set, front-fund, or pre-pay expenses for any charitable giving campaign. A charitable giving campaign shall not be permitted to conduct fundraising among the student population.

Date of Adoption: January 13, 2014

Community RelationsGifts to the School District

The Board of Education welcomes monetary and material contributions or other types of citizen contributions to the general school program. All donations become the property of the School District and will be used in the interest of all of the children of the School District.

The Elm Creek Education Foundation is recognized as an appropriate tax-exempt charitable organization for receipt and management of such gifts.

Gifts to School Employees

Gifts to employees from parents or students, with a monetary value in excess of \$30, are to be referred to the Elm Creek Education Foundation for disbursement.

Students and patrons shall not in any way be encouraged to give personal gifts to school personnel. If gifts are offered, school personnel should minimize such acts and not give publicity or public recognition to such gifts or publicly praise the donor.

Gifts by School Employees

Gifts to students by their teachers or other employees who serve the student as part of their employment are not to be made. Exceptions are allowed for a homebound or seriously ill child, and in other cases where administrative approval has been given.

Date of Adoption: January 13, 2014

Community Relations

School and Community Organizations

The board of education regards school and community organizations as a valuable dimension of the educational environment and encourages all employees and employee groups to support their existence and programs.

Date of Adoption: January 13, 2014

Community RelationsParent Organizations

The Board of Education encourages the establishment of parent organizations in the school. Such organizations are vital factors in establishing and maintaining positive home-community-school relationships and their value is recognized by the Board. Parent organizations should coordinate their efforts through the school's administrative offices prior to planning events or activities.

The Board of Education supports the concept of using parents and others as volunteers in the school, not to replace professional staff, but to enrich the educational opportunities for the students. Volunteers may be subject to screening for appropriate qualifications and background to perform assigned tasks.

Date of Adoption: January 13, 2014

Community RelationsCitizens' Advisory Committees

From time to time the board of education will exercise its judgment in appointing citizens' committees to perform specific duties or give general advice concerning school issues and activities. In addition, some committees will be appointed as adjuncts to educational programs in order to comply with the regulations set forth by accrediting agencies or other government bodies.

1. All of the above referenced committees serve at the pleasure of the board, and they shall not assume duties or authority on any matters other than those explicitly defined by the board.
2. Prior to establishing a committee the board of education will discuss the need for establishing the committee with the superintendent of schools. Recommendations for membership to the committee will be accepted from the board, the administration, and former committee members, but all committee membership lists will be formally approved by the board at an official meeting of the board of education.
3. All committees, unless otherwise specified at the time they were formed, will be dissolved and cease to function at the close of each school year.
4. All committees will elect at least a chairperson and a recording secretary. These individuals shall be responsible for making timely progress reports to the board of education on the committee's activities.
5. The logistics of meeting times and agendas shall be coordinated through the office of the superintendent of schools or another administrative unit so designated at the time the committees are formed.
6. All board members will be entitled to attend meetings of each citizens' committee and to information as to the status of the citizens' committee progress. Individual board members may be designated as liaisons between the board of education and the committees. Unless the citizens' committee is established with the declared intent of being subject to the public meetings requirements, the citizens' committees shall not hold hearings, make policy or take formal action on behalf of the Board, shall make their report or recommendations to the Superintendent (who shall make such report to the Board as determined appropriate) and not to the Board, and board members shall not be members of such committees.

Date of Adoption: January 13, 2014

Community RelationsUtilizing Community Resources

School principals and their respective staffs are urged to identify and utilize the special talents and resources of individual citizens and community organizations to provide appropriate enrichment experiences for students. School personnel utilizing any individual or group resources shall clear this activity through their respective building principals.

Date of Adoption: January 13, 2014

Community RelationsStaff Participation in Community Affairs

All employees are encouraged to participate in community organizations and activities. The school board feels that school-community relations are enhanced when school personnel interact with other people within the community. This interaction serves to informally transmit school information to patrons of the community and to gather public opinion on the school's effectiveness and its activities.

Date of Adoption: January 13, 2014

Community RelationsSchool Personnel and the Public

While it is the superintendent of school's responsibility for district-wide public relations, it is the board's belief that all school employees are obligated to promote a positive image of the school district, its programs, and students. To that end, all employees are encouraged to use tact, patience, and courtesy in their relationships with students, parents, and district patrons and to serve as good role models in their personal conduct.

Date of Adoption: January 13, 2014

Community Relations

Student Production of Goods and Services

Students may produce services and materials for community organizations or groups only to the extent that such production furthers such students' educational development. Such activity is to be authorized by the building principal and supervised by assigned staff.

Date of Adoption: January 13, 2014

Community Relations

Public Performances by Students

Participation in community celebrations, patriotic observations, or other special events by bands, choral groups, athletic teams, or other student groups is recommended by the board of education as a means for establishment of better public relations between the school district and the community. The use of school groups to promote partisan politics, sectarian religious views, non-school money raising activities, or selfish propaganda of any description is not approved.

School principals are urged to cooperate with any group or groups having promotion of the welfare of the youth of the community as their purpose, provided that youth of every race, religion, nationality, and social strata benefit equally.

All public performances by students shall be approved by the superintendent of schools.

Date of Adoption: January 13, 2014



Our focus is on Serving you!

EDUCATIONAL SERVICE UNIT 10

76 Plaza Boulevard ▪ PO Box 850

Kearney, NE 68848-0850

Ph. 308.237.5927 ▪ Fax 308.237.5920

www.esu10.org

ESU 10 Teaching and Learning Department Mission:

"Our purpose is to provide expertise, leadership, and support to all stakeholders in order to continuously improve teaching and learning."

To: All ESU 10 Schools

From: ESU 10 Teaching and Learning Department

Date: March 24, 2017

Re: Intent to Consort ESSA Funds

Enclosed are forms to notify us of your intent to participate in the ESU 10 Consortia/Cooperatives of ESSA Funds. Please return these forms to Jill Eickhoff at ESU 10: jeickhoff@esu10.org, fax 308-237-5920, or U.S. Postal Service by **April 10, 2017**.

Thank you,

ESU 10 ESSA Grant Coordinators

Denise O'Brien dobrien@esu10.org

Susan Evans suevans@esu10.org

Theresa Ritta-Olson theresa.rittaolson@esu10.org

Problem Set 10
Due: Friday, November 12, 2010

10-1

10-2

10-3

10-4

10-5

10-6

10-7

10-8

10-9

Educational Service Unit 10

Kearney, NE

ESSA Title Funds 2017-2018 Consortium Participation Information

School District _____

Consortium Participation

I do plan to consort 100% of funds in the following title programs:

- Title II-A (Teacher and Principal Training) Yes_____ No_____
- Title III-LEP (Limited English Proficiency) Yes_____ No_____
- Title III-IE (Immigrant Education) Yes_____ No_____
- Title IV Yes_____ No_____

(Student Support & Academic Enrichment)

- Title IV NOTE: MINIMUM DISTRICT ALLOCATIONS REQUIREMENT: If this grant does receive funding, Districts cannot receive less than \$10,000. This means that consortiums may be formed in order to combine funds to jointly carry out local activities.

I do not plan to consort any title funds with ESU 10.

Superintendent Signature

Date

Return by April 10, 2017 to Jill Eickhoff, ESU 10

Educational Service Unit 10
76 Plaza Boulevard
PO Box 850
Kearney, NE 68848-0850
FAX: 308-237-5920

2017-18 ESU 10 Title IIA Consortium Membership Benefits

ESU 10 Sponsored Title IIA Trainings

- Free for all consortium member school administrators, core academic teachers, and paraprofessionals
- Schools receive substitute reimbursement of \$100 per day for every core academic area teacher that attends trainings during the school year
- Core academic teachers receive contracted services pay of \$100 per day (Maximum of \$500) for attending summer workshops

Core academic areas, as defined by ESSA, include: English, Reading and Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Art, Music, History, Geography, and Title I.

ESSA Grant Application

- ESU 10 personnel complete the ESSA Grant Application in the NDE Grant Management System
- ESU 10 conducts an annual survey of consortium member administrators to guide the programming decisions and use of Title IIA funding

National Experts

- ESU 10 is able to provide high quality training from national education experts due to the pooling of resources through the Title IIA Consortium

Conference Reimbursement for School Districts- 10% Maximum

- Schools may request reimbursement for **Conference Registrations** attended by administrators, core academic teachers, and paraprofessional up to 10% of the dollars consorted
 - Example: School district consorts Title IIA funds = \$14,000; School district eligible registration reimbursement funds from ESU 10 Title IIA Consortium= \$1,400.
- All reimbursable conference registrations will have to meet Federal Title IIA Guidelines
 - ESU 10 has the right to deny reimbursement claims for the following reasons:
 - Violates Federal Title IIA Regulations
 - School district does not have enough remaining funds to be reimbursed (up to 10% of total consorted)
 - School district does not submit proper paperwork by established deadline

Becoming a Member/Continuing Membership

- Each spring all ESU 10 Superintendents are sent an ESSA Consortium Participation form
 - ESU 10 manages a Title I, Title IIA, and Title III Consortium
- Schools can elect to participate or decline participation but must return the form to ESU 10
- **Beginning with 2015-2016:** Schools must consort 100% of their Title IIA funding to be a member of the Consortium

Please direct any ESU 10 Title IIA Consortium questions to:

Denise O'Brien
dobrien@esu10.org
Teaching and Learning Director
Title IIA Programming

Jill Eickhoff
jeickhoff@esu10.org
Teaching and Learning Financial Secretary
Title IIA Financials

Educational Service Unit 10
PO Box 850
Kearney, NE 68848

ESSA Title I, Part A 2017-2018 Cooperative Agreement

Please complete and return by April 10, 2017 if your district plans to be a member of the 2017-2018 Title I Cooperative.

School District _____

(Superintendent's signature)

(Date)

Yes. Our school district will participate in the 2017-18 ESU 10 Title I Cooperative. We understand that the administrative fee will not exceed 7% of our Title I Award.

Participation in the ESU 10 Title I Cooperative was authorized by our Board of Education and recorded in the minutes held on _____

No. Our school district will not participate in the 2017-2018 ESU Title I Cooperative.

.....
In consideration for providing the ESSA Title I, Part A services described below, the District authorizes the ESU 10 Title I Cooperative to receive and disburse all Title I, Part A funds allocated to the District for the 2017-2018 project year. In addition, the District authorizes the Cooperative to utilize up to 7% of the 2017-2018 total entitlement to provide administrative services as required by ESSA Title I, Part A as described below.

Educational Service Unit 10 will act as the administrative and fiscal agent for the District and the Cooperative will:

1. Furnish the administrative personnel to manage the ESU 10 Title I Cooperative.
2. Assume the responsibility of the financial accounting and record keeping.
3. Be responsible for gathering the required statistical data from the District, preparing the annual application and budget, meeting mandated requirements (including ESSA monitoring visits & program improvement), and evaluating and closing out the program, as required by ESSA Title I, Part A.
4. Coordinate the purchasing of materials and supplies for districts with available monies.
5. Provide two (fall and spring) professional development meetings and at least one on-site visit to school district per year.

In consideration, the District will:

1. Assume the responsibility of hiring and evaluating Title I staff. Workmen's compensation and unemployment insurance will be the responsibility of the District.
2. Be responsible for the day-to-day operation of the program in the District. Services to be provided will be remedial reading and/or math. The Title I Cooperative teacher(s) contracted by the District will be responsible for the Student Needs Assessment and other data required by ESSA Title I, Part A to identify those students in most need of Title I services.
3. Assist the ESU 10 Title I Cooperative program coordinator in all aspects of the ESSA Title I, Part A program.
4. Provide release time for teachers to attend agreed upon and pre-scheduled staff meetings.
5. Conform to all rules and regulations for the ESSA Title I, Part A program as set forth by federal and/or state legislation.
6. Bear full responsibility for any loss of funds caused by unilateral action(s) taken, against the advice of the ESU 10 Title I Cooperative that would cause the District to incur audit exceptions. Should action on the part of the Cooperative cause audit exceptions, the ESU 10 Title I Cooperative will be responsible for the funds lost because of audit exceptions.
7. Provide the ESU 10 Title I Cooperative with one school year's written prior notice if the decision is made to withdraw from membership in the ESU 10 Title I Cooperative.
8. Be responsible for giving public notice, organizing, and conducting all parent advisory council meetings as required by ESSA Title I, Part A regulations.

The NDE Title I Office will provide program monitoring and consultation services to ESU 10 Title I Cooperative districts and the program coordinator.

All Title I funds granted or reallocated to the District by the NDE Title I Office will be expended solely for Title I service to the District.

On receipt of final budget authority, the District will be informed of amounts to set aside as line 319 of LEA Title I Budget for contracted services to Educational Service Unit 10 for administration of the 2017-2018 ESU Title I Cooperative.

ESU 10 Title III Consortium Member Benefits, 2017-18

Consortium Goal:

- Support districts' efforts to improve English Learners' language acquisition and achievement in all content areas.

District Responsibilities:

- Submit an updated copy (print or electronic) of the district's ELD (English Language Development) Program Manual or ELD related policies. At minimum, the following must be submitted during the 2017-18 grant year:
 - An updated copy of a letter notifying parents that a child has been identified as Limited English Proficient (LEP) in an understandable language. (See Rule 15, Section 003.04)
 - A copy of the current LEP Program Review written report. (See Rule 15, Section 008.04)
 - Evidence of alignment of local ELD programming to the Nebraska English Language Proficiency (ELP) Standards.
 - Additional documentation may be required.
 - The consortium will provide support for development of these items. Please contact Theresa Ritta-Olson (theresa.rittaolson@esu10.org) for assistance.
- Request reimbursement or payments for services and expenses that supplement local ELD programming according to Title III requirements. (Please note that these are typically approved on a case-by-case basis.)
- Districts are responsible for the Nebraska Rule 15 and Title III program requirements pursuant to federal formula grant guidelines. For a description of required and authorized activities, please visit the Nebraska Department of Education website:

Limited English(LEP)Guidelines: <https://goo.gl/DBtPsT>

Immigrant Education(IE)Guidelines: <https://goo.gl/kvReWt>

NDE Federal Programs: <https://goo.gl/tJtPEh>

ESU 10 Title III Consortium Services:

- Regional Coordinator and Bookkeeper
 - ESU 10 Title III Consortium districts will receive the services of the Title III Regional Coordinator for consultation, coordination, and bookkeeping.
 - These services include submission of the grant's consolidated application, payment documentation, reimbursement of expenditures, and professional development.
- ELD (English Language Development) Network

- This is a forum for district personnel responsible for ELD programs and instruction to discuss pertinent issues, study pedagogy, share and explore resources, and network with colleagues.
- Professional Development
 - Relevant research-based workshops and trainings will be made available to consortium districts. This includes local, regional, and national level opportunities that suit districts' needs. Stipends may be provided for off-contract participation.
- ELD Materials, Projects, and Resources
 - The consortium maintains a web presence that includes documentation of meetings, updates, resources, and other pertinent information at: <https://sites.google.com/a/esu10.org/ell-help/>
 - In addition, the consortium has several print materials and technology tools available for member district personnel to use or borrow.
 - We welcome specific requests for books, supplemental curriculum materials, or other media relevant to ELD learning and instruction.
 - Consortium districts may access Title III funds for purchase of various research-based materials, services, project needs, and resources to supplement local ELD programming according to Title III requirements.
 - Please contact ESU 10 for guidance as necessary.
- Field Consultation and Services We are happy to work with districts directly to customize services to meet specific needs.

NDE Requirements:

- NDE requires consortia to secure commitments for the upcoming grant year.
- In the case of Title III, federal regulations require districts to join a consortium if their Title III Limited English Proficient (LEP) allocations do meet the minimum of \$10,000. This allocation is based on the number of students coded as LEP according to Rule 15 in the spring download of NSSRS.
- Likewise, districts allocated under \$5,000 for Title III Immigrant Education (IE) are required to participate in a consortium to access these funds. These allocations are derived by a formula based on the percent increase of students who qualify as immigrants.
- Districts choosing not to participate in Title III are still required by the Office of Civil Rights and Nebraska Rule 15 to provide appropriate services for their LEP and IE students.