

**Board of Education Regular Meeting**

Tuesday, September 11, 2018 6:00 PM

Conference Room  
520 East 9th Street  
Imperial, NE 69033

Attendance Taken at 5:58 PM.

Josh Fries: Absent

Karl Meeske: Present

Jeff Olsen: Present

Willy O'Neil: Present

Dan Reeves: Absent

Penny Strand: Present

Sheila Stromberger: Present

Carrie Terryberry: Present

Steve Wallin: Present

Attendance Update Taken at 6:03 PM.

Dan Reeves: Present

I. CALL MEETING TO ORDER

II. APPROVAL OF AGENDA AND CHANGES TO AGENDA

III. APPROVAL OF MINUTES

IV. APPROVAL OF FINANCIAL REPORT

V. PUBLIC COMMENT

**VI. INFORMATION AND PROPOSALS**

1. ACTIVITY DIRECTOR'S REPORT

2. PRINCIPALS' REPORT

3. SUPERINTENDENT'S REPORT

4. BOARD COMMITTEE REPORTS

**VII. ACTION ITEMS**

1. Consider, discuss and take necessary action with regard to resignations.

2. Consider, discuss and take necessary action with regard to the 2018-19 budget.

3. Consider, discuss and take necessary action with regard to the 2018-19 fiscal year Tax Request/Levy Resolution.
  
4. Consider, discuss, and take necessary action with regard to suspending the three-sequence process and twenty-seven day waiting period and to adopt Board Policies series 1000, 2000 & 3000.
  
5. Consider, discuss and take necessary action with regard to out of state and non public tuition rate for 2018-19.
  
6. Consider, discuss and take necessary action with regard to inter-fund transfers for the 2018-2019 school year.

VIII. DISCUSSION ITEMS

IX. ADJOURN

---

Board President

---

Board Secretary



**Board of Education Regular Meeting** Tuesday, August 14, 2018 6:00 PM Board Room  
520 East 9th Street Imperial, NE 69033 Attendance Taken at 6:00 PM. Josh Fries: Present Karl Meeske: Present Jeff Olsen: Present Willy O'Neil: Present Dan Reeves: Absent Penny Strand: Present Sheila Stromberger: Present Carrie Terryberry: Present Steve Wallin: Present Attendance Update Taken at 6:10 PM. Dan Reeves: Present

## **I. CALL MEETING TO ORDER**

President Olsen called the meeting to order at 6 pm. Olsen led assembly in the pledge of allegiance and directed attention to the Open Meetings Act.

## **II. APPROVAL OF AGENDA AND CHANGES TO AGENDA**

Motion to approve the agenda as presented Passed with a motion by Karl Meeske and a second by Carrie Terryberry.

Josh Fries: Yea, Karl Meeske: Yea, Jeff Olsen: Yea, Willy O'Neil: Yea, Penny Strand: Yea, Sheila Stromberger: Yea, Carrie Terryberry: Yea, Steve Wallin: Yea

## **III. APPROVAL OF MINUTES**

Motion to approve the minutes of July 10 regular meeting and special hearings as presented, and the July 16 special meeting with correction on the motion stating the original bid of \$27,200 to the original bid of \$22,200 Passed with a motion by Sheila Stromberger and a second by Karl Meeske.

Josh Fries: Yea, Karl Meeske: Yea, Jeff Olsen: Yea, Willy O'Neil: Yea, Penny Strand: Yea, Sheila Stromberger: Yea, Carrie Terryberry: Yea, Steve Wallin: Yea

## **IV. APPROVAL OF FINANCIAL REPORT**

Motion to approve the financial report as presented in the amount of \$903,876.63 Passed with a motion by Karl Meeske and a second by Carrie Terryberry.

Josh Fries: Yea, Karl Meeske: Yea, Jeff Olsen: Yea, Willy O'Neil: Yea, Penny Strand: Yea, Sheila Stromberger: Yea, Carrie Terryberry: Yea, Steve Wallin: Yea

## **V. PUBLIC COMMENT**

No public comment

## **VI. INFORMATION AND PROPOSALS**

### **VI.1. ACTIVITY DIRECTOR'S REPORT**

### **VI.2. PRINCIPALS' REPORT**

### **VI.3. STUDENT BOARD MEMBER'S REPORT**

No SBM present.

### **VI.4. SUPERINTENDENT'S REPORT**

## **VII. ACTION ITEMS**

### **VII.1. Consider, discuss and take necessary action with regard to approve the Pom Pom's and PTO lease agreement.**

Motion to approve the Pom Pom and PTO concession leases as presented Passed with a motion by Willy O'Neil and a second by Karl Meeske.

Josh Fries: Yea, Karl Meeske: Yea, Jeff Olsen: Yea, Willy O'Neil: Yea, Dan Reeves: Yea, Penny Strand: Yea, Sheila Stromberger: Yea, Carrie Terryberry: Yea, Steve Wallin: Yea

### **VII.2. Consider, discuss and take necessary action with to approve the use of local substitutes.**

Motion to approve the use of local substitutes Passed with a motion by Sheila Stromberger and a second by Josh Fries.

Josh Fries: Yea, Karl Meeske: Yea, Jeff Olsen: Yea, Willy O'Neil: Yea, Dan Reeves: Yea, Penny Strand: Yea, Sheila Stromberger: Yea, Carrie Terryberry: Yea, Steve Wallin: Yea

**VII.3. Consider, discuss and take necessary action with regard to lunch prices for the 2018-2019 school year.**

Motion to approve \$.05 to HS lunch from \$2.85 to \$2.90 Passed with a motion by Karl Meeske and a second by Penny Strand.

Josh Fries: Yea, Karl Meeske: Yea, Jeff Olsen: Yea, Willy O'Neil: Yea, Dan Reeves: Yea, Penny Strand: Yea, Sheila Stromberger: Yea, Carrie Terryberry: Yea, Steve Wallin: Yea

**VII.4. Consider, discuss and take necessary action with regard to phone system upgrade.**

Motion to approve BTS bid in the amount of \$9412 installed Passed with a motion by Willy O'Neil and a second by Steve Wallin.

Josh Fries: Yea, Karl Meeske: Yea, Jeff Olsen: Yea, Willy O'Neil: Yea, Dan Reeves: Yea, Penny Strand: Yea, Sheila Stromberger: Yea, Carrie Terryberry: Yea, Steve Wallin: Yea

**VII.5. Consider, discuss and take necessary action with regard to selling school surplus on the labor day auction.**

Motion to approve list of items attached and read to be submitted to the labor day auction Passed with a motion by Steve Wallin and a second by Willy O'Neil.

Josh Fries: Yea, Karl Meeske: Yea, Jeff Olsen: Yea, Willy O'Neil: Yea, Dan Reeves: Yea, Penny Strand: Yea, Sheila Stromberger: Yea, Carrie Terryberry: Yea, Steve Wallin: Yea

**VII.6. Consider, discuss and take necessary action with regard to regular board meeting.**

No action taken to move regular Board meetings.

**VII.7. Consider, discuss, and take necessary action with regard to final reading of the entire Board Policy series 4000.**

Motion to accept Board policy series 4000 and to appeal and rescind all existing personnel Board policy not set forth in the newly adopted policies Passed with a motion by Sheila Stromberger and a second by Josh Fries.

Josh Fries: Yea, Karl Meeske: Yea, Jeff Olsen: Yea, Willy O'Neil: Yea, Dan Reeves: Yea, Penny Strand: Yea, Sheila Stromberger: Yea, Carrie Terryberry: Yea, Steve Wallin: Yea

Motion to approve \$120 for sub rate Passed with a motion by Karl Meeske and a second by Carrie Terryberry.

Josh Fries: Yea, Karl Meeske: Yea, Jeff Olsen: Yea, Willy O'Neil: Yea, Dan Reeves: Yea, Penny Strand: Yea, Sheila Stromberger: Yea, Carrie Terryberry: Yea, Steve Wallin: Yea

**VII.8. Consider, discuss, and take necessary action with regard to suspending the three-sequence process and twenty-seven day waiting period and to adopt Board Policies series 5000.**

Motion made to, based on a matter of unusual urgency, to suspend the three-sequence process and twenty-seven day waiting period and to adopt the entire Board policy series 5000 as presented and to repeal and rescind all existing series Section J Board policies not set forth in the newly adopted Board policies Passed with a motion by Sheila Stromberger and a second by Karl Meeske.

Josh Fries: Yea, Karl Meeske: Yea, Jeff Olsen: Yea, Willy O'Neil: Yea, Dan Reeves: Yea, Penny Strand: Yea, Sheila Stromberger: Yea, Carrie Terryberry: Yea, Steve Wallin: Yea

**VII.9. Consider, discuss and take necessary action with regard to Handbooks.**

Motion to approve Activity and Student-Parent handbook with changes as discussed Passed with a motion by Karl Meeske and a second by Carrie Terryberry.

Josh Fries: Yea, Karl Meeske: Yea, Jeff Olsen: Yea, Willy O'Neil: Yea, Dan Reeves: Yea, Penny Strand: Yea, Sheila Stromberger: Yea, Carrie Terryberry: Yea, Steve Wallin: Yea

**VII.10. Consider, discuss and take necessary action with regard to lights at the bus barn.**

Motion to approve bus lights at the bus barn as proposed with additional conduit Passed with a motion by Dan Reeves and a second by Willy O'Neil.

Carrie Terryberry: Abstain (With Conflict), Josh Fries: Yea, Karl Meeske: Yea, Jeff Olsen: Yea, Willy O'Neil: Yea, Dan Reeves: Yea, Penny Strand: Yea, Sheila Stromberger: Yea, Steve Wallin: Yea

**VII.11. Consider, discuss and take necessary action with regard to appointing Chandra Thayer to the CCS Foundation.**

Motion to approve Chandra Thayer to CCS Foundation Passed with a motion by Karl Meeske and a second by Steve Wallin.

Josh Fries: Yea, Karl Meeske: Yea, Jeff Olsen: Yea, Willy O'Neil: Yea, Dan Reeves: Yea, Penny Strand: Yea, Sheila Stromberger: Yea, Carrie Terryberry: Yea, Steve Wallin: Yea

**VIII. DISCUSSION ITEMS**

No items discussed.

**IX. ADJOURN**

Meeting adjourned at 7:26 pm

---

Board President

---

Board Secretary

**Board of Education Special Meeting**

Wednesday, August 29, 2018 6:03 PM Board Room 520 East 9th Street  
Imperial, NE 69033 Attendance Taken at 6:03 PM. Josh Fries: Present, Karl Meeske: Present,  
Jeff Olsen: Present, Willy O’Neil: Present, Dan Reeves: Present, Penny Strand: Present, Sheila  
Stromberger: Present, Carrie Terryberry: Present, Steve Wallin: Present.

1. CALL MEETING TO ORDER: Pres. Olsen called meeting to order at 6:03 PM
2. APPROVAL OF AGENDA AND CHANGES TO AGENDA Motion to approve the agenda as presented Passed with a motion by Willy O'Neil and a second by Steve Wallin. Josh Fries: Yea, Karl Meeske: Yea, Jeff Olsen: Yea, Willy O'Neil: Yea, Dan Reeves: Yea, Penny Strand: Yea, Sheila Stromberger: Yea, Carrie Terryberry: Yea, Steve Wallin: Yea
3. APPROVAL OF FINANCIAL REPORT Motion to approve the financial report and pay General Fund as presented in the amount of \$163,548.39 Passed with a motion by Willy O'Neil and a second by Karl Meeske. Josh Fries: Yea, Karl Meeske: Yea, Jeff Olsen: Yea, Willy O'Neil: Yea, Dan Reeves: Yea, Penny Strand: Yea, Sheila Stromberger: Yea, Carrie Terryberry: Yea, Steve Wallin: Yea
4. ACTION ITEMS
  - 4.1. Consider, discuss and take necessary action with regard to Auditor. Motion to approve Dana F. Cole and Company as District Auditor for 2018, 2019, and 2020. Passed with a motion by Willy O'Neil and a second by Penny Strand. Josh Fries: Yea, Karl Meeske: Yea, Jeff Olsen: Yea, Willy O'Neil: Yea, Dan Reeves: Yea, Penny Strand: Yea, Sheila Stromberger: Yea, Carrie Terryberry: Yea, Steve Wallin: Yea
5. ADJOURN. Pres Olsen adjourned the meeting at 6:20 PM.

---

Board President

---

Board Secretary

# September General Board Bills Report

Invoice	Invoice(s)	Invoice	Submit	Payment Vendor	Comment	Invoice
Include	K04868/K04904	Direct	09/05/2018	Adams Lumber Co	Fluorscent bulbs, red seal zero (gallon)	\$217.13
Include	August 30,2018	Direct	09/05/2018	Affiliated Benefits	FSA/HRA Administration fees	\$448.00
Include	SEPT2018	Direct	09/05/2018	Hometown Leasing	Sept copier lease	\$962.11
Include	082512/082311 9/0825625/0828	Direct	09/05/2018	Ideal Linen Supply Inc	bus barn uniforms/rags	\$169.64
Include	P45601	Direct	09/07/2018	21st Century Equipment	parts for transportation	\$11.52
Include	39983/39984/39 985/40086	Direct	09/07/2018	Brophy Electric	outlets, wire, breaker, bulbs,blower motor fuse	\$1,116.38
Include	091518	Direct	09/07/2018	City Of Imperial	electric and water/sewer usage from 7/31-8/31	\$14,155.73
Include	PS127835	Direct	09/07/2018	Computer Information Concepts	Campus Learning District-wide License	\$645.00
Include	118259/98245/9 8671	Direct	09/07/2018	Harchelroad Motors - Imperial	inserts,windshield replacement, wheel alignment	\$391.95
Include	XT00144534	Direct	09/07/2018	Harris Computer Solutions	grey vouchers (500)	\$160.46
Include	118159	Direct	09/07/2018	Imperial Country Ford	part (cover)	\$12.03
Include	4193/4322/4559 /5087/	Direct	09/07/2018	Parts City Auto Parts	adhesive cleaner,triangle reflector, mini lamp, radiator stop leak	\$101.03
Include	082818Stateme	Direct	09/07/2018	Imperial NAPA	hose end,metal clamps,parts, spray	\$210.80
Include	08312018	Direct	09/07/2018	Johnson Publication Newspaper	Legal Ads, Help Wanted Ads, SPED Ads Library	\$1,828.83
Include	MigrantExp	Employee	09/07/2018		Migrant Expense	\$170.10
Include	08/31/2018	Direct	09/07/2018	L & L Ready Mix	Gravel, top soil	\$2,500.00
Include	0159036	Direct	09/07/2018	Nebraska Central Equipment	red light marker with splice	\$50.83
Include	2018-	Direct	09/07/2018	NE Council School	2018-19 Membership for HS Principal	\$485.00
Include	4414-20180831	Direct	09/07/2018	OneSource	background checks	\$378.08
Include	08272018	Direct	09/07/2018	ESU #16		\$1,414.00
Include	246	Direct	09/07/2018	Perry Guthery Haase Gessford	Legal services 7/06-8/23/18	\$1,389.00
Include	22111/221100	Direct	09/07/2018	Prairie States Communications	programming of radios so GPS would show	\$161.70
Include	August292018	Direct	09/07/2018	Rider Classroom Spanish, LLC	First 9 weeks invoice for teacher of record fee	\$2,100.00
Include	M6633615	Direct	09/07/2018	Scholastic News	Junior Scholastic	\$1,260.77
Include	513	Direct	09/07/2018	S & S Lock and Key	Unlock storage unit	\$25.00
Include	21665/21586/21	Direct	09/07/2018	Southwest Nebraska Solid	trash disposal	\$30.00
Include	208121371964	Direct	09/07/2018	School Specialty Supply Inc	classroom supplies	\$152.65
Include	88735	Direct	09/07/2018	Supreme School Supply Co.	student pass or transfer books	\$210.95
Include	2064284/20714 54/2073876	Direct	09/07/2018	US Foods DBA The Thompson Co-Maint	can liners, purple gloves, towels, cleaner/disinfectant, hand soap, toliet tissue, paper towels,tissue, facial	\$1,461.17
Include	09012018	Direct	09/07/2018	Wren's Well Service	Well repair (no power at sub, power problem inside main panel)	\$94.95
Include	JZMD752/JXSB	Direct	09/07/2018	CDW Government, Inc.	Lenovo Think Pads & warranty	\$11,530.14
Include	NBH8650/MZC	Direct	09/10/2018	CDW Government, Inc.	LVO Pads	\$5,720.76
Include	NZD0545	Credit Memo	09/07/2018	CDW Government, Inc.	Price adjustment on Lenovo Think Pads on invoice KDH5878	(\$5,542.20)
Include	Tier1Pmt2018	Direct	09/07/2018	Angie Swanson	Parent Stipend for Tier 1 Training	\$300.00
Include	Tier1pmt	Direct	09/07/2018	Amy Leibbrandt	Parent Stipend for Tier 1 Training	\$300.00
Include	2018-19Policy	Direct	09/07/2018	NASB ALICAP	Workers Comp, property, liability, boiler and Machinery, errors and omissions for 18-19 policy year	\$122,775.00
Include	08-27-2018	Direct	09/07/2018	US Bank	classroom supplies, property maintenance supplies, office supplies, support services supplies & Activity	\$10,341.43
<b>September General Bills Fund</b>						<b>\$177,739.94</b>
<b>September General Payroll</b>						<b>\$503,009.24</b>
<b>Total September Expenditures</b>						<b>\$680,749.18</b>

# Chase County Schools

## Period Activity Report - Detail

Cycle: FY 17-18; Fund: 09; Begin Date: 08/01/2018; End Date: 08/31/2018; Account Type: All Accounts; Transaction Type: Actual; Created On: 9/7/2018 7:29:44 PM

Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9001	CCHS Athletics	\$3,176.92	\$43,144.21	\$312.00	(\$39,655.29)	
Transactio	Transacti	Source	Source Entity	Comment	Transaction	Transaction CR	Running Balance
8/20/2018	00016088	AP Voucher: ACT08202018	Vendor: Will Kuenne	Expenditure For Invoice=DMAUCHER2018-1; Tyne=Direct; Vendor=Will Kuenne	\$300.00	\$0.00	\$3,476.92
8/20/2018	00016088	AP Voucher: ACT08202018	Vendor: Kaley Hauxwell	Expenditure For Invoice=DMAUCHER2017-18-2; Tyne=Direct; Vendor=Kaley Hauxwell	\$300.00	\$0.00	\$3,776.92
8/20/2018	00016088	AP Voucher: ACT08202018	Vendor: Peyton Fiedler	Expenditure For Invoice=DMAUCHER2017-18-3; Tyne=Direct; Vendor=Peyton Fiedler	\$300.00	\$0.00	\$4,076.92
8/20/2018	00016088	AP Voucher: ACT08202018	Vendor: Caleb Weiss	Expenditure For Invoice=Dmaucher2017-18-4; Tyne=Direct; Vendor=Caleb Weiss	\$300.00	\$0.00	\$4,376.92
8/28/2018	00016176	AP Voucher: ACT8282018	Vendor: Country Inn and Suites	Expenditure For Invoice=3849; Type=Direct; Vendor=Country Inn and Suites	\$276.00	\$0.00	\$3,452.92
8/28/2018	00016176	AP Voucher: ACT8282018	Vendor: Superfoods-General	Expenditure For Invoice=FreshmanClass; Tyne=Direct; Vendor=Superfoods	\$660.86	\$0.00	\$3,837.78
8/28/2018	00016176	AP Voucher: ACT8282018	Vendor: CCS GENERAL FUND	Expenditure For Invoice=USBANK17-18; Tyne=Direct; Vendor=CCS GENERAL FUND	\$41,007.35	\$0.00	\$44,184.27
8/28/2018	00016183	Batch: 1622	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1622; Receipt No : 00002	\$0.00	\$312.00	\$2,864.92
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9002	CCHS Softball	(\$2,944.15)	\$580.00	\$0.00	(\$3,524.15)	
Transactio	Transacti	Source	Source Entity	Comment	Transaction	Transaction CR	Running Balance
8/30/2018	00016195	AP Voucher: ACT08302018	Vendor: Darcy Ramball	Expenditure For Invoice=SB08302018; Tyne=Direct; Vendor=Darcy Ramball	\$285.00	\$0.00	(\$2,659.15)
8/30/2018	00016195	AP Voucher: ACT08302018	Vendor: Steve Quigley	Expenditure For Invoice=SB08312018; Tyne=Direct; Vendor=Steve Quigley	\$295.00	\$0.00	(\$2,364.15)
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9003	CCHS Football	(\$8,457.49)	\$3,844.46	\$2,592.00	(\$9,709.95)	
Transactio	Transacti	Source	Source Entity	Comment	Transaction	Transaction CR	Running Balance
8/28/2018	00016182	Batch: 1621	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1621; Receipt No : 00001	\$0.00	\$1,633.00	(\$10,090.49)
8/28/2018	00016176	AP Voucher: ACT8282018	Vendor: Nevco, Inc	Expenditure For Invoice=0000174708; Tyne=Direct; Vendor=Nevco, Inc	\$272.49	\$0.00	(\$8,185.00)
8/28/2018	00016176	AP Voucher: ACT8282018	Vendor: Nevco, Inc	Expenditure For Invoice=0000174799; Tyne=Direct; Vendor=Nevco, Inc	\$359.82	\$0.00	(\$7,825.18)
8/24/2018	00016095	AP Voucher: ACT8282018	Vendor: Dale Fornander	Expenditure For Invoice=82518FB; Tyne=Direct; Vendor=Dale Fornander	\$525.00	\$0.00	(\$7,932.49)
8/13/2018	00016048	AP Voucher: ACT08132018	Vendor: Hauff Sports	Expenditure For Invoice=33203; Tyne=Direct; Vendor=Hauff Sports	\$1,398.21	\$0.00	(\$7,059.28)
8/13/2018	00016048	AP Voucher: ACT08132018	Vendor: Team Graphics	Expenditure For Invoice=7231; Type=Direct; Vendor=Team Graphics	\$958.94	\$0.00	(\$6,100.34)
8/13/2018	00016048	AP Voucher: ACT08132018	Vendor: Arnold Upholstery	Expenditure For Invoice=046842; Tyne=Direct; Vendor=Arnold Upholstery	\$330.00	\$0.00	(\$8,127.49)
8/7/2018	00015980	Batch: 1583	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1583; Receipt No : 00002	\$0.00	\$959.00	(\$9,416.49)
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	

09	09-9004	CCHS	(\$1,929.72)	\$60.00	\$0.00	(\$1,989.72)	
Transactio	Transacti	Source	Source Entity	Comment	Transaction	Transaction CR	Running Balance
8/28/2018	00016176	AP Voucher: ACT8282018	Vendor: Lexington High School	Expenditure For Invoice=VB9/1/18; Type=Direct Vendor=Lexington High School	\$60.00	\$0.00	(\$1,869.72)
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9005	CCHS X-	\$845.89	\$287.67	\$0.00	\$558.22	
Transactio	Transacti	Source	Source Entity	Comment	Transaction	Transaction CR	Running Balance
8/28/2018	00016176	AP Voucher: ACT8282018	Vendor: Cambridge Schools	Expenditure For Invoice=XC08312018; Type=Direct Vendor=Cambridge Schools	\$80.00	\$0.00	\$925.89
8/20/2018	00016088	AP Voucher: ACT08202018	Vendor: Awards Unlimited, Inc	Expenditure For Invoice=455807/455806; Type=Direct Vendor=Awards Unlimited, Inc	\$207.67	\$0.00	\$1,053.56
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9009	CCHS Track-	(\$3,301.81)	\$0.00	\$325.00	(\$2,976.81)	
Transactio	Transacti	Source	Source Entity	Comment	Transaction	Transaction CR	Running Balance
8/7/2018	00015980	Batch: 1583	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1583-Receipt No : 00003	\$0.00	\$325.00	(\$3,626.81)
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-901	Cash Account	\$304,398.66	\$10,189.34	\$51,320.51	\$263,267.49	
Transactio	Transacti	Source	Source Entity	Comment	Transaction	Transaction CR	Running Balance
8/7/2018	00015980	Batch: 1583	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1583-Receipt No : 00003	\$325.00	\$0.00	\$304,723.66
8/7/2018	00015980	Batch: 1583	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1583-Receipt No : 00004	\$563.75	\$0.00	\$305,287.41
8/20/2018	00016089	AP Voucher: ACT08202018		Disbursement for Voucher: ACT08202018; Fund=09	\$0.00	\$1,407.67	\$302,990.99
8/7/2018	00015980	Batch: 1583	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1583-Receipt No : 00002	\$959.00	\$0.00	\$305,357.66
8/7/2018	00015980	Batch: 1583	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1583-Receipt No : 00001	\$40.00	\$0.00	\$304,438.66
8/7/2018	00015979	Batch: 1582	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1582-Receipt No : 00002	\$71.00	\$0.00	\$304,469.66
8/7/2018	00015979	Batch: 1582	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1582-Receipt No : 00003	\$1,000.00	\$0.00	\$305,398.66
8/1/2018	00015912	AP Voucher: ACT08012018		Disbursement for Voucher: ACT08012018; Fund=09	\$0.00	\$1,500.00	\$302,898.66
8/7/2018	00015979	Batch: 1582	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1582-Receipt No : 00001	\$2,030.00	\$0.00	\$306,428.66
8/13/2018	00016050	AP Voucher: ACT08132018		Disbursement for Voucher: ACT08132018; Fund=09	\$0.00	\$3,053.42	\$301,345.24
8/24/2018	00016096	AP Voucher: ACTFBREF082		Disbursement for Voucher: ACTFBREF082518- Fund=09	\$0.00	\$525.00	\$303,873.66
8/28/2018	00016182	Batch: 1621	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1621-Receipt No : 00001	\$1,633.00	\$0.00	\$306,031.66
8/28/2018	00016183	Batch: 1622	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1622-Receipt No : 00001	\$2,063.00	\$0.00	\$308,094.66
8/28/2018	00016177	AP Voucher:		Disbursement for Voucher: ACT8282018;	\$0.00	\$44,254.42	\$260,144.24
8/28/2018	00016181	Batch: 1620	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1620-Receipt No : 00001	\$200.00	\$0.00	\$304,598.66
8/30/2018	00016196	AP Voucher: ACT08302018		Disbursement for Voucher: ACT08302018; Fund=09	\$0.00	\$580.00	\$303,818.66
8/28/2018	00016183	Batch: 1622	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1622-Receipt No : 00002	\$312.00	\$0.00	\$304,710.66
8/28/2018	00016183	Batch: 1622	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1622-Receipt No : 00003	\$300.00	\$0.00	\$305,010.66

8/28/2018	00016181	Batch: 1620	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1620-Receipt No : 00002	\$692.59	\$0.00	\$305,091.25
<b>Fund</b>	<b>Account</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9011	CCHS Golf	(\$719.06)	\$158.00	\$0.00	(\$877.06)	
<b>Transactio</b>	<b>Transacti</b>	<b>Source</b>	<b>Source Entity</b>	<b>Comment</b>	<b>Transaction</b>	<b>Transaction CR</b>	<b>Running Balance</b>
8/13/2018	00016048	AP Voucher: ACT08132018	Vendor: Comfort Inn & Suites	Expenditure For Invoice=41445491/41445513: Type=Direct	\$158.00	\$0.00	(\$561.06)
<b>Fund</b>	<b>Account</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9020	PE Uniform	\$40.00	\$0.00	\$300.00	\$340.00	
<b>Transactio</b>	<b>Transacti</b>	<b>Source</b>	<b>Source Entity</b>	<b>Comment</b>	<b>Transaction</b>	<b>Transaction CR</b>	<b>Running Balance</b>
8/28/2018	00016183	Batch: 1622	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1622-Receipt No : 00003	\$0.00	\$300.00	(\$260.00)
<b>Fund</b>	<b>Account</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9100	Cheerleaders	(\$619.13)	\$0.00	\$563.75	(\$55.38)	
<b>Transactio</b>	<b>Transacti</b>	<b>Source</b>	<b>Source Entity</b>	<b>Comment</b>	<b>Transaction</b>	<b>Transaction CR</b>	<b>Running Balance</b>
8/7/2018	00015980	Batch: 1583	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1583-Receipt No : 00004	\$0.00	\$563.75	(\$1,182.88)
<b>Fund</b>	<b>Account</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9101	CCHS Annual	\$232.43	\$60.00	\$0.00	\$172.43	
<b>Transactio</b>	<b>Transacti</b>	<b>Source</b>	<b>Source Entity</b>	<b>Comment</b>	<b>Transaction</b>	<b>Transaction CR</b>	<b>Running Balance</b>
8/28/2018	00016176	AP Voucher: ACT8282018	Vendor: NSAA	Expenditure For Invoice=NSAAMEMBERSHIP18-19	\$60.00	\$0.00	\$292.43
<b>Fund</b>	<b>Account</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9200	FBLA	\$2,220.82	\$0.00	\$111.00	\$2,331.82	
<b>Transactio</b>	<b>Transacti</b>	<b>Source</b>	<b>Source Entity</b>	<b>Comment</b>	<b>Transaction</b>	<b>Transaction CR</b>	<b>Running Balance</b>
8/7/2018	00015979	Batch: 1582	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1582-Receipt No : 00002	\$0.00	\$71.00	\$2,149.82
8/7/2018	00015980	Batch: 1583	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1583-Receipt No : 00001	\$0.00	\$40.00	\$2,180.82
<b>Fund</b>	<b>Account</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9205	FCCLA	(\$712.70)	\$9.00	\$2,030.00	\$1,308.30	
<b>Transactio</b>	<b>Transacti</b>	<b>Source</b>	<b>Source Entity</b>	<b>Comment</b>	<b>Transaction</b>	<b>Transaction CR</b>	<b>Running Balance</b>
8/7/2018	00015979	Batch: 1582	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1582-Receipt No : 00001	\$0.00	\$2,030.00	(\$2,742.70)
8/28/2018	00016176	AP Voucher: ACT8282018	Vendor: E-470 Public Highway Authority	Expenditure For Invoice=2040470923; Type=Direct; Vendor=E-470 Public Highway Authority	\$9.00	\$0.00	(\$703.70)
<b>Fund</b>	<b>Account</b>	<b>Account Name</b>	<b>Beginning Balance</b>	<b>Activity DR</b>	<b>Activity CR</b>	<b>Ending Balance</b>	
09	09-9206	FCCLA-	(\$1,410.71)	\$15.00	\$0.00	(\$1,425.71)	
<b>Transactio</b>	<b>Transacti</b>	<b>Source</b>	<b>Source Entity</b>	<b>Comment</b>	<b>Transaction</b>	<b>Transaction CR</b>	<b>Running Balance</b>
8/28/2018	00016176	AP Voucher: ACT8282018	Vendor: Nebraska FCCLA-Grafton & Associates	Expenditure For Invoice=4220-05; Type=Direct; Vendor=Grafton & Associates-	\$15.00	\$0.00	(\$1,395.71)

Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9210	FFA	\$2,984.44	\$93.43	\$2,263.00	\$5,154.01	
Transactio	Transacti	Source	Source Entity	Comment	Transaction	Transaction CR	Running Balance
8/28/2018	00016176	AP Voucher: ACT8282018	Vendor: National FFA Organization	Expenditure For Invoice=MDS-131353; Type=Direct Vendor=National FFA	\$79.00	\$0.00	\$3,063.44
8/28/2018	00016181	Batch: 1620	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1620-Receipt No.: 00001	\$0.00	\$200.00	\$2,784.44
8/28/2018	00016183	Batch: 1622	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1622-Receipt No.: 00001	\$0.00	\$2,063.00	\$921.44
8/13/2018	00016048	AP Voucher: ACT08132018	Vendor: National FFA Organization	Expenditure For Invoice=MSC-2528; Type=Direct Vendor=National FFA	\$14.43	\$0.00	\$2,998.87
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9301	Show Choir	(\$235.00)	\$33.84	\$0.00	(\$268.84)	
Transactio	Transacti	Source	Source Entity	Comment	Transaction	Transaction CR	Running Balance
8/13/2018	00016048	AP Voucher: ACT08132018	Vendor: Owens True Value	Expenditure For Invoice=A119134; Type=Regular Vendor=Owens True Value	\$16.92	\$0.00	(\$218.08)
8/13/2018	00016048	AP Voucher: ACT08132018	Vendor: Owens True Value	Expenditure For Invoice=A120253; Type=Regular Vendor=Owens True Value	\$16.92	\$0.00	(\$201.16)
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9302	Musical	\$208.36	\$1,030.00	\$0.00	(\$821.64)	
Transactio	Transacti	Source	Source Entity	Comment	Transaction	Transaction CR	Running Balance
8/28/2018	00016176	AP Voucher: ACT8282018	Vendor: Music Theater International	Expenditure For Invoice=Contract9521664; Type=Direct Vendor=Music Theater	\$1,030.00	\$0.00	\$1,238.36
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-931	Payable	\$0.00	\$51,320.51	\$51,320.51	\$0.00	
Transactio	Transacti	Source	Source Entity	Comment	Transaction	Transaction CR	Running Balance
8/13/2018	00016048	AP Voucher:		AP Liability For Approve Voucher =	\$0.00	\$3,053.42	(\$3,053.42)
8/20/2018	00016089	AP Voucher: ACT08202018		Disbursement for Voucher: ACT08202018; Fund=09	\$1,407.67	\$0.00	\$1,407.67
8/24/2018	00016095	AP Voucher: ACTFBREF082		AP Liability For Approve Voucher = ACTFBREF082518	\$0.00	\$525.00	\$882.67
8/1/2018	00015912	AP Voucher: ACT08012018		Disbursement for Voucher: ACT08012018; Fund=09	\$1,500.00	\$0.00	\$1,500.00
8/1/2018	00015911	AP Voucher:		AP Liability For Approve Voucher =	\$0.00	\$1,500.00	(\$1,500.00)
8/28/2018	00016177	AP Voucher:		Disbursement for Voucher: ACT8282018;	\$44,254.42	\$0.00	\$44,254.42
8/30/2018	00016195	AP Voucher:		AP Liability For Approve Voucher =	\$0.00	\$580.00	(\$580.00)
8/30/2018	00016196	AP Voucher: ACT08302018		Disbursement for Voucher: ACT08302018; Fund=09	\$580.00	\$0.00	\$580.00
8/13/2018	00016050	AP Voucher: ACT08132018		Disbursement for Voucher: ACT08132018; Fund=09	\$3,053.42	\$0.00	\$3,053.42
8/20/2018	00016088	AP Voucher:		AP Liability For Approve Voucher =	\$0.00	\$1,407.67	\$1,645.75
8/24/2018	00016096	AP Voucher: ACTFBREF082		Disbursement for Voucher: ACTFBREF082518 Fund=09	\$525.00	\$0.00	\$525.00
8/28/2018	00016176	AP Voucher:		AP Liability For Approve Voucher =	\$0.00	\$44,254.42	(\$43,729.42)
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance	
09	09-9402	Elementary	(\$331.53)	\$120.00	\$0.00	(\$451.53)	
Transactio	Transacti	Source	Source Entity	Comment	Transaction	Transaction CR	Running Balance
8/13/2018	00016048	AP Voucher: ACT08132018	Vendor: M & M Natural Jaz	Expenditure For Invoice=869305; Type=Direct Vendor=M & M Natural Jaz	\$120.00	\$0.00	(\$211.53)

Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance		
09	09-9405	Art Resale	\$0.00	\$0.00	\$1,000.00	\$1,000.00		
Transactio	Transacti	Source	Source Entity	Comment	Transaction	Transaction CR	Running Balance	
8/7/2018	00015979	Batch: 1582	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1582-Receipt No : 00003	\$0.00	\$1,000.00	(\$1,000.00)	
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance		
09	09-9507	Class of 2018	(\$2,661.00)	\$40.00	\$0.00	(\$2,701.00)		
Transactio	Transacti	Source	Source Entity	Comment	Transaction	Transaction CR	Running Balance	
8/13/2018	00016048	AP Voucher: ACT08132018	Vendor: 3 Country Chicks	Expenditure For Invoice=010419; Type=Direct; Vendor=3 Country Chicks	\$40.00	\$0.00	(\$2,621.00)	
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance		
09	09-9510-	Class of 2021	(\$567.43)	\$344.90	\$692.59	(\$915.12)		
Transactio	Transacti	Source	Source Entity	Comment	Transaction	Transaction CR	Running Balance	
8/28/2018	00016176	AP Voucher: ACT8282018	Vendor: Superfoods-General	Expenditure For Invoice=FreshmanClass; Type=Direct; Vendor=Superfoods	\$344.90	\$0.00	(\$222.53)	
8/28/2018	00016181	Batch: 1620	Customer: CCS Activity	Approve Cash Receipts Batch; Batch No.: 1620-Receipt No : 00002	\$0.00	\$692.59	(\$1,260.02)	
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance		
09	09-9802	Gladys B & Les	\$0.00	\$500.00	\$0.00	(\$500.00)		
Transactio	Transacti	Source	Source Entity	Comment	Transaction	Transaction CR	Running Balance	
8/1/2018	00015911	AP Voucher: ACT08012018	Vendor: Chadron State College	Expenditure For Invoice=EH-Scholarship; Type=Direct; Vendor=Chadron State College	\$500.00	\$0.00	\$500.00	
Fund	Account	Account Name	Beginning Balance	Activity DR	Activity CR	Ending Balance		
09	09-9804	Alta Heir	\$0.00	\$1,000.00	\$0.00	(\$1,000.00)		
Transactio	Transacti	Source	Source Entity	Comment	Transaction	Transaction CR	Running Balance	
8/1/2018	00015911	AP Voucher: ACT08012018	Vendor: Peru State College	Expenditure For Invoice=AP-Scholarship; Type=Direct; Vendor=Peru State College	\$500.00	\$0.00	\$500.00	
8/1/2018	00015911	AP Voucher: ACT08012018	Vendor: University of Nebraska Lincoln-Scholarships & Financial	Expenditure For Invoice=LG-Scholarship; Type=Direct; Vendor=University of Nebraska Lincoln-Scholarships & Financial Aid	\$500.00	\$0.00	\$1,000.00	

# September US Bank Bill

Item No.	Item Description	Item Total
1	Activity Expenses	\$325.18
2	amazon orders: classroom supplies for elementary class	\$251.17
3	Meals and Lodging for Admn Days	\$1,279.50
4	Teacher Pay Teachers: classroom supplies for elementary	\$489.77
5	Amazon Orders/Teaching Strategies/Teacher Pay Teachers: classroom supplies/materials for elementary classrooms	\$1,507.88
6	Amazon orders: Classroom supplies/materials for middle school classrooms	\$904.93
7	Amazon orders: supplies for elementary/middle & HS for technology room	\$1,485.03
8	Amazon Orders: property maintenance supplies	\$1,126.29
9	Amazon orders/USPS postal service: duplex check & bulk order of envelopes for office	\$1,873.77
10	Amazon Order: Custom signature stamp for Admn	\$25.14
11	Amazon Orders: elementary classroom supplies & materials	\$947.77
12	Am. Choral Directors Association Membership fee	\$125.00
<b>Total US Bank</b>		<b>\$10,341.43</b>

# Activities Director's Report

Fall Sports Participation #'s

HS Football- 30 (2017- 37)

JH Football- 26 (2017- 18)

HS Volleyball- 18 (2017- 16)

JH Volleyball- 29 (2017- 26)

HS Cross Country- 15 5 Boys and 10 Girls (2017- 23 9 Boys and 14 Girls)

JH Cross Country- 5 2 Boys and 3 Girls (2017- 11 1 Boy and 10 Girls)

Softball- 13 (2017- 17)

The Chase County Cross Country Invitational was last Thursday with 15 teams participating in the High School Division and 9 teams in the Junior High Division. We had 224 runners registered for the race. The breakdown was 94 HS Boys, 71 HS Girls, 59 Junior High. Cross Country numbers were down this year compared to last year, but overall it was a great day.

The NSAA has asked if we would host a Sub-District Volleyball game on Monday, October 29th. This is the D2-8 Subdistrict consisting of Wallace, Maywood-Hayes Center, Medicine Valley, and Wauneta-Palisade.

Winter Sports Classifications were announced.

Boys Basketball C-1 70 Boys and the cut was 63

Girls Basketball C-1 64 Girls and the cut was 60

Wrestling C 70 Boys and the cut was 48

If you have any questions about or concerns about my report, please email me at [thauxwell@chasecountyschools.org](mailto:thauxwell@chasecountyschools.org)



# Chase County

September, 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 FFA @ Grand Island 9:00am Volleyball-Varsity Lexington
2 FFA @ Grand Island	3 FFA @ Grand Island 6:00pm Football-B/JV Ogallala	4 4:00pm Softball-Varsity Wray 4:00pm Volleyball-C/JV/Varsity Yuma 4:30pm Volleyball-JH Hitchcock County	5 Picture Day @ Chase County Schools 3:45pm 7-8th @ Chase County Schools	6 3:30pm Cross Country-Varsity Chase County vs. Multiple Schools 3:30pm Cross Country-JH Chase County vs. Multiple Schools 5:00pm-6:00pm TeamMates @ Cafeteria	7 TBD Softball-Varsity Scottsbluff vs. Multiple Schools 6:30pm Football-Varsity Cozad	8 TBD Softball-Varsity Scottsbluff vs. Multiple Schools
9	10 2:30pm Volleyball-JH Dundy County Stratton 5:00pm Football-B/JV North Platte St. Pats	11 7:30am FFA @ Auditorium 4:00pm Volleyball- C/JV/Varsity Sedgwick County 4:30pm Softball-Varsity Gering 6:00pm Chase County School Board Meeting @ Board Room	12	13 Lions Club Screening/Health Checks @ Chase County Schools 4:00pm Cross Country-JH McCook vs. Multiple Schools 4:00pm Cross Country-Varsity McCook vs. Multiple Schools 5:00pm Football-JH Hershey	14 Lions Club Screening/Health Checks @ Chase County Schools 4:00pm Softball-Varsity Chadron 6:00pm Football-Varsity Holdrege	15 8:00am Softball-Varsity GI Northwest 10:00am Volleyball-Varsity McCook
16	17 FCCLA @ Kearney 4:00pm Volleyball-JH Hershey 5:00pm Football-B/JV Hershey	18 FFA @ Gosper County 4:00pm Softball-JV/Varsity Cozad 5:00pm Volleyball-JV/Varsity Sidney 5:30pm Football-JH Ogallala	19	20 2:00pm Softball-Varsity Ogallala vs. Multiple Schools 3:00pm Volleyball-JV/Varsity St. Francis vs. Multiple Schools 3:00pm Cross Country-JH Ogallala vs. Multiple Schools 4:00pm Cross Country-Varsity Dundy County Stratton vs. Multiple Schools	21 7:00pm Football-Varsity Alliance	22 9:00am Volleyball-Varsity Sutherland
23	24 2:00pm Cross Country-Varsity University of NE-Kearney vs. Multiple Schools 4:00pm Softball-JV McCook 6:00pm Football-B/JV Holyoke	25 FFA @ Chase County Schools FBLA @ Kearney 3:00pm Softball-Varsity (Rescheduled from 08-23-18) Southern Valley vs. Multiple Schools 5:00pm Volleyball-JV/Varsity Perkins County vs. Multiple Schools 5:30pm Football-JH Holyoke	26 FFA @ Chase County Schools	27 5:00pm Football-JH North Platte St. Pats 5:00pm Volleyball-JV/Varsity Chase County vs. Multiple Schools	28 6:00pm Football-Varsity Mitchell	29 8:00am Volleyball-JH Perkins County vs. Multiple Schools 12:00pm Softball-Varsity Chase County vs. Multiple Schools

--	--	--	--	--	--	--

### October, 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<p>1 <b>4:00pm</b> Volleyball-JH <b>Ogallala</b> <b>5:00pm</b> Football-B/<b>JV Yuma</b></p>	<p>2 FFA @ Cherry County <b>4:00pm</b> Volleyball-JV/Varsity <b>North Platte St. Pats vs. Multiple Schools</b></p>	<p>3 FFA @ Cherry County</p>	<p>4 Softball <b>4:00pm</b> Cross Country-Varsity <b>Perkins County vs. Multiple Schools</b> <b>4:30pm</b> Football-JH <b>Southern Valley</b> <b>5:30pm</b> Volleyball-C/<b>JV/Varsity Perkins County</b></p>	<p>5 Homecoming @ Chase County Schools Softball <b>6:00pm</b> Football-Varsity <b>Chadron</b></p>	<p>6 Homecoming @ Chase County Schools <b>8:00am</b> FFA @ Loomis <b>8:00am</b> Volleyball-JH <b>Chase County vs. Multiple Schools</b></p>
<p>7</p>	<p>8 <b>3:30pm</b> Volleyball-G/<b>JV McCook vs. Multiple Schools</b> <b>5:00pm</b> Football-B/<b>JV McCook</b></p>	<p>9 <b>7:30am</b> FFA @ Auditorium <b>4:00pm</b> Volleyball-JH <b>Perkins County</b> <b>4:00pm</b> Volleyball-C/<b>JV/Varsity Kimball</b> <b>6:00pm</b> Chase County School Board Meeting @ Board Room</p>	<p>10</p>	<p>11 Cross Country <b>TBD</b> Cross Country-Varsity <b>TBA vs. Multiple Schools</b></p>	<p>12 <b>7:00pm</b> Football-Varsity <b>Sidney</b></p>	<p>13 <b>8:00am</b> Volleyball-JH <b>Dundy County Stratton vs. Multiple Schools</b> <b>10:00am</b> Volleyball-Varsity <b>Perkins County vs. Multiple Schools</b></p>
<p>14</p>	<p>15 <b>6:30pm</b> FCA @ Chase County Schools</p>	<p>16 <b>4:00pm</b> Volleyball-JH <b>McCook</b> <b>4:00pm</b> Volleyball-C/<b>JV/Varsity Hershey</b></p>	<p>17</p>	<p>18</p>	<p>19 Cross Country @ Kearney <b>TBD</b> Cross Country-Varsity <b>University of NE-Kearney vs. Multiple Schools</b> <b>7:00pm</b> Football-Varsity <b>Ogallala</b></p>	<p>20 Musical @ Chase County Schools</p>
<p>21</p>	<p>22 Parent Teacher Conference @ Chase County Schools <b>3:00pm</b> Volleyball-G/<b>JV Southwest Public Schools vs. Multiple Schools</b></p>	<p>23 FFA @ Indianapolis, IN <b>4:00pm</b> Volleyball-JV/Varsity <b>McCook vs. Multiple Schools</b></p>	<p>24 FCCLA @ McCook FFA @ Indianapolis, IN</p>	<p>25 FFA @ Indianapolis, IN</p>	<p>26 <b>TBD</b> Football-Varsity <b>TBA</b> FFA @ Indianapolis, IN Football</p>	<p>27 FFA @ Indianapolis, IN</p>
<p>28</p>	<p>29 <b>5:30pm</b> Volleyball-Varsity <b>North Platte vs. Multiple Schools</b></p>	<p>30 Volleyball <b>6:00pm</b> Volleyball-Varsity <b>North Platte vs. Multiple Schools</b></p>	<p>31 Elementary @ Longhorn Gym</p>			

## Mrs. Odens' September, 2018 School Board Report

We are off to a great start to the school year. The PTO Ice Cream Social and Meet the Teacher Night was well attended. The students seem to be adjusting to their schedules and the enforcement of policies. Teammates had a rootbeer float kick off for the mentors and mentees on Thursday, September 6th.

The students in grades K-6 have started MAP testing. The teachers have worked out their own schedules and will complete all testing by September 27th. We will test the students again in December before Christmas Break. The teachers will use the data from MAP testing to help plan differentiated activities in their lessons and during their RAMP/RTI time.

AIMSWEB testing is happening in grades K-6 September 11th and 12th.

The PBIS monthly team meeting was on September 4th. The action plan and timeline was created with the help of our coordinator, Linda Clavel. A survey was sent out to the teachers to help decide on our umbrella expectations and the 5-7 areas common school area that we want to focus on to start the process.

### Enrollment Numbers as of 9/6

K-39 students  
1st-51 students  
2nd-45 students  
3rd-48 students  
4th-61 students  
5th-41 students  
6th-64 students

Total students K-6 is 349.

## 7-12 Principal Report: September 2018

The school year got its official start on August, 23rd. Students in grades 7-12 spent the first hour of the day in the auditorium reviewing rules and expectations for the year. During the second hour of the day students in grades 7-8 worked with teachers to learn about the opportunities that they will have this year for participation in extracurricular activities. Students in grades 9-12 had class meetings with their elected officers and student council representatives, they worked together to design their class T-shirts. Local financial institutions pooled their money together to sponsor a class t-shirt for each student in grades 9-12. The t-shirts have recently been completed and distributed to students. Sponsors of the shirts included Farm Credit Services of America, Pinnacle Bank, Waypoint Bank, Imperial Credit Union, and Adams Bank & Trust.

Overall the school year is off to a great start. While most new policies have been well received students have expressed concerns about others. I have been working with the student council to listen to their concerns and work out ways to improve our school. Overall, things are going well.

A major effort has been put forth in scheduling students, with the goal of improving learning and ACT Test scores. The ACT serves as the State's evaluation tool and also has a considerable impact on if students will be admitted to college, which colleges they can be admitted to, and how much money will be available to them in the form of scholarships. The biggest change has been scheduling students so that they will have a math class each year leading up to the ACT test their 11th grade year. We have also put restrictions on the use of Odysseyware online classes in an effort to increase rigor for students to better prepare them for their future.

Students in grades 7-12 are in the process of completing their first round MAPS tests in the areas of Math, Science, and Language Arts. MAPS is a testing program that allows teachers to see which areas students are excelling and those where they need improvement. We will test students again in the middle of the year and at the end of the year. The data generated by the MAPS tests are used by teachers to help guide their instruction. Our expectation is that we will see growth from students between each test.

Enrollment numbers as of 9/5/2018 for 7-12 are as follows:

7th Grade - 52 students	8th Grade - 42 students	9th Grade - 46 students
10th Grade - 44 students	11th Grade - 52 students	12th Grade - 38 students

Submitted by:

Jon Lechtenberg

Chase County Schools 7-12 Principal

## NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Chase County Schools (15-0010) in Chase County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 11 day of September, 2018 at 5:50 o'clock, P.M., at Board Room for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours.

*Shirley Starnby*

Clerk/Secretary

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve	Total Available Resources Before Property Taxes	Fee and Delinquent Tax Allowance	Total Personal and Real Property Tax Requirement
	2016-2017	2017-2018	2018-2019				
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
General	\$ 7,372,547.00	\$ 9,023,971.00	\$ 9,350,449.00	\$ 392,614.00	\$ 2,788,283.00	\$ 70,250.23	\$ 7,025,030.23
Depreciation	\$ 111,890.00	\$ 500,000.00	\$ 529,537.00	-	\$ 529,537.00		
Employee Benefit	\$ 25.00	\$ 20,000.00	\$ 22,527.00	-	\$ 22,527.00		
Contingency	-	-	-	-	-		
Activities	\$ 323,990.00	\$ 500,000.00	\$ 550,000.00	-	\$ 550,000.00		
School Nutrition	\$ 280,075.00	\$ 350,000.00	\$ 450,000.00	-	\$ 450,000.00		
Bond	\$ 30,278.00	\$ 35,356.00	\$ 297,361.00	-	\$ 297,361.00	-	-
Special Building	\$ 3,224,164.00	\$ 717,270.00	\$ 1,122,650.00	-	\$ 548,650.00	\$ 5,797.97	\$ 579,797.97
Qualified Capital Purpose Undertaking	\$ 305,478.00	\$ 463,566.00	\$ 490,000.00	\$ 113,702.00	\$ 238,428.00	\$ 3,689.63	\$ 368,963.63
Cooperative	-	-	-	-	-		
Student Fee	\$ 4,140.00	\$ 1,112.00	\$ 15,000.00	-	\$ 15,000.00		
	-	-	-	-	-		
<b>TOTALS</b>	<b>\$ 11,652,587.00</b>	<b>\$ 11,611,275.00</b>	<b>\$ 12,827,524.00</b>	<b>\$ 506,316.00</b>	<b>\$ 5,439,786.00</b>	<b>\$ 79,737.83</b>	<b>\$ 7,973,791.83</b>

Total Personal and Real Property Tax Requirement For Bonds

\$ -

Total Personal and Real Property Tax Requirement for ALL Other

\$ 7,973,791.83

# Notice of Special Hearing To Set Final Tax Request

Chase County Schools (15-0010) in Chase County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1601.02, that the governing body will meet on the 11 day of September 2018 at 5:55 o'clock P.M., at Board Room for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request at a different amount than the prior year tax request.

### **2017/18 Budget Information**

### **2018/19 Budget Information**

Fund	2017-2018 Property Tax Request	2017 Tax Rate	Property Tax Rate (2017-2018 Request Divided By 2018 Valuation)	2018-2019 Proposed Property Tax Request	Proposed 2018 Tax Rate
<b>General Fund</b>	6,671,037.31	0.470961	0.497591	7,025,030.23	0.523995
<b>Bond Fund(s) K - 12</b>			0.000000	-	0.000000
<b>Bond Fund(s) K - 8</b>			0.000000		0.000000
<b>Bond Fund(s) 9 - 12</b>			0.000000		0.000000
<b>Bond Fund</b>			0.000000		0.000000
<b>Special Building Fund</b>	579,738.20	0.040928	0.043243	579,797.97	0.043247
<b>Qualified Capital Purpose Undertaking Fund K - 12</b>	368,963.63	0.026048	0.027521	368,963.63	0.027521
<b>Qualified Capital Purpose Undertaking Fund K - 8</b>			0.000000		0.000000
<b>Qualified Capital Purpose Undertaking Fund 9 - 12</b>			0.000000		0.000000
<b>Total</b>	7,619,739.14	0.537937	0.568355	7,973,791.83	0.594763

## TABLE OF CONTENTS

## POLICY

1.	School Communications .....		
	Statement of Intent .....		1000
	Visiting School .....		1010
	Citizen Communication to the Board of Education .....		1020
	Parent/Patron Comment Forms .....		1030
	Parent/Patron Comment Form .....		1030A
	Annual Report and School Improvement .....		1040
	Public Access to School Records .....		1050
	Form for Denial of Access to Records .....	Regulation	1050A
	Form for Explanation of Delay in Fulfilling Request for Records .....	Regulation	1050B
	Advertising and Promotion .....		1060
	Publications, Radio, and Television .....		1070
	School Directory .....		1080
2.	Community Use of School Facilities .....		
	Community Use of School Facilities .....		1100
	Form for Application for Use of School Facilities .....		
	Use of School Facilities: Student Groups and Boy Scouts .....		1101
	<a href="#"><u>Recording of Others</u></a> .....		<a href="#"><u>1102</u></a>
	Bulletin Boards, Display Case, and Posted Material .....		1110
	Tobacco Policy .....		1120
3.	Anti-Discrimination Policies .....		
	Anti-Discrimination, Designation of Coordinator and Grievance Policy .....		1200
	Title IX–Discrimination .....		1210
	Title IX Procedure for Informal/Formal Hearing .....		1220
	Form for Filing Complaints .....	Regulation	1220
	ADA and Section 504 Grievance Procedure .....		1240
	ADA–Designation of Coordinator .....		1250
	Service Animals .....		1260
4.	Fund Raising and Gifts .....		
	Fund Raising Activities .....		1300
	Gifts to the School District .....		1310
5.	School and Community Organizations .....		1400
	Parent Organizations .....		1410
	Citizens’ Advisory Committees .....		1420
	Utilizing Community Resources .....		1430
	Staff Participation in Community Affairs .....		1440
	School Personnel and the Public .....		1450
	Student Production of Goods and Services .....		1460
	Public Performances by Students .....		1470

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 on the school website, 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: [Insert Date]

Community RelationsVisiting School

Parents and other interested individuals are encouraged to visit school and are to be made welcome by the respective building staffs and student bodies. Under ordinary circumstances, the teacher being visited by a parent should continue with the regular classroom work. It is desirable that any individual parent-teacher conference be held before or after school in order that the normal instructional activities not be disrupted.

Contacts during school hours with non-school individuals and agencies for materials, service, or programs may be made only with the approval of the principal.

For security reasons, all school personnel and students are asked to see that all visitors are courteously directed to the building principal's office. In addition, the administration may exercise its discretion and has the authority to direct that certain individuals who may pose a threat of harm to students or staff or who may create or have created a disruption to the educational program be prohibited from being on school grounds.

Employees in school buildings shall report to the principal immediately any person loitering on or near the school grounds. If necessary, the principal will notify the appropriate law enforcement agency to investigate the situation.

Legal Reference: Neb. Rev. Stat. Sec. 79-8,109 Teachers, Solicitation by Agents Prohibited,  
Exceptions  
Neb. Rev. Stat. Sec. 28-901 Obstructing Government Operations

Date of Adoption: [Insert Date]

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: [Insert Date]

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: [Insert Date]

CHASE COUNTY 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 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 10.01, 10.5.02, 10.9 and 10.10

Date of Adoption: [Insert Date]

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: [Insert Date]

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):

G Significant difficulty in compiling or copying such records;

G 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.

\_\_\_\_\_  
\_\_\_\_\_.

Date of Adoption: [Insert Date]

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

Date of Adoption: [Insert Date]

Community RelationsPublications, Radio, and Television

The board of education welcomes the active participation of print and electronic mass media in promoting educational programs of Chase County 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: [Insert Date]

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: [Insert Date]

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: [Insert Date]

## APPLICATION FOR USE OF SCHOOL FACILITIES Chase County 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)**

Type	Amount
Processing	_____
Access	_____
Custodial	_____
Kitchen	_____
Special Equipment	_____
Monitoring	_____
Security	_____
<b>Total</b>	_____

Advance Deposit	\$ _____
Date Deposit Due	_____

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 Chase County 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 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 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 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 Scouts of America Equal Access Act.

The use of school facilities for student meetings and 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 Scouts).

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

Date of Adoption: [Insert Date]

Community RelationsRecording of Others

To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent of the person or persons being recorded or whose image or sound is being transmitted. This prohibition applies to all persons, including staff, students and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

Legal Reference:     Neb. Rev. Stat. § 86-290  
                           Letter to Anonymous, 40 IDELR 70 (OSEP 2003)

Date of Adoption:    [Insert Date]

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. Sec. 79-526    Board Authority for Supervision and Control

Date of Adoption:      [Insert Date]

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. This does not preclude adults from wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

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

Date of Adoption: [Insert Date]

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

The policy of Chase County Schools is to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, 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.

Chase County Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of Chase County 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:** Chase County 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, Chase County 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 sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, 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 sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, constitutes 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, class room 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 Chase County 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.  
Neb. Rev. Stat. § 79-2,115, et seq

Date of Adoption: [Insert Date]

Community RelationsTitle IX - Discrimination

Chase County 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: [Insert Date]

Community RelationsTitle IX--Procedure For Informal/Formal Hearing

In accordance with Title IX, the Board of Education of Chase County 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: [Insert Date]

Community Relations

Form For Filing Complaints

Chase County School District 15-0010  
Chase County Schools  
520 E 9<sup>th</sup> Street  
PO Box 577  
Imperial, Nebraska 69033-0577

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: [Insert Date]

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:      [Insert Date]

Community RelationsDesignation of Coordinator

Chase County 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 Chase County 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:     [Insert Date]

## 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: [Insert Date]

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 Chase County 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 Chase County Schools' facilities or using the District's name in solicitation of donations must have prior approval of the Chase County School Board of Education. If the request is approved, the organization shall include a statement that the Chase County 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: [Insert Date]

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 Chase County 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 Chase County 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: [Insert Date]

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: [Insert Date]

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: [Insert Date]

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: [Insert Date]

Community Relations

Utilizing 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: [Insert Date]

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: [Insert Date]

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: [Insert Date]

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: [Insert Date]

Community RelationsPublic 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: [Insert Date]

TABLE OF CONTENTS

		POLICY
1.	Administrative Program.....	
	Functional Principle of Administration .....	2000
	Election of Administrative Personnel .....	2010
2.	Superintendent .....	
	Superintendent of Schools .....	2100
	Duties of the Superintendent of Schools.....	2110
	Job Description for Superintendent .....	Regulation 2110A
3.	Principals.....	
	Principalship .....	2200
	Duties of the Principal .....	2210
	Job Description for Principal .....	Regulation 2210A
4.	Evaluation of Principals and Other Certificated Administrative Personnel .....	2230
	Evaluation Instrument of Superintendent .....	Regulation 2231
	Evaluation Instrument for Principal.....	Regulation 2232
5.	Administrative Programs. ....	
	Line of Authority .....	2400
	Administrative Actions in Emergencies .....	2410
	Staff Handbooks.....	2420
	Attendance at Professional Growth Meetings.....	2430
	Administrative Action in Absence of Policy .....	2440

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: [Insert Date]

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: [Insert Date]

AdministrationThe Superintendent of Schools

The Superintendent of Schools shall be the chief executive officer of the Chase County Schools. As chief executive officer of the Chase County 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 Chase County Schools as duties of the Superintendent.

Date of Adoption: [Insert Date]

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 Chase County 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 the Friday before each regular board meeting.
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 with prior board of education approval. (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 Chase County School District # 15-0010.
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: [Insert Date]

## **CHASE COUNTY 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.
- 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
<b>Stamina</b>					
1. Sitting		X			
2. Walking				X	

3. Standing				X	
4. Sprinting/Running		X			
<b>Flexibility</b>					
5. Bending or twisting at the neck more than the average person		X			
6. Bending or twisting at the trunk more than the average person		X			
7. Squatting/Stooping/Kneeling		X			
8. Reaching above the head		X			
9. Reaching forward			X		
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X		
<b>Activities</b>					
11. Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12. Hand/grip strength		X			
13. Driving on the job			X		
14. Typing non-stop		X			
<b>Use of Arms and Hands</b>					
15. Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16. Finger dexterity (typing or putting a nut on a bolt)		X			
<b>Lifting Requirements</b>					
17. Lifting up to 10 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
18. Lifting 11 to 25 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
19. Lifting 26 to 50 pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
20. Lifting 51 to 75 pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
21. Lifting 76 plus pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
<b>Pushing/Pulling</b>					
23. 25 to 50 pounds			X		
24. 51 to 75 pounds	X				
25. 76 to 90 pounds	X				
26. Over 90 pounds	X				
<b>Carrying</b>					
27. 10 to 25 pounds			X		
28. 26 to 50 pounds	X				
29. 51 to 75 pounds	X				
30. 76 to 90 pounds	X				
31. Over 90 pounds	X				

Administration

The Principalship

1. The elementary, middle school and secondary school 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: [Insert Date]

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 Principals are 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 High School Principal is the immediate supervisor of all High School professional and support staff members.
- c. The Middle School Principal is the immediate supervisor of all Middle School professional and support staff members.
- d. 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 (and 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 August 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, subject to the Principal's full-time equivalency.
- 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: [Insert Date]

## **CHASE COUNTY 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.
- Establish, coordinate, and oversee particular programs across school districts, such as programs to evaluate student academic achievement.
- Supervise instructional, athletic, and extracurricular programs.
- Provide appropriate and safe learning environment.
- Modify curriculum to meet student needs with assistance from appropriate directors and supervisors.
- Implement multicultural and other educational plans.
- Coordinate special education services for identified students.
- Meet with students for purposes of furnishing information, monitoring, counseling and recognition for academic, athletic or activity success.
- Attend meetings of the Board of Education and present information as requested or as needed.

## **KNOWLEDGE**

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

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

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

## **SKILLS**

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

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

- Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.
- Equipment Maintenance — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
- Repairing — Repairing machines or systems using the needed tools.

## **ABILITIES**

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

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

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

### **WORK ACTIVITIES**

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

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

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

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

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

### ESSENTIAL FUNCTIONS

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

Essential Physical Requirements  Principal	Item is not a requirement of the job	Occasional -- up to 33% of time	Occasional/Essential -- up to 33% of time, absolutely essential to the job	Frequent -- between 34% - 66%	Continuous -- over 66% of time
<b>Stamina</b>					
1. Sitting		X			
2. Walking				X	
3. Standing				X	

4. Sprinting/Running		X			
<b>Flexibility</b>					
5. Bending or twisting at the neck more than the average person		X			
6. Bending or twisting at the trunk more than the average person		X			
7. Squatting/Stooping/Kneeling		X			
8. Reaching above the head		X			
9. Reaching forward			X		
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X		
<b>Activities</b>					
11. Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12. Hand/grip strength		X			
13. Driving on the job		X			
14. Typing non-stop		X			
<b>Use of Arms and Hands</b>					
15. Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16. Finger dexterity (typing or putting a nut on a bolt)		X			
<b>Lifting Requirements</b>					
17. Lifting up to 10 pounds (Mark all that apply)					
Floor to waist			X		
Waist to shoulder			X		
Shoulder to overhead			X		
18. Lifting 11 to 25 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
19. Lifting 26 to 50 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
20. Lifting 51 to 75 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
21. Lifting 76 plus pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?		X			
<b>Pushing/Pulling</b>					
23. 25 to 50 pounds			X		
24. 51 to 75 pounds		X			
25. 76 to 90 pounds		X			
26. Over 90 pounds		X			
<b>Carrying</b>					
27. 10 to 25 pounds			X		
28. 26 to 50 pounds		X			
29. 51 to 75 pounds		X			
30. 76 to 90 pounds		X			
31. Over 90 pounds		X			

## Administration

### Evaluation of Principals and Other Certificated Administrative Personnel

#### 1. 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: [Insert Date]

AdministrationEvaluation 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 Evaluation Committee.
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).

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: [Insert Date]

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: [Insert Date]

## Administration

### Administrative 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: [Insert Date]

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: [Insert Date]

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.

Administrators' attendance at national conferences is subject to board approval. 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: [Insert Date]

Administration

Administrative Action in Absence of Policy

If a situation demanding a 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 the Superintendent's or the Superintendent's designee's 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: [Insert Date]

## TABLE OF CONTENTS

	POLICY
1. Budget Planning.....	3010
2. Fund Balance Reporting .....	3011
3. Public Review of Budget .....	3020
4. Budget as Spending Plan – Budgeted Items .....	3040
5. Tuition Fees .....	3050
6. Materials Fees .....	3060
7. Summer School Fees.....	3070
8. Federal Funds.....	3080
9. Sales and Disposal of Books, Equipment and Supplies.....	3090
10. Leasing.....	3100
11. Short-Term Investing.....	3110
12. Depository.....	3120
Resolution	
13. Purchasing Policies .....	3130
14. Contracting for Services .....	3140
15. Paying for Goods and Services .....	3150
16. Report of Treasurer .....	3160
17. Periodic Audit .....	3170
18. System of Accounts .....	3180
19. Inventory of Equipment .....	3190
20. Monies in School Buildings.....	3200
21. Bonds .....	3210
22. Educational Service Units – Designated Representative.....	3220
23. Security .....	3230
24. Video Surveillance.....	3231
25. Risk Management and Safety Committee.....	3240
26. Trespassers.....	3250
27. Safe Driving Record Standard for Drivers.....	3410
Driver Certification Form	
Drivers – First Aid Procedures	
Emergency Evacuation Procedures – Small Vehicles	
28. Transportation.....	3520
29. Procedures – Bidding Construction Projects .....	3540
30. Rebates to School Personnel.....	3550
31. Records Management and Disposition .....	3560
32. NCLB.....	3570
33. Insufficient Funds .....	3580

Business OperationsBudget Planning

1. The Superintendent, with the assistance of the budget committee, shall direct the preparation of the school budget annually for the fiscal year beginning September 1 and ending August 31. Income and expenditure estimates shall be based upon the following:
  - A. Past experience.
  - B. State guidelines, legal spending limitations, and other statutes and regulations.
  - C. Other projection techniques.
2. The annual budget preparation shall be compatible with the long-range aims of the school district. In addition, the Superintendent, in preparing the budget, shall consider the priorities as established by the board for the total school program and shall equalize the educational opportunities offered at the school.
3. The specific manner in which the annual budget shall be compiled shall be at the discretion of the Superintendent. However, the budget shall contain the following:
  - A. The beginning fund balance for each fund.
  - B. Estimated receipts.
  - C. Estimated expenditures.
  - D. Estimated ending fund balance.
4. A report of the anticipated budget position shall be presented to the board early in each calendar year. At this time the board will establish guidelines for the development of the budget. The tentative budget shall then be developed for the board review, modification and approval prior to the budget hearing.
5. The Superintendent shall each year, prior to the preparation of the budget, establish a budget plan. The budget plan shall take into consideration all items of expenditure requests in relationship to the total school program, and shall be mindful of equalizing the educational opportunities at each level. In the budget plan the Superintendent will direct board budget priorities.
6. In preparing the annual budget for the board, the Superintendent shall give to the school principals and staff the information necessary for them to assess adequately the availability of funds and to relate funds available to the Superintendent's budget plan.

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

Date of Adoption: [Insert Date]

Business OperationsFund Balance Reporting

Fund balance classification shall be recorded in accordance with governmental accounting standards as promulgated by the Governmental Accounting Standards Board (GASB), including GASB #54.

The order of spending and availability of the fund balance shall be to reduce funds from the listed areas in the following order: restricted, committed, assigned, and unassigned. Negative amounts shall not be reported for restricted, committed, or assigned funds.

Fund Balance shall mean the gross difference between governmental fund assets and liabilities reflected on the balance sheet. Governmental fund assets are those of the General Fund, Special Revenue Funds, Debt Service Funds, and Capital Project Funds.

The fund balance of the general fund finances most functions in the District. The fund balance of the general fund shall mean the gross difference between general fund assets and liabilities reflected on the balance sheet.

The five classifications of governmental fund balances are as follows:

1. Non-spendable fund balance means the portion of the gross fund balance that is not expendable (such as inventories) or is legally earmarked for a specific use (such as the self-funded reserves program).

Examples of non-spendable fund balance reserves for which fund balance shall not be available for financing general operating expenditures include: inventories, prepaid items, deferred expenditures, long-term receivables, and outstanding encumbrances.

2. Restricted fund balance includes amounts constrained to a specific purpose by the provider, such as a grantor. Examples of restricted fund balances include: child nutrition programs, technology programs, construction programs, and resources from other granting agencies.
3. Committed fund balance means that portion of the fund balance that is constrained to a specific purpose by the Board. Examples include: potential litigation, claims, and judgments and activity funds.
4. Assigned fund balance means that portion of the fund balance that is spendable or available for appropriation but has been tentatively earmarked for some specific purpose by the Superintendent or designee. Such plans or intent may change and may never be budgeted, or may result in expenditures in future periods of time. Examples include: insurance deductibles program start-up costs; and other legal uses.

5. Unassigned fund balance includes amounts available for any legal purpose. This portion of the total fund balance in the general fund is available to finance operating expenditures.

The unassigned fund balance shall be the difference between the total fund balance and the total of the non-spendable fund balance, restricted fund balance, committed fund balance, and assigned fund balance.

Date of Adoption: [Insert Date]

Business OperationsPublic Review of Budget

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

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

Date of Adoption: [Insert Date]

Business OperationsTransfer of Funds Between Categories

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

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

Date of Adoption: [Insert Date]

Business OperationsBudget as Spending Plan - Budgeted Items

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

Date of Adoption: [Insert Date]

Business Operations

Tuition Fees

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

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

Date of Adoption:    [Insert Date]

Business Operations

Materials Fees

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

Date of Adoption: [Insert Date]

Business Operations

Summer School Fees

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

Date of Adoption: [Insert Date]

Chase County  
Business Operations

Federal Funds

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

Date of Adoption: [Insert Date]

Business OperationsSale and Disposal of School Property

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

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

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

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

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

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

Date of Adoption: [Insert Date]

Business OperationsLeasing

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

Date of Adoption: [Insert Date]

Business OperationsShort-Term Investing

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

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

Date of Adoption: [Insert Date]

Business Operations

Depository

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

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

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

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

Date of Adoption: [Insert Date]

**RESOLUTION**

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

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

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

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

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

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

Chase County Schools

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

Attest:

\_\_\_\_\_  
Secretary

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

Date of Adoption: [Insert Date]

## Business Operations

### Purchasing Policies

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

1. Purchases up to ~~\$5,000~~ \$15,000. For the greatest efficiency in expediting purchases, the administration shall be authorized to purchase any item specifically budgeted which has a sale price within the established limit.
2. Purchases from ~~\$5,000 up to \$90,000~~ \$15,000 up to \$100,000. The Superintendent shall request the submission of proposals for purchases which have a sale price within the established limit. The Superintendent shall receive and evaluate all proposals in making a recommendation to the Board of Education for acceptance. The Board of Education may review all proposals submitted relating to the recommended purchase. Since this is a proposal system, not a bidding process, the school district in no way shall be obligated to arbitrarily award the contract to the lowest proposal, but shall reserve the right to reject any and all proposals or to waive any informality in any proposal it deems advisable, and to award to the proposer which, in its opinion, is most desirable.
3. Purchases of ~~\$90,000~~ \$100,000 and above. The Superintendent shall advertise for sealed bids which shall be opened in conformity with any applicable laws and in compliance with any procedures established by the Superintendent. The Board retains the right to determine the responsibility of the bidders, and shall award the contract to the lowest responsible bidder meeting specifications, be the bidder a member or apart from the local community.
4. Any school employee who orders any supplies or equipment outside of that which has been included in the annual budget and without written authorization of the principal or superintendent shall be personally liable for payment for the supplies or equipment purchased.
5. School employees or students purchasing supplies and equipment out of an activity account must first secure a purchase order from the principal authorizing the purchase. Failure to do so will cause the person to be personally liable for payment for the supplies or equipment purchased.

### Credit Card Purchasing Program

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

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

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

Date of Adoption: [Insert Date]

## Business Operations

### Procurement Plan – School Food Authorities

The following procurement policy statement shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. This statement is meant to provide guidance to our personnel and vendors on acceptable and/or required procurement practices. Our goal is to fully implement all required and recommended procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the State Agency.

### **Procurement Policy**

The purchasing procedure to be followed shall be determined by the anticipated total annual expenditure on items related to the food service program:

- When the annual total for food service program related items is less than \$150250,000 per year (per procurement event or in aggregate purchases) this organization will follow the informal Small Purchase Procedure.
- When the annual total for food service program related items is greater than \$150250,000 per year (per procurement event or in aggregate purchases) this organization will follow the Formal Competitive Solicitation Procedures.

### Micro-Purchase Procedures

Micro-Purchases may be used for annual transactions under \$310,500-000 made with a vendor [2 CFR 200.320(a)].

Prices will be reviewed for reasonableness [2 CFR 200.320(a)].

Purchases will be spread equitably among all qualified sources [2 CFR 200.320(a)].

### Small Purchase Procedures

For purchases made below the small purchase threshold, Small Purchase Procedures will be utilized to purchase necessary goods and services. When Small Purchase Procedures are used, this organization will take the following steps:

1. Contact a minimum of three potential vendors
2. Document each vendor's quoted price
3. Select the company that provides the lowest, most responsive, and responsible bid
4. Inform all bidding companies in writing of the final decision made by the sponsor
5. Write contract for meal service between the sponsor and the winning bidder.

### Formal Competitive Solicitation Procedures

For purchases made in excess of the small purchase threshold, a Formal Competitive Solicitation will be conducted. When Formal Competitive Solicitation Procedures are used, this organization will take the following steps:

1. Prepare an Invitation for Bid (“IFB”) or Request for Proposal (“RFP”) document specifically addressing the items to be procured
  - a. Include detailed specifications

- b. Ensure price will be most heavily weighted
2. Publicly announce and advertise the bid/proposal at least 21 calendar days prior to bid opening
  - a. Announcements will include the date, time and location in which bids will be opened
3. Determine the most responsive and responsible bid/proposal by using the selection criteria set forth in the bid/proposal document
  - a. Responsible bidders will be those whose bid/proposal conform to all of the terms, conditions and requirements of the IFB/RFP
4. Award the contract
  - a. To the most responsive and responsible bidder based on the criteria set forth in the IFB/RFP
  - b. At least two weeks before program operations begin
  - c. If a protest is received, it must be handled in accordance with 7 CFR 210.21
5. Retain all records pertaining to the formal competitive bid process for a period of five years plus the current year

(Note: If the bid threshold established in the sponsor's procurement policy statement is less than \$150,000, the smaller bid threshold will govern.)

This organization incorporates the following elements into the Procurement Policy Statement, as required by 2 CFR 200 and 7 CFR parts 210, 3016 and 3019.

- A. Competition: We shall demonstrate our goods and services are procured in an openly competitive manner. Competition will not be unreasonably restricted. [7 CFR 210.21(c)(1)] [2 CFR Part 200.319(a)(1-7)]
- B. Comparability: We recognize for true competition to take place, we must maintain reasonable product specifications to adequately describe the products to be purchased and the volume of planned purchases based upon pre-planned menu cycles. 2 CFR 200.319(a)(6)/7 CFR 3016.36(c)(3)(i)/7 CFR 3019.44(a)(3)(iv)]
- C. Documentation: We shall maintain for the current year and the preceding three years all menus, production records, invitations to bid, bid results, bid tabulations or any other significant materials that will serve to document our policies and procedures. [2 CFR 200.318(i)/7 CFR 3016.36(9)]
- D. Code of Conduct: This program shall be governed by the attached Code of Conduct and it shall apply to all personnel, employees, directors, agents, officers, volunteers or any person(s) acting in any capacity concerning the food service procurement program. [2 CFR 200.318(c)(1)/7 CFR 3016.36(3)(1-1 v)]
- E. Procurement Review Process: This procurement plan shall receive an internal program review on an annual basis by a staff person who is not associated with food service

procurement process. This review shall be summarized in written form and kept with the other required program documentation.

- F. Contract Administration: Purchases shall be checked or verified by designated staff to assure that all goods and services are received and prices verified. All invoices and receipts shall be signed, dated, and maintained in the documentation file. [2 CFR Part 200.318(b)] [7 CFR Part 3016.36(b)(2)]
- G. General Requirements:
- Small, minority and women's businesses enterprises and labor surplus firms are used when possible. [2 CFR 200.321]
  - A cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold including contract modifications. [2 CFR 200.323(a)]
  - Documented Procurement Procedures and activities will be maintained. [2 CFR 200.318(a)]
- H. Duties of Food Service Supervisor:
1. To work with staff and clients in developing acceptable menus for breakfast and lunch.
  2. To compile market orders or requisitions for purchases which accurately reflect the total quantities of required foods to be ordered per (day, week or month).
  3. To place and confirm orders with vendors, or make plans to purchase the required items.
  4. To keep program menus up to date by testing and using new products and seeking feedback from staff and clients.
  5. To send out bid quotation forms to vendors who have expressed an interest in doing business with the sponsor.
  6. To make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service and price.
  7. To work with vendors on a fair and equal basis.
  8. To develop a list of acceptable brands. (Multiple brands per bid item when possible.)
  9. To conduct an in-house procurement review once per year.

Date of Adoption: [Insert Date]

Business OperationsProcurement Plan – Code of Conduct

The District seeks to conduct all procurement procedures in compliance with federal and state regulations and without any conflicts of interest with employees engaged in the selection, award and administration of contracts.

No employee, officer, or agent of the District may participate in the selection, award, or administration of a contract supported by federal, state, or local funds if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

No employee, officer, or agent of the District may solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

Employees, officers or agents of the District that violate these standards shall be subject to appropriate disciplinary actions.

Date of Adoption: [Insert Date]

Business OperationsContracting for Services

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

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

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

Date of Adoption: [Insert Date]

Business Operations

Paying for Goods and Services

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

Date of Adoption: [Insert Date]

Business Operations

Report of Treasurer

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

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

Date of Adoption: [Insert Date]

Business OperationsPeriodic Audit

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

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

Date of Adoption: [Insert Date]

Business Operations

System of Accounts

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

Date of Adoption: [Insert Date]

Business Operations

Inventory of Equipment

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

Date of Adoption: [Insert Date]

Business Operations

Monies in School Buildings

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

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

Date of Adoption: [Insert Date]

Business OperationsBonds

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

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

Date of Adoption: [Insert Date]

Business Operations

Educational Service Units - Designated Representative

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

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

Date of Adoption:    [Insert Date]

Business Operations

Security

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

Date of Adoption: [Insert Date]

BusinessVideo Surveillance

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

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

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

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

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

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

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

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

Date of Adoption: [Insert Date]

### Business Operations

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

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

The Superintendent is designated as and shall serve as the primary liaison between emergency personnel and the District in the event of an incident. The Superintendent shall designate individuals within each building to serve as a liaison between emergency personnel and the District in the event of an incident. The Superintendent shall inform emergency personnel of the persons designated as liaisons.

The Superintendent shall ensure that emergency drills are conducted at least as often as required by law, including fire drills conducted at least once a month with one additional drill being conducted during the first 30 days of school, tornado drills conducted at least once during the first two weeks of school and at least once during the month of March, and bus evacuation drills conducted at least two times during the school year involving all students and appropriate staff.

The Superintendent shall ensure that, in the event of an emergency, the District has methods of communication to reach all internal and external stakeholders and that the District has a plan for public communication to gather, verify, coordinate, and disseminate information during an incident.

The Superintendent shall ensure that multi-hazard training is provided for specified employees in required areas to comply with local, state, and federal regulations, as well as non-required areas to improve safety within the District.

### Safety Committee

A Safety Committee is hereby created. The Superintendent shall coordinate and maintain the Safety Committee. The Safety Committee will be made up of community stakeholders willing to serve on the Committee. The Board hopes that the following members of the community are willing to serve on the Safety Committee: parents, law enforcement and local first responder professionals, teachers, administrators, mental health professionals, custodians, school nurses, local emergency managers, IT managers, and school transportation personnel.

The Safety Committee shall meet at least annually to review safety standards and protocols. The Safety Committee may designate subcommittees to report to the Safety Committee.

The Safety Committee shall:

- Prepare and communicate with local authorities (e.g., fire, police, rescue, emergency management personnel) at least annually. Such communications shall include collaborations with local authorities to identify and address safety and security issues.
- Consider, develop and implement guidelines for event and incident management. Such guidelines shall be reviewed and practiced by all employees, students and relevant stakeholders at least annually.
- Consider, develop and implement standard response and practice procedures for emergency situations, such as lock downs, lock outs, evacuations and shelter. Such procedures shall be reviewed and practiced by all employees, students and relevant stakeholders at least annually. Such procedures shall include a plan to identify and document crisis communication procedures with the following stakeholder groups: emergency responders, employees, students, parents/guardians, media, and others as needed. Such procedures shall also provide information to staff to empower staff to initiate protection actions, when appropriate.
- Take any reasonably necessary steps to ensure that the District is in compliance with all applicable fire and life safety codes.
- Take any reasonably necessary steps to ensure that the District has standardized and visible interior and exterior signage for emergency responders.
- Consider, develop and implement strategies and processes to assess observable, positive relationships between students and employees and students and other students.
- Consider, develop and implement strategies and processes to create a respectful, positive, and safe environment conducive to learning.
- Consider, develop and implement procedures to monitor school safety and security protocols for off-campus school sponsored events.
- Consider, develop and implement a student assistance process where problem solving can occur and intervention strategies are recommended and implemented.
- Consider, develop and implement a plan for behavioral threat assessments and conducting threat assessment protocols using trained staff.
- Consider, develop and implement safety and security procedures to monitor before and after-school activities, including other facility users.
- Identify mental health resources and use such resources when appropriate.
- Ensure that procedures are in place that require all District employees to participate annually in at least one hour of suicide prevention training.
- Ensure that all school buildings have designated multiple evacuation assembly locations for each building, and that staff and students within each building are aware of said locations.
- Review the District's bullying policy and student dating violence policy at least annually and recommend to the Board any proposed changes to the District's bullying policy and/or student dating violence policy.

- Consider, develop and implement a protocol for an annual inventory of all chemicals (e.g., classrooms, custodial, buildings, grounds), proper storage, and disposal of unused or outdated chemicals.
- Ensure that the District maintains immunization records for all students and uses the data for health and safety of students, when appropriate.
- Conduct a District-wide safety and security self-assessment for each building.
- Conduct a safety audit on an annual basis.
- Review at least annually the District's policies and protocols on active supervision throughout school buildings and campus, and recommend any changes in policies or protocols to the Board.
- Review at least annually the District's policies and protocols on security and visitors (including visitors in specialized areas, such as prekindergarten areas, playgrounds, science labs, and so forth) in school buildings, and compare the District's policies and protocols with guidance issued by the Readiness and Emergency Management for Schools Technical Assistance Center (REMS-TA), and recommend any changes in policies or protocols to the Board.
- Conduct a performance review of emergency drills and suggest any changes, when appropriate.
- For any safety and security procedures or protocols, review said procedures and protocols to ensure that such procedures and protocols accommodate individuals with special needs.
- Consider, develop and implement procedures supporting academic, physical, operational and psychological/emotional aspects of an incident, after an incident occurs. Such procedures shall ensure that students and employees are supported and given an opportunity to address psychological and emotional health needs after an incident. Such procedures shall also ensure that resource requests and management of the incident be conducted in a way that supports the psychological and emotional needs of students and staff after an incident. The Committee shall explore mutual aid agreements to address the academic, physical, operational, psychological, and emotional recovery areas, and make any recommendations to the Board.
- Adopt and maintain an effective written Injury Prevention Program for the District.

The Safety Committee shall maintain documentation of its compliance with this policy.

Legal Reference: Nebraska Department of Education Title 92 Nebraska Administrative Code, Chapter 10, Rule 10 Accreditation of Schools, 011.01b, c, d, e, f, g (Seclusion and Restraints, Bullying, Dating Violence); 79-2,137 (Bullying); 79-2,138 to 79-2,142 (Dating Violence); 79-2,146 (Suicide Awareness, 2015-2016); Criminal Code Sec. 28-318 (Sexual Harassment); Nebraska Department of Education Title 92 Nebraska Administrative Code, Chapter 11, Rule 11 Accreditation of Schools, 004.11g (Pre-K CPR and First Aid) Neb. Rev. Stat. §§ 48-443 to 48-445

Cross-Referenced: Policy 6115 (Fire Drills)

Date of Adoption: [Insert Date]

Business OperationsTrespassers

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

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

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

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

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

Date of Adoption: [Insert Date]

Business OperationsSafe Driving Record Standard for Drivers

Standard for Pupil Transportation Vehicle Drivers: Each person who is required to have a permit to operate a pupil transportation vehicle for this School District shall meet all requirements to hold and continue to hold a pupil transportation operator's permit.

One of the requirements for obtaining such a permit is that the person have a record of satisfactory driving as determined by Board policy. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 5 years; or,
3. Reckless driving or willful reckless, within the immediate prior 5 years; or
4. Accumulation of 7 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 6, 7 or 8 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

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

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 5 years; or,
3. Reckless driving or willful reckless, within the immediate prior 2 years; or
4. Accumulation of 7 or more points under the motor vehicle operators' license point system, within the immediate prior 4 years. In the event the person has accumulated 6, 7 or 8 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Other School Vehicles: Each person who drives a school vehicle other than a pupil transportation vehicle and does not transport students in the vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. In the event the person's employment position requires driving vehicles as a

function of the person's employment, the employment may be terminated in the absence of a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 2 years; or,
3. Reckless driving or willful reckless, within the immediate prior 1 years; or
4. Accumulation of 7 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 6, 7 or 8 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

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

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

Date of Adoption: [Insert Date]

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

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

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

I certify that the following information is true and accurate:

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

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

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

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

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

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

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

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

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

\_\_\_\_\_  
Driver

# Basic First Aid Procedures

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

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

## Evaluating the Situation and Setting Priorities

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

Three evaluations which must be made to establish priorities for treatment: <ul style="list-style-type: none"> <li>• Condition of the scene</li> <li>• Type of injury</li> <li>• Need for treatment</li> </ul>	Primary first aid procedures are to: <ul style="list-style-type: none"> <li>• Restore breathing.</li> <li>• Control bleeding.</li> <li>• Prevent shock</li> </ul>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

Whenever possible, do not move the victim. Treat the person where you find him/her. However, several types of situations require the person to be moved out of immediate danger, such as fire, electrocution, and drowning.

## Bleeding

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

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

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

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

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

### Artery Pressure Point

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

### **Tourniquet Warning**

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

## **Shock**

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

- Excessive bleeding
- Inadequate breathing
- Unsplintered fractures

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

### **Recognizing shock**

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

### **Control of shock**

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

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

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

## **Burns**

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

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

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

CPR should be used when a person is unresponsive or when breathing or heart beat stops.

1. Call 911 immediately or ask someone else to do so.
2. Try to get the person to respond; if he doesn't, roll the person on his or her back.
3. Start chest compressions. Place the heel of your hand on the center of the victim's chest. Put your other hand on top of the first with your fingers interlaced.

4. Press down so you compress the chest at least 2 inches in adults and children and 1.5 inches in infants. One hundred times a minute or even a little faster is optimal. (That's about the same rhythm as the beat of the Bee Gee's song "Stayin' Alive.")
5. If you're been trained in CPR, you can now open the airway with a head tilt and chin lift.
6. Pinch closed the nose of the victim. Take a normal breath, cover the victim's mouth with yours to create an airtight seal, and then give two, one-second breaths as you watch for the chest to rise.
7. Continue compressions and breaths -- 30 compressions, two breaths -- until help arrives.

## **Epilepsy**

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

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

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

## **Choking**

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

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

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

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

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

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

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

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

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

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

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

Business OperationsTransportation

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

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

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

Date of Adoption:    [Insert Date]

Business OperationsProcedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is in excess of \$100,000.00, or such sum as adjusted pursuant to §73-106. The bidding procedures shall comply with the requirements of state law and shall include the following:

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

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred thousand dollars (\$100,000), as adjusted from time to time by § 81-3445 or other applicable law.
  
7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

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

Date of Adoption: [Insert Date]

Business OperationsRebates to School Personnel

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

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

Date of Adoption: [Insert Date]

Business OperationsRecords Management and Disposition

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

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

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

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

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

#### 4. Electronic Records

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

#### 5. Litigation Holds

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

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

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

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

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

6. Settlement Agreements

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

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

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

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

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

Date of Adoption:    [Insert Date]

Business OperationsESSA

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

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

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

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

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

14. Other Requirements. The Superintendent shall take or cause other staff to take such action as required by law for the District to maintain compliance with ESSA and specific ESSA grant programs in which the District participates.
15. Certification Regarding Debarment, Suspension and Ineligibility. The District will endeavor to ensure that all contracts and purchase orders reimbursed using federal funds will include the following “suspension and disbarment” language:

To the best of its knowledge and belief, the contractor or any of its principals are not presently debarred, suspended, proposed for debarment or otherwise declared ineligible for the award of contracts by any Federal agency by the inclusion of the contractor or its principals in the current “LIST OF PARTIES EXCLUDED FROM FEDERAL PROCUREMENT OR NONPROCUREMENT PROGRAMS” published by the U.S. General Services Administration Office of Acquisition Policy.

The prospective lower tier participant shall provide immediate written notice to the District if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances. Should the prospective lower tier participant enter into a covered transaction with another person at the next lower tier, the prospective lower tier participant agrees by accepting this agreement that it will verify that the person with whom it intends to do business is not excluded or disqualified.

Notwithstanding anything to the contrary, all persons or entities contracting with the District with any reimbursement using federal funds shall be bound by this certification and shall fully abide by and comply with the same.

Legal Reference: ESSA

Date of Adoption: [Insert Date]

### Meal Charge Policy

It is the policy of the District to comply with the National School Lunch Program and School Breakfast Program and all other federal grant programs that provide free or reduced meals to qualifying students.

### Student Eligibility

Families of students who may be eligible for free or reduced price school meals should submit an application to determine their eligibility. Applications are available through the Superintendent or Superintendent's designee. As long as an application is submitted on or after July 1, the application will be considered current for the new school year. A student may become eligible for free or reduced meals at any time during the school year if the household experiences a change in financial circumstances.

### Meal Account Balances

The District will ensure that families can check their meal account balances in a manner other than exclusively online. The District will ensure that at least one form of meal account payment is free of charge.

The District encourages families to pre-pay without charge for meals. Notwithstanding the option to pre-pay, students and families will have a method to add funds during the school day. Any balance remaining in a pre-paid account shall carry over into the next month. Households approved for free or reduced price meals with funds remaining in their meal account at the end of the school year may request a refund. When a student leaves the District or graduates, the District shall attempt to contact the student's household to return any funds remaining in the student's meal account.

Unpaid meal charges may be carried over at the end of the school year as a delinquent debt and the District shall undertake reasonable collection efforts to collect unpaid meal charges classified as delinquent debt, pursuant to and in compliance with state and federal law. The District shall maintain records of its collection efforts and, once delinquent meal charges are converted to bad debt, its documentation establishing and handling of the bad debt.

### Student Confidentiality

The District will disclose individual student eligibility information only to those persons (and organizations) who require the information in order to carry out an activity specifically authorized by the National School Lunch Act, subject to applicable legal exceptions.

The District shall not use or implement any colored or coded meal cards, tickets, tokens, or other methods of payment that would overtly identify a student as being eligible for free or reduced price meals.

Distribution Annually

This policy shall be provided in writing to all students' households at the start of each school year and to households transferring to the District during the school year.

This policy shall also be provided annually to District staff members responsible for the enforcement of this policy, including food service professionals.

The Superintendent or the Superintendent's designee shall maintain documentation of the annual distribution of this policy to students' households and District staff.

Legal Reference: Richard B. Russell National School Lunch Act (42 U.S.C. § 1751);  
U.S.D.A. Memorandum SP 57-2016.

Date of Adoption: [Insert Date]

Business OperationsInsufficient Funds

When a check is returned for insufficient funds or payment on a credit or debit card is rejected, the Superintendent's designee shall attempt to contact the person a minimum of two times to collect the amount that remains due and owing. At least one attempt shall be in writing, either via letter or email.

In the event that an individual's method of payment is rejected, such person shall be required to pay the amount that remains due and owing by cash, cashier's check or money order, plus a returned check fee of \$10.00 to cover the administrative expense of having to address the matter. In addition, whenever said person wishes to make a payment in the future, said person may be required to pay only by cash, cashier's check or by money order.

Notice of this returned check fee policy will be given annually to students and parents via the school website, and may be included in newsletters, student handbooks, or postings.

Any individual who attempts to pay any amount to the District by check or credit card agrees to the terms of the Policy and the returned check fee. In the event that an individual does not agree with this Policy or is unwilling to pay the returned check fee, then such individual must pay by cash, cashier's check or money order.

Date of Adoption: [Insert Date]