

EMERSON-HUBBARD COMMUNITY SCHOOLS

Agenda for Board of Education Meeting

Wednesday, October 8, 2025 5:30 PM

Emerson-Hubbard High School-Library, 1503 Dakota Street, Emerson, NE 68733

Regular Board Meeting Called to Order
Open Meetings Poster Announcement
Excuse Absent Board Members (as necessary).
Approval of Agenda &/or changes to Agenda
Consent Agenda

- A. Approval of Minutes
- B. Treasurer's Report
- C. Action on Claims

Public Comment From Visitors

Information Item

- Outdoor Classroom Project

Action Items

- A. Consider, discuss, and take necessary action on an option enrollment request.
- B. Consider, discuss & take necessary action to approve adopting the NASB standard evaluation tool for evaluating the superintendent.
- C. Consider, discuss & take necessary action to approve the purchase of a 2025 Ford Expedition.
- D. Consider, discuss & take necessary action to approve possible changes to policy #8346 on Public participation at Board Meetings.
- E. Consider, discuss, and take necessary action on updates to the school policies #2000's on Administration.
- F. Consider, discuss, and take any necessary action to declare items obsolete.

Information & Reports

- A. Report from the Principals

Elementary Principal, Mr. Nielsen

- 1. Enrollment
- 2. Activities/Calendar of Events
- 3. Playground Update

MS/HS Principal, Mr. Biere

- 1. Enrollment
- 2. Activities & Events
- 3. Committee Updates
- 4. Staff Shout-Out

- B. Report from the Superintendent:
 - Teacher Negotiations Timeline
 - Strategic Plan Update
 - Budget Update
- C. Report from Board Committees:
 - American Civics Committee

- P2T Meeting

NASB Board Notes

Discussion Items

Next Board Meeting November 12th @ 5:30 pm.

Adjournment

REGULAR BOARD MEETING
September 10, 2025

Of the Board of Education of School District No. 61R, Emerson-Hubbard Community Schools, in the County of Dixon, in the State of Nebraska, a/k/a Dixon County School District No. 561, convened in open and public session at 6:00 pm Following the Tax Asking Hearing on September 10, 2025, at Emerson-Hubbard's High School Library in said district. **Present:** Kip Ahlers, Scott Albrecht, Ryan Beacom, Tricia Belt, Joani Franzluebbbers, Ashley Fuchser. Also in attendance Superintendent Dale Martin, Elementary Principal Dustin Nielsen, MS/HS Principal Zachary Biere, Board Secretary Linda Rohde and Community Members.

Notice of the meeting was given in advance thereof, according to law, by proper publication in the Nebraska Journal Leader, a designated method for giving notice of the School District. Notice of this meeting was given in advance to all members of the Board of Education. Availability of the Agenda and purpose of the meeting was communicated in the advance notice of the meeting and in the notice to the members of this meeting. All proceedings of the Board of Education were taken while the convened meeting was open to the attendance of the public.

Ryan Beacom made a motion to approve the agenda with additions of adding Action Item E and F. Kip Ahlers seconded the motion. The above motion, having been consented to by more than a majority of the board members of this School District, was declared as passed by the President. Kip Ahlers: Yes, Scott Albrecht: Yes, Ryan Beacom: Yes, Tricia Belt: Yes, Joani Franzluebbbers: Yes, Ashley Fuchser: Yes
Yes: 6, No: 0

Ryan Beacom made a motion to approve the Consent Agenda except for the CPR Training with Joani Franzluebbbers. Kip Ahlers seconded the motion. The above motion, having been consented to by more than a majority of the board members of this School District, was declared as passed by the President. Kip Ahlers: Yes, Scott Albrecht: Yes, Ryan Beacom: Yes, Tricia Belt: Yes, Joani Franzluebbbers: Yes, Ashley Fuchser: Yes
Yes: 6, No: 0

Scott Albrecht made a motion to approve the agenda for the CPR Training Invoice to Joani Franzluebbbers with half of the Pay going to Sandra Atkins. Tricia Belt seconded the motion. The above motion, having been consented to by more than a majority of the board members of this School District, was declared as passed by the President. Kip Ahlers: Yes, Scott Albrecht: Yes, Ryan Beacom: Yes, Tricia Belt: Yes, Joani Franzluebbbers: Abstain; Yes, Ashley Fuchser: Yes
Yes: 5, Abstain: 1

Scott Albrecht made a motion to approve the 2025-2026 Budget as presented in the Notice of Budget Hearing and Budget Summary. Kip Ahlers seconded the motion. The above motion, having been consented to by more than a majority of the board members of this School District, was declared as passed by the President. Kip Ahlers: Yes, Scott Albrecht: Yes, Ryan Beacom: Yes, Tricia Belt: Yes, Joani Franzluebbbers:

Yes, Ashley Fuchser: Yes
Yes: 6, No: 0

Scott Albrecht made a motion to approve the 2025-2026 Tax Request. The 2025-2026 Property Tax request for General Fund is \$3,593,344; Special Building Fund: \$101,010. The total assessed value of property differs from last year's total assessed value by 17.26%. E-H proposes to adopt a property tax request that will cause its tax rate to be 0.527614 per \$100 of assessed value. Ryan Beacom seconded the motion. The above motion, having been consented to by more than a majority of the board members of this School District, was declared as passed by the President.

Kip Ahlers: Yes, Scott Albrecht: Yes, Ryan Beacom: Yes, Tricia Belt: Yes, Joani Franzluebbers: Yes, Ashley Fuchser: Yes
Yes: 6, No: 0

Kip Ahlers made a motion to approve the policy changes on Policy # 1130 – Funerals as recommended on first reading and waive the 2nd reading. Ryan Beacom seconded the motion. The above motion, having been consented to by more than a majority of the board members of this School District, was declared as passed by the President.

Kip Ahlers: Yes, Scott Albrecht: Yes, Ryan Beacom: Yes, Tricia Belt: Yes, Joani Franzluebbers: Yes, Ashley Fuchser: Yes
Yes: 6, No: 0

Ryan Beacom made a motion to approve Policy 3132 to add Travel & Reimbursement & waive the 2nd reading. Tricia Belt seconded the motion. The above motion, having been consented to by more than a majority of the board members of this School District, was declared as passed by the President.

Kip Ahlers: Yes, Scott Albrecht: Yes, Ryan Beacom: Yes, Tricia Belt: Yes, Joani Franzluebbers: Yes, Ashley Fuchser: Yes
Yes: 6, No: 0

Kip Ahlers made a motion to Approve higher bid of \$150 for the obsolete item Playground Dome. Ryan Beacom seconded the motion. The above motion, having been consented to by more than a majority of the board members of this School District, was declared as passed by the President.

Kip Ahlers: Yes, Scott Albrecht: Yes, Ryan Beacom: Yes, Tricia Belt: Yes, Joani Franzluebbers: Yes, Ashley Fuchser: Yes
Yes: 6, No: 0

Kip Ahlers made a motion to approve the teaching contract for Josie Brezenski for 2nd semester Music/Band. Tricia Belt seconded the motion. The above motion, having been consented to by more than a majority of the board members of this School District, was declared as passed by the President.

Kip Ahlers: Yes, Scott Albrecht: Yes, Ryan Beacom: Yes, Tricia Belt: Yes, Joani Franzluebbers: Yes, Ashley Fuchser: Yes
Yes: 6, No: 0

Ryan Beacom made a motion to approve the contract with Extreme Technology for 2025-2026. Joani Franzluebbbers seconded the motion. The above motion, having been consented to by more than a majority of the board members of this School District, was declared as passed by the President.

Kip Ahlers: Yes, Scott Albrecht: Yes, Ryan Beacom: Yes, Tricia Belt: Yes, Joani Franzluebbbers: Yes, Ashley Fuchser: Yes
Yes: 6, No: 0

Elementary Principal Dustin Nielsen reported on Enrollment – 95 Students; Activities/Calendar of Events; After School Program Update.

MS/HS Principal Zachary Biere reported Enrollment – Total of 101 – MS – 35 and HS 66; Staff Shout – Out to Blake Eriksen; Fall Activities - Football, Volleyball, Cross Country and Girls Golf; Homecoming Week is September 29 – October 3rd with Theme being Disco Fever. Picture order forms are out; All necessary drills have been completed. Receiving good feedback from staff and students; MAP testing is taking place.

Superintendent Dale Martin reported on Strategic Plan Update; Transportation Update to have Transportation Committee meet after the meeting in regards to Vans; Budget Update

NASB Board Notes – The annual NASB State Education Conference will be held on November 19 – 21 in Omaha.

Discussion Items: Option Out Survey Questions; NASB Superintendent Evaluation; Public Participation Policy.

The next board meeting will be October 8, 2025 at 5:30 pm.

Ryan Beacom moved to approve the adjourn the meeting @ 6:50 pm. Kip Ahlers seconded the motion. The above motion, having been consented to by more than a majority of the board members of this School District, was declared as passed by the President.

Kip Ahlers: Yes, Scott Albrecht: Yes, Ryan Beacom: Yes, Tricia Belt: Yes, Joani Franzluebbbers: Yes, Ashley Fuchser: Yes
Yes: 6, No: 0

BY: _____
Joani Franzluebbbers
President of the Board of Education
Of This School District

ATTEST: _____
Linda Rohde
Secretary of the Board of Education
Of This School District

Check Reconciliation Report

Batch Description: GF Check Reconciliation
Checking Account: 1

GENERAL CHECKING

Processing Month: 09/2025

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	09/30/2025	1,369,408.46

Outstanding Automatic Payments

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
153	ELECTRONIC FEDERAL TAX PAYMENT SYSTEM	09/19/2025	51,675.30
155	NEBRASKA SCHOOL RETIREMENT SYS	09/19/2025	34,278.50
156	ELECTRONIC FEDERAL TAX PAYMENT SYSTEM	09/16/2025	266.99
158	NEBRASKA SCHOOL RETIREMENT SYS	09/16/2025	210.23
	Total:		<u>86,431.02</u>

Outstanding Checks

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
42381	Wayne Community Theatre	08/27/2025	72.00
42411	LOWER ELKHORN NRD	09/09/2025	60.00
42441	NAEA	09/10/2025	250.00
42443	NEBRASKA SOCIETY FOR RANGE MANAGEMENT	09/10/2025	36.00
42450	BLUE CROSS/BLUE SHIELD	09/19/2025	56,187.08
42451	CREDIT MANAGEMENT SERVICES, INC	09/19/2025	26.29
42457	NATIONAL FINANCIAL SERVICES	09/19/2025	894.88
42458	VSP INSURANCE CO. (CT)	09/19/2025	287.28
	Total:		<u>57,813.53</u>

<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>	<u>Difference</u>
1,369,408.46	(144,244.55)	1,225,163.91	1,225,163.91	0.00

Cleared Automatic Payment Total:	40,827.81
Cleared Checks Total:	221,481.61
Cleared Direct Deposit Total:	(168,873.13)
Cleared Void Total:	2,394.88
Cleared Cash Receipt Total:	413,971.12
Cleared Manual Journal Entries Total:	(165.57)
Cleared Sales Journal Total:	

Check Reconciliation Report

Batch Description: Sept 2025
Checking Account: 5

Processing Month: 09/2025

ACTIVITY ACCOUNT

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	09/30/2025	156,813.52

Outstanding Checks

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
8213	EMERSON SPORTS ASSOCIATION	09/08/2025	163.38
8220	CUSTOM RESOURCES, LLC	09/15/2025	1,724.07
	Total:		<u>1,887.45</u>

<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>	<u>Difference</u>
156,613.52	(1,887.45)	154,726.07	154,726.07	0.00

Cleared Automatic Payment Total:
 Cleared Checks Total: 10,061.26
 Cleared Direct Deposit Total:
 Cleared Void Total:
 Cleared Cash Receipt Total: 19,985.93
 Cleared Manual Journal Entries Total:
 Cleared Sales Journal Total:

Cash Receipt Listing - Detail

Receipt Number: 497	Received From:	Comment:	Amount:	260.00
Description: FFA orders	<u>Detail Description</u>			
<u>Chart of Account Number</u>	FFA orders			
05 1710 0420	Received From:	Comment:	Amount:	200.00
Receipt Number: 502	Description: ESA class of 2027			
Description: ESA class of 2027	<u>Detail Description</u>			
<u>Chart of Account Number</u>	ESA			
05 1710 0315	Received From:	Comment:	Amount:	1,246.50
Receipt Number: 503	Description: VB Tri concession			
Description: VB Tri concession	<u>Detail Description</u>			
<u>Chart of Account Number</u>	VB Tri concession			
05 1710 0130	Received From:	Comment:	Amount:	1,035.50
Receipt Number: 504	Description: FB Bloomfield concession			
Description: FB Bloomfield concession	<u>Detail Description</u>			
<u>Chart of Account Number</u>	FB Bloomfield concession			
05 1710 0130	Received From:	Comment:	Amount:	921.25
Receipt Number: 505	Description: Youth FB concession			
Description: Youth FB concession	<u>Detail Description</u>			
<u>Chart of Account Number</u>	Youth FB concession			
05 1710 0130	Received From:	Comment:	Amount:	488.50
Receipt Number: 506	Description: robotics tailgate			
Description: robotics tailgate	<u>Detail Description</u>			
<u>Chart of Account Number</u>	robotics tailgate			
05 1710 0485	Received From:	Comment:	Amount:	3,000.00
Receipt Number: 507	Description: G Haas Foundation			
Description: G Haas Foundation	<u>Detail Description</u>			
<u>Chart of Account Number</u>	G Haas Foundation			
05 1710 0485	Received From:	Comment:	Amount:	445.00
Receipt Number: 508	Description: JH VB concession			
Description: JH VB concession	<u>Detail Description</u>			
<u>Chart of Account Number</u>	JH VB concession			
05 1710 0130	Received From:	Comment:	Amount:	120.00
Receipt Number: 509	Description: fitness center			
Description: fitness center	<u>Detail Description</u>			
<u>Chart of Account Number</u>	fitness center			
05 1710 0540	Received From:	Comment:	Amount:	550.00
Receipt Number: 510	Description: payments			
Description: payments	<u>Detail Description</u>			
<u>Chart of Account Number</u>	payments			
05 1710 0545	Received From:	Comment:	Amount:	1,383.00
Receipt Number: 511	Description: FB LLC concession			
Description: FB LLC concession	<u>Detail Description</u>			
	FB LLC concession			

Cash Receipt Listing - Detail

<u>Chart of Account Number</u> 05 1710 0130	<u>Detail Description</u> FB LLC concession	<u>Detail Amount</u> 1,383.00	<u>Cash Account Number</u> 05 101	<u>Receivable Account Number</u>	<u>Amount:</u>
<u>Receipt Number: 512</u>	<u>Received From:</u>		<u>Receipt Date: 09/15/2025</u>	<u>Receipt Key: 512</u>	<u>Amount: 580.00</u>
<u>Description: annual ad sales</u>	<u>Detail Description</u> annual ad sales	<u>Detail Amount</u> 580.00	<u>Cash Account Number</u> 05 101	<u>Receivable Account Number</u>	<u>Amount:</u>
<u>Chart of Account Number</u> 05 1710 0400	<u>Received From:</u>		<u>Receipt Date: 09/15/2025</u>	<u>Receipt Key: 513</u>	<u>Amount: 75.00</u>
<u>Receipt Number: 513</u>	<u>Received From:</u>		<u>Receipt Date: 09/15/2025</u>	<u>Receipt Key: 514</u>	<u>Amount: 1,210.00</u>
<u>Description: blanket sales</u>	<u>Detail Description</u> blanket sales	<u>Detail Amount</u> 37.50	<u>Cash Account Number</u> 05 101	<u>Receivable Account Number</u>	<u>Amount:</u>
<u>Chart of Account Number</u> 05 1710 0460	<u>Received From:</u>		<u>Receipt Date: 09/15/2025</u>	<u>Receipt Key: 515</u>	<u>Amount: 145.00</u>
<u>Receipt Number: 514</u>	<u>Received From:</u>		<u>Receipt Date: 09/15/2025</u>	<u>Receipt Key: 516</u>	<u>Amount: 311.00</u>
<u>Description: annual trash bag ales</u>	<u>Detail Description</u> annual trash bag ales	<u>Detail Amount</u> 1,210.00	<u>Cash Account Number</u> 05 101	<u>Receivable Account Number</u>	<u>Amount:</u>
<u>Chart of Account Number</u> 05 1710 0400	<u>Received From:</u>		<u>Receipt Date: 09/17/2025</u>	<u>Receipt Key: 517</u>	<u>Amount: 448.00</u>
<u>Receipt Number: 515</u>	<u>Received From:</u>		<u>Receipt Date: 09/17/2025</u>	<u>Receipt Key: 518</u>	<u>Amount: 250.00</u>
<u>Description: annual ad sales</u>	<u>Detail Description</u> annual ad sales	<u>Detail Amount</u> 145.00	<u>Cash Account Number</u> 05 101	<u>Receivable Account Number</u>	<u>Amount:</u>
<u>Chart of Account Number</u> 05 1710 0400	<u>Received From:</u>		<u>Receipt Date: 09/17/2025</u>	<u>Receipt Key: 519</u>	<u>Amount: 709.00</u>
<u>Receipt Number: 516</u>	<u>Received From:</u>		<u>Receipt Date: 09/17/2025</u>	<u>Receipt Key: 520</u>	<u>Amount: 1,042.00</u>
<u>Description: annual ads & trash bags</u>	<u>Detail Description</u> annual ads & trash bags	<u>Detail Amount</u> 311.00	<u>Cash Account Number</u> 05 101	<u>Receivable Account Number</u>	<u>Amount:</u>
<u>Chart of Account Number</u> 05 1710 0400	<u>Received From:</u>		<u>Receipt Date: 09/17/2025</u>	<u>Receipt Key: 521</u>	<u>Amount: 20.00</u>
<u>Receipt Number: 517</u>	<u>Received From:</u>		<u>Receipt Date: 09/17/2025</u>	<u>Receipt Key: 522</u>	<u>Amount: 20.00</u>
<u>Description: FFA shirts</u>	<u>Detail Description</u> FFA shirts	<u>Detail Amount</u> 448.00	<u>Cash Account Number</u> 05 101	<u>Receivable Account Number</u>	<u>Amount:</u>
<u>Chart of Account Number</u> 05 1710 0420	<u>Received From:</u>		<u>Receipt Date: 09/17/2025</u>	<u>Receipt Key: 523</u>	<u>Amount: 250.00</u>
<u>Receipt Number: 518</u>	<u>Received From:</u>		<u>Receipt Date: 09/17/2025</u>	<u>Receipt Key: 524</u>	<u>Amount: 250.00</u>
<u>Description: Class of 2027 Hubbard deposit</u>	<u>Detail Description</u> Class of 2027 Hubbard deposit	<u>Detail Amount</u> 250.00	<u>Cash Account Number</u> 05 101	<u>Receivable Account Number</u>	<u>Amount:</u>
<u>Chart of Account Number</u> 05 1710 0315	<u>Received From:</u>		<u>Receipt Date: 09/17/2025</u>	<u>Receipt Key: 525</u>	<u>Amount: 709.00</u>
<u>Receipt Number: 519</u>	<u>Received From:</u>		<u>Receipt Date: 09/17/2025</u>	<u>Receipt Key: 526</u>	<u>Amount: 709.00</u>
<u>Description: NHS HoCo shirts</u>	<u>Detail Description</u> NHS HoCo shirts	<u>Detail Amount</u> 709.00	<u>Cash Account Number</u> 05 101	<u>Receivable Account Number</u>	<u>Amount:</u>
<u>Chart of Account Number</u> 05 1710 0425	<u>Received From:</u>		<u>Receipt Date: 09/17/2025</u>	<u>Receipt Key: 527</u>	<u>Amount: 1,042.00</u>
<u>Receipt Number: 520</u>	<u>Received From:</u>		<u>Receipt Date: 09/17/2025</u>	<u>Receipt Key: 528</u>	<u>Amount: 1,042.00</u>
<u>Description: concession VB Omaha Nation</u>	<u>Detail Description</u> concession VB Omaha Nation	<u>Detail Amount</u> 1,042.00	<u>Cash Account Number</u> 05 101	<u>Receivable Account Number</u>	<u>Amount:</u>
<u>Chart of Account Number</u> 05 1710 0130	<u>Received From:</u>		<u>Receipt Date: 09/19/2025</u>	<u>Receipt Key: 529</u>	<u>Amount: 20.00</u>
<u>Receipt Number: 521</u>	<u>Received From:</u>		<u>Receipt Date: 09/19/2025</u>	<u>Receipt Key: 530</u>	<u>Amount: 20.00</u>
<u>Description: fitness center</u>	<u>Detail Description</u> fitness center	<u>Detail Amount</u> 20.00	<u>Cash Account Number</u> 05 101	<u>Receivable Account Number</u>	<u>Amount:</u>
<u>Chart of Account Number</u> 05 1710 0540	<u>Received From:</u>		<u>Receipt Date: 09/19/2025</u>	<u>Receipt Key: 531</u>	<u>Amount: 20.00</u>
<u>Receipt Number: 522</u>	<u>Received From:</u>		<u>Receipt Date: 09/19/2025</u>	<u>Receipt Key: 532</u>	<u>Amount: 20.00</u>
<u>Description: fitness center</u>	<u>Detail Description</u> fitness center	<u>Detail Amount</u> 20.00	<u>Cash Account Number</u> 05 101	<u>Receivable Account Number</u>	<u>Amount:</u>
<u>Chart of Account Number</u> 05 1710 0540	<u>Received From:</u>		<u>Receipt Date: 09/19/2025</u>	<u>Receipt Key: 533</u>	<u>Amount: 20.00</u>
<u>Receipt Number: 523</u>	<u>Received From:</u>		<u>Receipt Date: 09/19/2025</u>	<u>Receipt Key: 534</u>	<u>Amount: 20.00</u>

Cash Receipt Listing - Detail

Receipt Number: 522	Received From:	Receipt Date: 09/19/2025	Receipt Key: 522	Amount: 272.00
Description: after school payments	Comment:			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>Cash Account Number</u>	<u>Receivable Account Number</u>
05 1710 0545	after school payments	272.00	05 101	
Receipt Number: 523	Received From:	Receipt Date: 09/26/2025	Receipt Key: 523	Amount: 5,105.00
Description: FFA Nationals	Comment:			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>Cash Account Number</u>	<u>Receivable Account Number</u>
05 1710 0420	FFA Nationals	5,105.00	05 101	
Receipt Number: 524	Received From:	Receipt Date: 09/29/2025	Receipt Key: 524	Amount: 50.00
Description: EH Club JV/VB Quad Winside payment	Comment:			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>Cash Account Number</u>	<u>Receivable Account Number</u>
05 1710 0412	EH Club JV/VB Quad Winside payment	50.00	05 101	
Receipt Number: 525	Received From:	Receipt Date: 09/30/2025	Receipt Key: 525	Amount: 50.00
Description: JV/VB entry fee	Comment:			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>Cash Account Number</u>	<u>Receivable Account Number</u>
05 1710 0412	JV/VB entry fee	50.00	05 101	
Receipt Number: 526	Received From:	Receipt Date: 09/30/2025	Receipt Key: 526	Amount: 69.18
Description: Sept interest	Comment:			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>Cash Account Number</u>	<u>Receivable Account Number</u>
05 1510	Sept interest	69.18	05 101	
Receipt Number: 527	Received From:	Receipt Date: 09/03/2025	Receipt Key: 527	Amount: 11.33
Description: Vendor	Comment:			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>Cash Account Number</u>	<u>Receivable Account Number</u>
06 2600	Vendor	11.33	06 101	
Receipt Number: 528	Received From:	Receipt Date: 09/05/2025	Receipt Key: 528	Amount: 377.00
Description: Lunch Money	Comment:			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>Cash Account Number</u>	<u>Receivable Account Number</u>
06 1990	Lunch Money	377.00	06 101	
Receipt Number: 529	Received From:	Receipt Date: 09/08/2025	Receipt Key: 529	Amount: 167.00
Description: TSYS	Comment:			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>Cash Account Number</u>	<u>Receivable Account Number</u>
06 1990	Lunch Money	167.00	06 101	
Receipt Number: 530	Received From:	Receipt Date: 09/12/2025	Receipt Key: 530	Amount: 1,155.42
Description: Fines & License	Comment:			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>Cash Account Number</u>	<u>Receivable Account Number</u>
01 2110	Fines & License	1,155.42	01 101	
Receipt Number: 531	Received From:	Receipt Date: 09/12/2025	Receipt Key: 531	Amount: 186,693.74
Description: Tax Collection	Comment:			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>Cash Account Number</u>	<u>Receivable Account Number</u>
01 1125	Motor Vehicle	10,508.56	01 101	
01 1100	Local Taxes	171,223.50	01 101	
01 1115	Carline Tax	12.30	01 101	
08 1100	SB Taxes	4,949.02	08 101	

08 1115	SB Carline	0.36	08 101						
Receipt Number: 532	Received From: DIXCOTREAS DIXON COUNTY TREASURER			Receipt Date: 09/12/2025		Receipt Key: 532		Amount: 96,411.97	
Description: Tax Collection Comment:									
Chart of Account Number									
01 1125	MV Tax	4,931.58	01 101						
01 1100	Tax	88,669.02	01 101						
01 2110	F & L	248.49	01 101						
08 1100	SB Tax	2,562.88	08 101						
Receipt Number: 533	Received From: ESU2 ESU#2			Receipt Date: 09/12/2025		Receipt Key: 533		Amount: 129.28	
Description: Pow Wow Josh Meyers Comment:									
Chart of Account Number									
01 2610 110 001	Pow Wow	64.64	01 101						
01 2610 110 004	Pow Wow	64.64	01 101						
Receipt Number: 534	Received From: EHSCHOOL EH SCHOOL			Receipt Date: 09/12/2025		Receipt Key: 534		Amount: 1,236.52	
Description: Lunch Money Comment:									
Chart of Account Number									
06 1990	Lunch Money	1,236.52	06 101						
Receipt Number: 535	Received From: TSYs1 TSYs			Receipt Date: 09/17/2025		Receipt Key: 535		Amount: 63.50	
Description: Lunch Money Comment:									
Chart of Account Number									
06 1990	Lunch Money	63.50	06 101						
Receipt Number: 536	Received From: THURCOTREA THURSTON COUNTY TREASURER			Receipt Date: 09/17/2025		Receipt Key: 536		Amount: 82,173.10	
Description: Tax Collection Comment:									
Chart of Account Number									
01 1125	MV	1,745.67	01 101						
01 1100	Tax	78,130.52	01 101						
01 2110	F & L	38.61	01 101						
08 1100	Tax	2,258.30	08 101						
Receipt Number: 537	Received From: STATENEBR STATE OF NEBRASKA			Receipt Date: 09/18/2025		Receipt Key: 537		Amount: 5,934.78	
Description: Lunch Money Comment:									
Chart of Account Number									
06 4210	Food Program	5,934.78	06 101						
Receipt Number: 538	Received From: EHSCHOOL EH SCHOOL			Receipt Date: 09/19/2025		Receipt Key: 538		Amount: 1,421.85	
Description: Lunch Money Comment:									
Chart of Account Number									
06 1990	Lunch Money	1,421.85	06 101						
Receipt Number: 539	Received From: TSYs1 TSYs			Receipt Date: 09/22/2025		Receipt Key: 539		Amount: 103.50	
Description: Lunch Money Comment:									
Chart of Account Number									
06 1990	Lunch Money	103.50	06 101						
Receipt Number: 540	Received From: NASB NASB			Receipt Date: 09/22/2025		Receipt Key: 540		Amount: 1,015.65	
Description: Insurance Comment:									
Chart of Account Number									
06 1990	Lunch Money	1,015.65	06 101						

Cash Receipt Listing - Detail

01 5301	Insurance Gym	1,015.65	01 101	Receipt Date: 09/25/2025	Receipt Key: 541	Amount: 63.50
Receipt Number: 541	Received From: TSY\$1 TSYS					
Description: Lunch Money	Comment:					
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>Cash Account Number</u>	<u>Receiptable Account Number</u>		
06 1990	Lunch Money	63.50	06 101			
Receipt Number: 542	Received From: EHSCHOOL EH SCHOOL			Receipt Date: 09/26/2025	Receipt Key: 542	Amount: 1,406.00
Description: Lunch Money	Comment:					
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>Cash Account Number</u>	<u>Receiptable Account Number</u>		
06 1990	Lunch Money	1,406.00	06 101			
Receipt Number: 543	Received From: STATENEBR STATE OF NEBRASKA			Receipt Date: 09/26/2025	Receipt Key: 543	Amount: 407.19
Description: MAC MM 25 AMS	Comment:					
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>Cash Account Number</u>	<u>Receiptable Account Number</u>		
01 4709	MAC	407.19	01 101			
Receipt Number: 544	Received From: STATENEBR STATE OF NEBRASKA			Receipt Date: 09/30/2025	Receipt Key: 544	Amount: 34,576.00
Description: State Aid	Comment:					
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>Cash Account Number</u>	<u>Receiptable Account Number</u>		
01 3110	State Aid	34,576.00	01 101			
Receipt Number: 545	Received From: 1STNEBRBNK FIRST NEBRASKA BANK			Receipt Date: 09/30/2025	Receipt Key: 545	Amount: 623.79
Description: Interest & Rebate	Comment:					
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>Cash Account Number</u>	<u>Receiptable Account Number</u>		
01 1510	INTEREST	623.79	01 101			

Summary Totals

<u>Account Type</u>	<u>Cash Accounts</u>	<u>Receivable Accounts</u>
Subtotal Revenue	433,827.77	01 101 393,415.58
Subtotal Expense	129.28	05 101 19,985.93
Subtotal General Ledger		06 101 10,784.98
Total:	433,957.05	08 101 9,770.56
		Total: 433,957.05

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Checking Account ID 1		Fund Number 01	GENERAL FUND	
	27457	ACE HARDWARE & HOME	09/22/2025	230.93
01 2620 610 001		supplies		115.47
01 2620 610 004		supplies		115.46
Total ACE HARDWARE & HOME				230.93
	1CJ1-6HTJ-KYNT	AMAZON CAPITAL SERVICES	09/09/2025	77.88
01 1200 610 002		sped supplies		77.88
	1FW3-IL3M-997H	AMAZON CAPITAL SERVICES	09/04/2025	70.82
01 1200 610 001		sped supplies		70.82
	1NYN-DTMY-GVR6	AMAZON CAPITAL SERVICES	09/26/2025	50.11
01 1200 610 002		sped supplies		50.11
	1Y3R-MFWX-FKQF	AMAZON CAPITAL SERVICES	09/19/2025	25.60
01 2130 610 000		nurse supplies		25.60
Total AMAZON CAPITAL SERVICES				224.41
	1115749	APPEARA	09/04/2025	151.77
01 2610 610 001		supplies		75.89
01 2610 610 004		supplies		75.88
	1115750	APPEARA	09/04/2025	29.61
01 2710 610 000		supplies		29.61
	1115752	APPEARA	09/04/2025	57.95
01 2610 610 002		supplies		57.95
	1119993	APPEARA	09/18/2025	156.21
01 2610 610 001		supplies		78.11
01 2610 610 004		supplies		78.10
	1119995	APPEARA	09/18/2025	57.90
01 2610 610 002		supplies		57.90
Total APPEARA				453.44
	692	Bader's Highway & Street	09/22/2025	480.00
01 2620 340 001		track repairs		240.00
01 2620 340 004		track repairs		240.00
Total Bader's Highway & Street				480.00
	18343201	BOMGAARS	08/28/2025	397.71
01 2620 610 001		supplies		132.57
01 2620 610 004		supplies		132.57
01 2620 610 002		supplies		132.57
Total BOMGAARS				397.71
	o091840	CAPITAL SANITARY SUPPLY CO, INC	09/25/2025	540.10
01 2610 610 001		supplies		270.05
01 2610 610 004		supplies		270.05
	o091840A	CAPITAL SANITARY SUPPLY CO, INC	09/23/2025	255.14
01 2610 610 001		supplies		127.57
01 2610 610 004		supplies		127.57
	o092152	CAPITAL SANITARY SUPPLY CO, INC	10/03/2025	771.84
01 2610 610 001		supplies		385.92
01 2610 610 004		supplies		385.92
Total CAPITAL SANITARY SUPPLY CO, INC				1,567.08
	999101260293	CENGAGE GROUP	09/09/2025	53.08

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 1200 610 001		teachers edition		53.08
Total	CENGAGE GROUP			53.08
	25-162	DAKOTA POTTERS SUPPLY	09/17/2025	1,456.50
01 1100 610 001		art supplies		1,456.50
Total	DAKOTA POTTERS SUPPLY			1,456.50
	October 2025	DJ SMITH	10/01/2025	2,852.12
01 1100 120 000		payroll		2,852.12
Total	DJ SMITH			2,852.12
	GF for Nationals	E-H FFA	10/02/2025	1,500.00
01 1100 810 001		GF share for Nationals		1,500.00
Total	E-H FFA			1,500.00
	91494302-2	EAKES OFFICE SOLUTIONS	09/02/2025	167.96
01 2510 610 000		copy paper		167.96
Total	EAKES OFFICE SOLUTIONS			167.96
	12978	ELLIS HOME PLUMBING	09/24/2025	225.00
01 2620 340 001		sewer work		112.50
01 2620 340 004		sewer work		112.50
Total	ELLIS HOME PLUMBING			225.00
	reimburse Robotics	EMERSON HUBBARD COMM SCHOOL	10/02/2025	2,698.03
01 1100 610 001		Reimburse Robotics account		2,698.03
Total	EMERSON HUBBARD COMM SCHOOL			2,698.03
	4317	EQUIPT TRUCK & MACHINERY	09/23/2025	419.63
01 2730 431 000		bus repair		419.63
	4339	EQUIPT TRUCK & MACHINERY	09/24/2025	260.39
01 2730 431 000		bus repair		260.39
Total	EQUIPT TRUCK & MACHINERY			680.02
	INV-012205	ESU EIGHT	09/26/2025	780.00
01 1100 810 001		Apex classes		780.00
Total	ESU EIGHT			780.00
	NE33-94657	EWELL EDUCATIONAL SERVICES	10/01/2025	210.00
01 1100 810 001		subscription for Ag Ed		210.00
Total	EWELL EDUCATIONAL SERVICES			210.00
	1602665	FASTWYRE BROADBAND	10/01/2025	142.13
01 1100 382 000		dist learning		142.13
Total	FASTWYRE BROADBAND			142.13
	Sept 2025	FNBT BANK	09/30/2025	2,023.12
01 1100 610 002		supplies		37.00
01 2320 890 000		supplies		70.67
01 2510 531 000		envelopes		1,915.45
Total	FNBT BANK			2,023.12

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	611294F	FOLLETT CONTENT SOLUTIONS LLC	09/19/2025	247.28
01 2220 640 002		books		247.28
Total	FOLLETT CONTENT SOLUTIONS LLC			247.28
	4762	HNH AUTO REPAIR	09/12/2025	895.48
01 2730 431 000		tires for van		895.48
	4775	HNH AUTO REPAIR	09/16/2025	84.61
01 2730 431 000		car inspection		84.61
Total	HNH AUTO REPAIR			980.09
	Pymt #14	HOMETOWN LEASING	09/22/2025	1,034.89
01 2510 440 000		rentals		1,034.89
Total	HOMETOWN LEASING			1,034.89
	Aug/Sept 2025	KATIE VICTOR	10/03/2025	694.40
01 1200 580 001		SPED mileage		694.40
Total	KATIE VICTOR			694.40
	9955954	KING'S DISPOSAL	09/26/2025	800.00
01 2610 420 001		Sept garbage		266.67
01 2610 420 002		Sept garbage		266.67
01 2610 420 004		Sept garbage		266.66
	Sept 2025	KING'S DISPOSAL	09/29/2025	800.00
01 2610 420 001		Sept 2025 garbage		266.67
01 2610 420 004		Sept 2025 garbage		266.67
01 2610 420 002		Sept 2025 garbage		266.66
Total	KING'S DISPOSAL			1,600.00
	91937425	LAKESHORE LEARNING	09/05/2025	14.99
01 1200 610 002		sped supplies		14.99
	92058545	LAKESHORE LEARNING	09/19/2025	22.99
01 6200 610 002		title 1 supplies		22.99
Total	LAKESHORE LEARNING			37.98
	003259469	MATHESON TRI-GAS INC	09/10/2025	726.60
01 1100 610 001		gas/welders		656.60
01 3400 610 001		gas/welders		70.00
	52565318	MATHESON TRI-GAS INC	09/30/2025	138.95
01 1100 440 001		rentals		138.95
Total	MATHESON TRI-GAS INC			865.55
	N-54183	NASB	09/05/2025	4,860.00
01 2310 810 000		Strategic planning		4,860.00
Total	NASB			4,860.00
	35607	NEBRASKA JOURNAL-LEADER	10/03/2025	1,070.24
01 2310 540 000		Board printing		1,070.24
Total	NEBRASKA JOURNAL-LEADER			1,070.24
	58010954	NUTRIEN AG SOLUTIONS	09/09/2025	175.00
01 2620 610 001		2-4D weed spray		58.34
01 2620 610 004		2-4D weed spray		58.34
01 2620 610 002		2-4D weed spray		58.32

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Total	NUTRIEN AG SOLUTIONS			175.00
	2022189438	ONE SOURCE	10/01/2025	48.00
01 2510 810 000		background check		48.00
Total	ONE SOURCE			48.00
	61047/1	PENDER ACE HARDWARE	09/12/2025	26.99
01 2620 610 001		supplies		13.50
01 2620 610 004		supplies		13.49
Total	PENDER ACE HARDWARE			26.99
	bus driver ad	PENDER TIMES	09/30/2025	146.70
01 2310 540 000		bus driver ads		146.70
Total	PENDER TIMES			146.70
	76	PERRY,GUTHERY, HAASE,& GESSFORD	09/19/2025	846.00
01 2310 317 000		legal fees		846.00
Total	PERRY,GUTHERY, HAASE,& GESSFORD			846.00
	INV-268739	Pioneer Athletics	09/15/2025	497.55
01 2620 610 001		field paint		248.78
01 2620 610 004		field paint		248.77
Total	Pioneer Athletics			497.55
	1073	PONY EXPRESS	09/19/2025	43.00
01 2650 626 000		gas		43.00
	1215	PONY EXPRESS	09/19/2025	36.16
01 2650 626 000		gas		36.16
	1223	PONY EXPRESS	09/19/2025	38.59
01 2650 626 000		gas		38.59
	1245	PONY EXPRESS	09/19/2025	24.79
01 2650 626 000		gas		24.79
	178	PONY EXPRESS	09/15/2025	35.03
01 2650 626 000		gas		35.03
	2662	PONY EXPRESS	09/24/2025	23.79
01 2650 626 000		gas		23.79
	2886	PONY EXPRESS	09/25/2025	37.54
01 2650 626 000		gas		37.54
	2898	PONY EXPRESS	09/25/2025	43.72
01 2650 626 000		gas		43.72
	3061	PONY EXPRESS	09/25/2025	43.95
01 2650 626 000		gas		43.95
	3777	PONY EXPRESS	08/25/2025	26.98
01 2650 626 000		gas and balance due		26.98
	4058/2	PONY EXPRESS	09/29/2025	28.03
01 2650 626 000		gas		28.03
	4115	PONY EXPRESS	09/29/2025	34.16
01 2650 626 000		gas		34.16
	421	PONY EXPRESS	09/16/2025	38.55
01 2650 626 000		gas		38.55
	601	PONY EXPRESS	09/17/2025	25.40
01 2650 626 000		gas		25.40
	6060	PONY EXPRESS	09/02/2025	27.20
01 2650 626 000		gas		27.20

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	609	PONY EXPRESS	09/02/2025	55.16
01 2650 626 000		gas		55.16
	612	PONY EXPRESS	09/17/2025	47.81
01 2650 626 000		gas		47.81
	6330	PONY EXPRESS	09/03/2025	51.34
01 2650 626 000		gas		51.34
	6672	PONY EXPRESS	09/05/2025	33.65
01 2650 626 000		gas		33.65
	6884	PONY EXPRESS	09/05/2025	44.01
01 2650 626 000		gas		44.01
	6949	PONY EXPRESS	09/05/2025	31.16
01 2650 626 000		gas		31.16
	7932	PONY EXPRESS	09/08/2025	48.74
01 2650 626 000		gas		48.74
	8331/0	PONY EXPRESS	09/10/2025	27.67
01 2650 626 000		gas		27.67
	8387	PONY EXPRESS	09/10/2025	49.37
01 2650 626 000		gas		49.37
	8672	PONY EXPRESS	09/11/2025	45.93
01 2650 626 000		gas		45.93
	8679	PONY EXPRESS	09/11/2025	43.69
01 2650 626 000		gas		43.69
	8993	PONY EXPRESS	09/12/2025	31.23
01 2650 626 000		gas		31.23
	9032	PONY EXPRESS	09/12/2025	26.78
01 2650 626 000		gas		26.78
	950	PONY EXPRESS	09/18/2025	58.71
01 2650 626 000		gas		58.71
Total PONY EXPRESS				1,102.14
	036904	POST 60 MARKET	09/04/2025	271.31
01 1200 610 001		sped snacks		135.66
01 1200 610 004		sped snacks		135.65
	037048	POST 60 MARKET	09/05/2025	14.76
01 1200 610 002		sped snacks		14.76
	039057	POST 60 MARKET	09/18/2025	20.00
01 6200 610 002		gift card-Title 1 activity for P/T conf		20.00
	39628	POST 60 MARKET	09/22/2025	36.60
01 2410 890 002		inservice breakfast		12.20
01 2410 890 001		inservice breakfast		12.20
01 2410 890 004		inservice breakfast		12.20
Total POST 60 MARKET				342.67
	610604C	PRESTO-X	09/30/2025	113.94
01 2620 340 001		pest service		37.98
01 2620 340 002		pest service		37.98
01 2620 340 004		pest service		37.98
Total PRESTO-X				113.94
	INV00351744	PYE BARKER	09/18/2025	410.50
01 2620 340 002		hood maintenance		410.50
	INV00351746	PYE BARKER	09/18/2025	410.50
01 2620 340 001		hood maintenance		205.25
01 2620 340 004		hood maintenance		205.25
Total PYE BARKER				821.00

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	45679308	QUILL CORPORATION	09/09/2025	133.94
01 2510 610 000		paper shredder		133.94
	45880908	QUILL CORPORATION	09/23/2025	106.19
01 2410 610 001		toner for fax machine		53.10
01 2410 610 004		toner for fax machine		53.09
Total	QUILL CORPORATION			240.13
	82020746	ROTO-ROOTER	09/23/2025	400.00
01 2620 340 001		plumbing- open stool flange		200.00
01 2620 340 004		plumbing- open stool flange		200.00
Total	ROTO-ROOTER			400.00
	Sept 2025	SAMS CLUB MC/SYNCB	09/30/2025	166.85
01 2510 610 000		supplies		166.85
Total	SAMS CLUB MC/SYNCB			166.85
	6041678522	STAPLES	09/03/2025	233.10
01 2410 610 002		chair		233.10
Total	STAPLES			233.10
	00712L	SURNALI LLC DBA DIVERSIFIED DRUG TESTING	10/02/2025	55.00
01 2710 340 000		drug testing		55.00
	24334	SURNALI LLC DBA DIVERSIFIED DRUG TESTING	08/18/2025	166.00
01 2710 340 000		drug test		166.00
Total	SURNALI LLC DBA DIVERSIFIED DRUG TESTING			221.00
	meal farm saftey day	TODD, JADIN	09/10/2025	14.62
01 2710 810 000		reimburse meal		14.62
Total	TODD, JADIN			14.62
	126214	US OMNI & TSACG COMPLIANCE SERVICES	09/16/2025	41.67
01 2510 810 000		monthly 403b		41.67
Total	US OMNI & TSACG COMPLIANCE SERVICES			41.67
	PT Interpreter	Vallejo, Paulina	09/25/2025	80.00
01 2410 810 002		Interpreter		80.00
Total	Vallejo, Paulina			80.00
	advertising	WAKEFIELD REPUBLICAN	08/28/2025	132.00
01 2310 540 000		advertising		132.00
Total	WAKEFIELD REPUBLICAN			132.00
	18563	WARREN OIL CO	09/30/2025	919.98
01 2710 626 000		bus gas		919.98
Total	WARREN OIL CO			919.98
	Sept ads	WAYNE HERALD	09/30/2025	847.00
01 2310 540 000		Sept ads		847.00
Total	WAYNE HERALD			847.00
Fund Number	01			34,948.30

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Checking Account ID 1		Fund Number 06	NUTRITION FUND	
	1115751	APPEARA	09/04/2025	20.00
06 3100 610 000		supplies		20.00
	1119994	APPEARA	09/18/2025	20.00
06 3100 610 000		supplies		20.00
Total APPEARA				<u>40.00</u>
	14822427	CASH-WA	09/15/2025	674.17
06 3100 630 000		food		674.17
Total CASH-WA				<u>674.17</u>
	141055	CLINCH PRODUCE	09/02/2025	295.00
06 3100 630 000		fruit		295.00
Total CLINCH PRODUCE				<u>295.00</u>
	210607	Deck & Slahn Orchard	09/08/2025	108.00
06 3100 630 000		apples		108.00
Total Deck & Slahn Orchard				<u>108.00</u>
	Sept Milk 2025	HILAND DAIRY	09/30/2025	1,967.13
06 3100 630 000		milk		1,967.13
Total HILAND DAIRY				<u>1,967.13</u>
	Sept 2025	POST 60 MARKET	09/30/2025	380.67
06 3100 630 000		food		380.67
Total POST 60 MARKET				<u>380.67</u>
	Sept 2025	SAMS CLUB MC/SYNCB	09/30/2025	436.11
06 3100 630 000		food		436.11
Total SAMS CLUB MC/SYNCB				<u>436.11</u>
	661547032	SYSCO	09/15/2025	2,097.09
06 3100 630 000		food		2,051.41
06 3100 890 000		supplies		45.68
Total SYSCO				<u>2,097.09</u>
Fund Number 06				<u>5,998.17</u>
Checking Account ID 1		Fund Number 08	SPECIAL BUILDING FUND	
	770	Blazer Protective Products	09/29/2025	6,110.00
08 2515 720 000		padding		6,110.00
Total Blazer Protective Products				<u>6,110.00</u>
	4388	KLEIN ELECTRIC	08/12/2025	1,644.85
08 2515 720 000		electrical work		1,644.85
Total KLEIN ELECTRIC				<u>1,644.85</u>
	4793	Miller Building Supply	09/04/2025	500.56
08 2515 720 000		lumber		500.56
Total Miller Building Supply				<u>500.56</u>
Fund Number 08				<u>8,255.41</u>

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Checking Account ID	1			<hr/> 49,201.88

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Checking Account ID 1		Fund Number 01 GENERAL FUND		
	Certified Mail	US POST OFFICE - EMERSON	10/01/2025	10.48
01 2510 531 000		Certified Letter		10.48
Total	US POST OFFICE - EMERSON			10.48
Fund Number 01				10.48
Checking Account ID 1				10.48

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Checking Account ID 1		Fund Number 01 GENERAL FUND		
	Sleeves	JWOOD SPORTS FLOORING	10/06/2025	436.52
01 2620 610 001		Sleeve Covers		218.26
01 2620 610 004		Sleeve Covers		218.26
Total	JWOOD SPORTS FLOORING			<u>436.52</u>
	9200002601	NIBC	10/06/2025	100.00
01 1100 440 001		Lease		50.00
01 1100 440 004		Lease		50.00
Total	NIBC			<u>100.00</u>
	SI00058615	PAUL DAVIS RESTORATION OF NORTHERN NEBRASKA	10/08/2025	2,500.00
01 2620 890 001		Cleanup		1,250.00
01 2620 890 004		Cleanup		1,250.00
Total	PAUL DAVIS RESTORATION OF NORTHERN NEBRASKA			<u>2,500.00</u>
	696	PONY EXPRESS	09/17/2025	39.15
01 2650 626 000		Gas		39.15
	7854	PONY EXPRESS	10/08/2025	55.38
01 2650 626 000		Gas		55.38
Total	PONY EXPRESS			<u>94.53</u>
	426507	SUNDY'S AUTO PARTS	09/12/2025	39.48
01 2710 610 000		Belts		39.48
Total	SUNDY'S AUTO PARTS			<u>39.48</u>
	Sep 25	VILLAGE OF EMERSON	10/08/2025	4,920.00
01 2610 621 001		HS Energy		1,785.50
01 2610 621 004		MS Energy		1,785.50
01 2610 621 002		Elem Energy		1,209.75
01 2610 410 001		HS Water		37.00
01 2610 410 004		MS Water		37.00
01 2610 410 002		Elem Water		65.25
Total	VILLAGE OF EMERSON			<u>4,920.00</u>
Fund Number	01			<u>8,090.53</u>
Checking Account ID	1			<u>8,090.53</u>

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Checking Account ID 1		Fund Number 01 GENERAL FUND		
	3744	HEARTLAND COUNSELING SERVICES INC	10/08/2025	1,000.00
01 2190 340 000		Social Work		1,000.00
Total HEARTLAND COUNSELING SERVICES INC				<u>1,000.00</u>
Fund Number 01				<u>1,000.00</u>
Checking Account ID 1				<u>1,000.00</u>

NASB STANDARD SUPERINTENDENT EVALUATION



STANDARD 1: MISSION, VISION, & GOALS

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure a high-quality education and academic success and well-being of each student.

Please indicate what you feel is the most accurate descriptor to the following statements.
The Superintendent . . .

Excellent
The supt. does an outstanding job at this task.

Good
The supt. performs this task as required.

Average
The supt. does an adequate job performing this task.

Fair
The supt. does a passable job performing this task.

Poor
The supt. does not perform this task well or at all.

Unsure
I do not have certainty or confidence that the supt. completes this task.

		Excellent	Good	Average	Fair	Poor	Unsure
I.a.	Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.						
I.b.	Engages internal stakeholders (i.e. administration, staff, students) and external stakeholders (i.e. parents, community), using relevant data in the discussion of long-term plans and goals.						
I.c.	Effectively utilizes data to implement, guide, and monitor progress of district goals/strategic plan.						
I.d.	Adjusts mission and vision to changing expectations and opportunities for the district and changing needs and situations of students.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District strategic plan/district goals • Plan for implementing, monitoring and reporting progress of strategic plan/district goals • School improvement plan (including updates/assessment of progress and modifications) • School improvement teams • Superintendent performance plan aligned with district priorities and indicators to measure progress and success • Student performance data • Engagement/communication plan • Meeting agendas/minutes 						
	If you were to suggest one improvement to Mission, Vision, and Goals for the upcoming year, what would it be?						



STANDARD II: POLICY

Standard Descriptor: The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

Please indicate what you feel is the most accurate descriptor to the following statements.
The Superintendent . . .

Excellent <small>The supt. does an outstanding job at this task.</small>	Good <small>The supt. performs this task as required.</small>	Average <small>The supt. does an adequate job performing this task.</small>	Fair <small>The supt. does a passable job performing this task.</small>	Poor <small>The supt. does not perform this task well or at all.</small>	Unsure <small>I do not have certainty or confidence that the supt. completes this task.</small>
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II.a.	Works with the board to review, update and adopt effective and purposeful district policy.					
II.b.	Governs consistently through board policy and administrative protocols and procedures.					
II.c.	Provides public access to district policy.					
II.d.	Ensures all handbooks are aligned to district policy.					
II.e.	Implements a policy to ensure curriculum is reviewed and aligned with current state standards.					
II.f.	Understands, complies with, and educates the school community on local, state, and federal laws, policies, and regulations.					
II.g.	Ensures student discipline is implemented with integrity and consistency.					
II.h.	Ensures student and personnel policies are clear and implemented consistently.					
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District adopted policy review process/calendar • Progress/updates of the board's work with policy • Policy committee minutes • Curriculum review policy • Meeting agendas/minutes 					
	If you were to suggest one improvement to Policy for the upcoming year, what would it be?					

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*



STANDARD III: BUDGET PLANNING & MANAGEMENT

Standard Descriptor: The superintendent provides organizational leadership district-wide to ensure fiscal responsibility and management of school operations by allocating, using, and investing district resources to support effective instruction, improved and student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.
The Superintendent . . .

Excellent <i>The supt. does an outstanding job at this task.</i>	Good <i>The supt. performs this task as required.</i>	Average <i>The supt. does an adequate job performing this task.</i>	Fair <i>The supt. does a passable job performing this task.</i>	Poor <i>The supt. does not perform this task well or at all.</i>	Unsure <i>I do not have certainty or confidence that the supt. completes this task.</i>
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III.a.	Upholds fiscal responsibility and accountability.						
III.b.	Leads a collaborative board and administrative budget planning process to align resources with the district mission, vision, and goals.						
III.c.	Utilizes data, research, and informed decision-making to support the allocation of district resources.						
III.d.	Updates board with historical and current budget data to monitor revenue and expenditures.						
III.e.	Ensures that the district completes an annual CPA audit and discloses findings to the finance committee/board.						
III.f.	Advocates for and pursues innovative solutions to improve and expand fiscal and human resources.						
III.g.	Ensures the maintenance and upkeep of facilities.						
III.h.	Institutes and manages operations and administrative systems that promote the mission and vision of the school.						
III.i.	Strategically manages staff resources, assigning and scheduling teachers and staff to roles that optimize their professional capacity.						
III.j.	Develops, implements, and sustains a responsive district crisis and safety plan.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Budget strategic/district goals • Professional development plan • Monthly budget reports • Quarterly expenditure updates • District audit • Crisis and safety plan • Executive summary of the safety audit • Management and use of alternative resources (i.e. ESU funding, all grant applications, etc.) • Five/Ten-year facility plan • Budget development calendar/board • Financial policies • Forecast financial data 						

NASB STANDARD SUPERINTENDENT EVALUATION

If you were to suggest one improvement to Budget Planning and Management for the upcoming year, what would it be?	
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STANDARD IV: EDUCATIONAL LEADERSHIP

Standard Descriptor: The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current/applicable curriculum and assessments to support student success and well-being.

Please indicate what you feel is the most accurate descriptor to the following statements.
The Superintendent . . .

Excellent	Good	Average	Fair	Poor	Unsure
<i>The supt. does an outstanding job at this task.</i>	<i>The supt. performs this task as required.</i>	<i>The supt. does an adequate job performing this task.</i>	<i>The supt. does a passable job performing this task.</i>	<i>The supt. does not perform this task well or at all.</i>	<i>I do not have certainty or confidence that the supt. completes this task.</i>

IV.a.	Advocates for the learning needs of all students.						
IV.b.	Promotes a student-centered culture and accepts responsibility for each student's academic success and well-being.						
IV.c.	Advocates for the engagement of parents/families as partners in the education of students.						
IV.d.	Ensures curricular and instructional decision-making is based upon current research, data, and the needs of each student.						
IV.e.	Provides the time and resources to align curriculum vertically, horizontally, and to the state standards.						
IV.f.	Provides comprehensive coursework and opportunities to ensure college/career readiness for every student.						
IV.g.	Ensures the district-adopted instructional framework is implemented consistently.						
IV.h.	Integrates the district-adopted instructional framework into certificated staff evaluations.						
IV.i.	Advocates for curriculum and instruction that recognizes student strengths, is differentiated, and challenges each student.						
IV.j.	Optimizes alignment of resources, curriculum, and assessments to support student success.						
IV.k.	Assumes the key leadership in the successful learning of each child through an adopted instructional framework and curriculum review cycle.						
IV.l.	Promotes the effective use of technology in the service of teaching and learning.						



NASB STANDARD SUPERINTENDENT EVALUATION

	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • District strategic plan/district goals • School improvement plan (including assessment of progress and modifications) • School improvement teams • District calendar • Curriculum review cycle plan and updated policy for curriculum and assessment review • Curriculum review committee minutes • Student performance data and goals • Data to support instruction strategies and student-centered initiatives • Curriculum/programs additions/modifications • Instructional model 	
	<p>If you were to suggest one improvement to Educational Leadership for the upcoming year, what would it be?</p>	

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

STANDARD V: ORGANIZATIONAL & CULTURAL LEADERSHIP

Standard Descriptor: The superintendent provides cultural leadership through accountability, inclusiveness, engagement, and advocacy for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.
 The Superintendent . . .

Excellent <i>The supt. does an outstanding job at this task.</i>	Good <i>The supt. performs this task as required.</i>	Average <i>The supt. does an adequate job performing this task.</i>	Fair <i>The supt. does a passable job performing this task.</i>	Poor <i>The supt. does not perform this task well or at all.</i>	Unsure <i>I do not have certainty or confidence that the supt. completes this task.</i>
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V.a.	Contributes to a unified school environment of trust and respect among students, staff, families, and community members.						
V.b.	Commits to developing a high-performing leadership team.						
V.c.	Ensures a purposeful and equitable recruiting and hiring process that meets the changing needs of the district.						
V.d.	Integrates an effective conflict resolution process to address matters in a purposeful and timely manner.						
V.e.	Promotes a culture of shared expectations and mutual accountability for the success of each student.						
V.f.	Fosters a collaborative environment that includes shared reflection, feedback and growth.						
V.g.	Promotes an environment where differing opinions and backgrounds are welcomed and embraced among staff and students.						



NASB STANDARD SUPERINTENDENT EVALUATION

V.h.	Maintains a safe, caring, and healthy school environment.						
V.i.	Provides systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.						
V.j.	Supports and develops effective and caring teachers and other professional staff, ensuring an educationally effective staff.						
V.k.	Promotes the personal and professional health, well-being, and work-life balance of faculty and staff.						
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Conflict resolution process • Leadership development plan • Professional development plan • Hiring protocols and procedures • Evidence to validate engagement of parents/families • Diversity, equity and inclusion initiatives • Personnel policies 						
	If you were to suggest one improvement to Organizational and Cultural Leadership for the upcoming year, what would it be?						

STANDARD VI: COMMUNITY RELATIONS

Standard Descriptor: The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members, and business leaders.

Please indicate what you feel is the most accurate descriptor to the following statements.
 The Superintendent . . .

Excellent <i>The supt. does an outstanding job at this task.</i>	Good <i>The supt. performs this task as required.</i>	Average <i>The supt. does an adequate job performing this task.</i>	Fair <i>The supt. does a passable job performing this task.</i>	Poor <i>The supt. does not perform this task well or at all.</i>	Unsure <i>I do not have certainty or confidence that the supt. completes this task.</i>
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VI.a.	Regularly attends and participates in school activities, events, and programs and is visible within the community.						
VI.b.	Interacts and expresses genuine interest in building a connection with students.						
VI.c.	Develops collaborative partnerships to foster support for the school district.						
VI.d.	Effectively communicates key public information in a timely manner.						
VI.e.	Promotes a positive image of the district.						



NASB STANDARD SUPERINTENDENT EVALUATION

VI.f.	Understands and is respectful of the political, economic, and social aspects of the community.						
VI.g.	Is approachable, accessible, and welcoming to families and members of the community.						
VI.h.	Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.						
VI.i.	Advocates publicly for the needs and priorities of students, families, and the community.						
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Community engagement summary/report • District partnerships and initiatives established to provide resources and support • Partnership support received through the district foundation, scholarships, grant monies, etc. • Inter-local agreements • District annual report • Communications designed by and distributed to generate support of the district • Membership and participation with civic, community and state organizations • Meeting invitations/agendas 						
	If you were to suggest one improvement to Community Relations for the upcoming year, what would it be?						

STANDARD VII: PROFESSIONAL LEADERSHIP

The superintendent models and develops the professional capacity of school personnel to promote improved instruction and student academic success and well-being.

Please indicate what you feel is the most accurate descriptor to the following statements.
 The Superintendent . . .

Excellent <i>The supt. does an outstanding job at this task.</i>	Good <i>The supt. performs this task as required.</i>	Average <i>The supt. does an adequate job performing this task.</i>	Fair <i>The supt. does a passable job performing this task.</i>	Poor <i>The supt. does not perform this task well or at all.</i>	Unsure <i>I do not have certainty or confidence that the supt. completes this task.</i>
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VII.a.	Models positive and professional leadership based upon ethics, trust, integrity, and respect.						
VII.b.	Addresses concerns and opinions with respect and confidence.						
VII.c.	Develops teachers' and staff members' professional knowledge and practice through differentiated opportunities for learning and growth.						



NASB STANDARD SUPERINTENDENT EVALUATION

VII.d.	Provides an effective evaluation process with actionable feedback anchored in research and evidence based instructional practices.						
VII.e.	Exemplifies a life-long learning model to grow personal and professional knowledge.						
VII.f.	Demonstrates knowledge of current evidence-based practices for teaching and learning and seeks to develop others in this area.						
VII.g.	Establishes and maintains a comprehensive onboarding and mentoring program to effectively support new certified hires.						
VII.h.	Sustains a professional culture of engagement and commitment to shared mission, goals, and objectives pertaining to student success.						
VII.i.	Establishes clear and consistent expectations for staff.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> • Memberships • Professional development activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works) • Educational growth plan (professional goals and development) • Leadership team development plan • District staff professional development plan 						
	If you were to suggest one improvement to Professional Leadership for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

STANDARD VIII: BOARD-SUPERINTENDENT RELATIONS

The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.
The Superintendent . . .

Excellent <i>The supt. does an outstanding job at this task.</i>	Good <i>The supt. performs this task as required.</i>	Average <i>The supt. does an adequate job performing this task.</i>	Fair <i>The supt. does a passable job performing this task.</i>	Poor <i>The supt. does not perform this task well or at all.</i>	Unsure <i>I do not have certainty or confidence that the supt. completes this task.</i>
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VIII.a.	Maintains an appropriate and professional relationship with the board.						
VIII.b.	Keeps all board members informed with consistent and open communication.						
VIII.c.	Demonstrates support and respect for the board and refrains from public criticism of the board.						



NASB STANDARD SUPERINTENDENT EVALUATION

VIII.d.	Demonstrates collaborative problem solving and decision-making.						
VIII.e.	Supports board committee work as part of effective board decision-making.						
VIII.f.	Collaboratively supports or opposes, local, state and/or federal legislation impacting the district.						
VIII.g.	Encourages and helps to develop board members' knowledge of educational issues and trends and their impact on the school community.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> • Superintendent performance plan/goals • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes 						
	If you were to suggest one improvement to Board-Superintendent Relations for the upcoming year, what would it be?						

STANDARD IX: STRATEGIC PLANNING

The superintendent collaborates with the board to act as agents of continuous improvement to promote each student's academic success and well-being.

Please provide evidence to support the superintendent's leadership in strategic planning.

IX.a.	What evidence can the board identify to validate the superintendent is implementing and monitoring progress of the strategic plan priorities?	
IX.b.	When is the superintendent reviewing the progress/success of the strategic plan with the board?	
IX.c.	How and where is the superintendent documenting the progress and success of the strategic plan priorities?	
IX.d.	Is the superintendent aligning the budget and district resources to ensure the success of the strategic plan priorities?	



NASB STANDARD SUPERINTENDENT EVALUATION

IX.e.	How has the implementation of the strategic plan altered the focus of the superintendent and his/her engagement with the board?	
	If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be?	
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Superintendent performance plan/goals • NASB Strategic Plan Progress Analysis Reports • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes 	
	If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be?	

SUPERINTENDENT GOALS

This component of the evaluation tool may contain a changing list of annual goals from year to year for the board to provide feedback on.



Superintendent’s Response:

Superintendent Evaluation Summary

The superintendent should identify no more than four performance areas on which to focus their growth professionally. Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

- goals (**what** must he/she do to achieve the objective or what is the intended result)
- performance indicators (**how** will the board measure progress and/or success)
- timeline (**when** will progress/success be assessed or completion date)
- signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent’s personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

(Signature of Superintendent)

(Date)

(Signature of Board President)

(Date)



Internal Board Policies - Methods of OperationPublic Participation at Board MeetingsA. Attend

Members of the public shall be permitted to attend and to speak at Board meetings. They will not be required to identify themselves as a condition for admission to the meeting.

The Board may allow advisors, consultants, and other persons who are not Board members to appear at the meeting via telephone or other similar means.

The President has the authority to assure that people conduct themselves in an orderly manner at the meeting. Undue interruption or other interference with the orderly conduct of business will not be allowed. The President may order persons who are disorderly to be removed from the meeting.

B. Hear

The Board will, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

C. Record

Members of the public may use recording devices (phone, video camera, etc.) to record any part of a board meeting, except for closed sessions. The President shall control the placement of the recording device so the device does not obstruct the view of Board members or other members of the public attending the meeting and does not otherwise interfere with the meeting.

D. Access to Written Materials

At least one copy of all reproducible written material to be discussed at an open meeting will be made available at the meeting for examination and copying by members of the public.

E. Speak

Members of the public will be permitted to speak at Board meetings. Members of the public may also speak when invited to make a presentation or when recognized by the President.

For all meetings of the Board, individual speakers shall have up to 5 minutes to address the Board, and the Board shall hear up to 30 cumulative minutes of public comment. The Board may vote to modify these time limits when the Board deems appropriate. The President may implement other reasonable requirements for public comment, consistent with the Open Meetings Act.

Members of the public will not be required to have their name placed on the agenda prior to the meeting in order to speak about items on the agenda.

Any member of the public desiring to address the body shall be required to identify himself or herself, including an address and the name of any organization represented by such person, unless the address requirement is waived to protect the security of the individual.

Speakers will be permitted to address the Board consistent with free speech rights. However, offensive language, defamatory remarks, and hostile conduct will not be tolerated. Further, charges or complaints against a school employee shall not be made for the first time at a public Board meeting without having followed the school's complaint procedure.

Legal Reference: Neb. Rev. Stat. 84-1412

Date of Adoption: June 2024

June 2024

NASB [Sample] Public Comment Opening Statement

Welcome to the (name) Public Schools Board of Education Meeting. The board welcomes patrons, and we appreciate your attendance at this board meeting. Members of the public are encouraged to share their thoughts and ideas with the board during the agenda item labeled "Public Comment." Comments or questions from the audience at any other time during the meeting will be declared out of order.

We appreciate your willingness to abide by the rules of order. This is the only time during this meeting when the public may speak. Any person wishing to make public comment must abide by and adhere to applicable board policies, including, but not limited to the following:

- Everyone wishing to speak must complete a speaker card (cards are located at the table near the entrance to this room).
- Everyone who comes forward to speak must state your name, address, the name of any organization being represented and the topic you are addressing before you begin.
- A time limit (per board policy No.____) of # minutes is allotted for each speaker.
- There is a total time limit of ## minutes allotted for all speakers.
- The board will not respond to comments or questions.
- The board will not take action on the comments presented by the speakers but will direct the comments to appropriate staff members.
- Offensive language and hostile or disorderly conduct will not be tolerated. In the event that the Board President determines any statement or comment constitutes offensive language or hostile or disorderly conduct, then the Board President will declare the person out of the order and the person will be prohibited from speaking further.
- In the event that any person is unruly, abusive, or otherwise disrupts the meeting or the board's conduct of business, such person may be removed from the meeting by law enforcement.

"The board will receive public comment in the order as printed on the speaker cards received. I would like to invite patron "name" No. __ to step to the microphone. Please begin by stating your name and address. Per board policy No. ____ you will have # of minutes to share your comments. I will give you a warning by raising my hand when you have 30 seconds left to complete your comments.

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: March 9, 2009
Reviewed: July 2017

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: March 9, 2009

Reviewed: July 2017

AdministrationThe Superintendent of Schools

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

Date of Adoption: March 9, 2009
Reviewed: July 2017

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 Emerson-Hubbard Public Schools.
3. Administers the school in conformity with the adopted policies of the board of education, rules and regulations of the State Department of Education in accordance with state law, and all other laws and regulations.
4. Enforces the policies and regulations of the Board of Education, presents recommendations for Board policy, makes a continuous study of the development and needs of the schools, and prepare reports as appropriate to the Board of Education on the condition and development of the schools.
5. Provides long term planning to guide the board in policy development.
6. Makes board of education policies accessible to school board members, school personnel, and the general public.
7. Informs the board of education concerning decisions that are made which are not covered in board of education policies.
8. Attends all board meetings unless excused at his request, except for those executive sessions in which the Superintendent's reelection is under discussion.
9. Prepares and sends out agenda, special reports and minutes for board of education meetings on Friday before the second Monday of each month.
10. Prepares for monthly and special board of education meetings.
11. Keeps the board informed concerning the total school program.
12. Keeps up-to-date on trends and laws in education by attending local, district, state, and national meetings or conferences 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. Gets 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 Dixon County School District #26-0561.
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: March 9, 2009
Reviewed: July 2017

Administration

Superintendent's Evaluation

The Superintendent shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation instrument to be used in the evaluation of the Superintendent shall be in the form established by the Board of Education from time to time.

Date of Adoption: March 9, 2009
Reviewed: July 2017

Administration

Evaluation Instrument of Superintendent

EVALUATION PLAN

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

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

Date of Adoption: March 9, 2009
Reviewed: July 2017

Administration

The Principalship

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

Date of Adoption: March 9, 2009
Reviewed: July 2017

AdministrationDuties of the Principal1. General Duties

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

2. Responsibility and Authority

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

3. Specific Duties

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

- v. Supervision of co-curricular activities
- c. Participate as a member of the Academic Advisory Council
- d. Review building 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. According to contract, work days shall include two hundred ten days (210) exclusive of holidays and scheduled school vacations.
- c. Work hours are assigned by the Superintendent.
- d. 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: March 9, 2009
Reviewed: July 2017

**EMERSON-HUBBARD PUBLIC SCHOOLS
PRINCIPAL JOB DESCRIPTION**

REQUIREMENTS:

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

REPORTS TO: Superintendent of Schools

OVERTIME: Exempt.

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

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

TASKS

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

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

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

KNOWLEDGE

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

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

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

SKILLS

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

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

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

ABILITIES

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

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

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

WORK ACTIVITIES

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

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

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

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

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

ESSENTIAL FUNCTIONS

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

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

Administration

Evaluation of Principals

1. Objectives

The Board recognizes that the role of a school principal is varied and complex requiring an appraisal of process that accurately measures performance and provides support for the continued growth and improvement of the principal. The general job description and an evaluation instrument with performance standards for a Principal shall be promulgated under the direction of the Superintendent of Schools and approved by the Board of Education. The appraisal process for Principals shall serve these purposes:

- a. To raise the quality of administration and educational service to the children of our community.
- b. Clarify for the Principals their 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 Principal's responsibilities.
- d. Develop harmonious working relationships between the Board and each Principal.
- e. Aid the individual Principal 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 Principal 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 Principal's duties and responsibilities. They do not, however, specifically include the total range of expectations of the effective Principal. As a result, additional data and information related to the administrative role may be utilized to generate a comprehensive appraisal.

3. Appraisal Cycle

Probationary Principals shall be observed and evaluated at least once each semester. Permanent (tenured) Principals 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 Principal or in the discretion of the appraiser.

The appraisal cycle and appraisal process for a permanent principal 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 Principal rights, but may be addressed in evaluating the responsible appraiser's performance.

4. Appraisal Process

The appraisal process is the responsibility of the Principal and the Principal's immediate supervisor. 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 shall serve as the basis for the formal appraisal. During the formal appraisal, data is collected as required to provide a basis for appraising the performance categories. The data will relate to each indicator identified in the performance standard category. 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 Principal (such as the Principal's evaluations of teachers) and observations of performance. The Principal 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. In addition to the final report, each Principal will receive or may request a detailed version of the data results as related to each performance standard and indicator. This review will include the appraiser's perceptions of whether or not the given expectation indicator was met.

5. Final Summative Evaluation

The appraisal process culminates in a final summative evaluation. The final evaluation consists of a rating of each performance category, identification of whether the Principal's performance meets or does not meet district standards of performance, a list of deficiencies in the Principals' performance, suggestions and plans for improvement to assist the Principal in overcoming such deficiencies, and follow-up evaluations as appropriate in order to correct performance below district standards. As a professional, the Principal 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 Principal shall have the duty to comply with such plans. The Principal 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 Instrument for Principal - Administrative Regulation No. 2220A

Date of Adoption: March 9, 2009

Reviewed: July 2017

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: March 9, 2009

Reviewed: July 2017

AdministrationAdministrative Actions in Emergencies

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

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

Inclement Weather: In the event of bad weather, or other circumstance in which the safety of students would be endangered by attending school, the superintendent of schools will make the decision to cancel or delay the start of school and whether or not staff are to report for duty. When school is canceled, ordinarily all after-school activities will be canceled. Any decision to the contrary must have the superintendent of school's permission and include provision for communicating with all affected parties in a timely manner. Weather information will be sought from current weather station reports and consultation with the transportation director and other area superintendents. The decision to cancel school will be made as early as possible. Staff will be notified, 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:

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: March 9, 2009

Reviewed: July 2017

AdministrationAttending Professional Growth Meetings

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

The Board approval of administrators' attendance at national conventions shall be considered at the time of contract issuance, and said provision, if approved, shall be part of the administrators' contracts. Normally permission to attend a national convention shall not be granted to an administrator in the administrator's first year with the Emerson-Hubbard Public School.

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: March 9, 2009
Reviewed: July 2017

Administration

Administrative Action in Absence of Policy

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

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

Date of Adoption: March 9, 2009
Reviewed: July 2017

Administration

Requirement to Live Within District

All administrators are requested to live in the district.

Date of Adoption: March, 2002

Reviewed: July 2017

Administration

Release from Contract

After June 1, requests for release from contract will be granted only in emergency situations. The Board of Education will consider each request individually.

Date of Adoption: March, 1991
Review: July 2017

EMERSON-HUBBARD COMMUNITY SCHOOLS STRATEGIC PLANNING TIMELINE

Survey Distribution

Stakeholder	Distribution Date	Survey Close	Notes
Administrators	Mon., August 25	Mon., September 8	-
Board	Mon., August 25	Mon., September 8	-
Certified Staff	Wed., September 24	Wed., October 8	Distributed during PD; NASB available virtually
Classified Staff	Wed., September 24	Wed., October 8	Distributed during PD; NASB available virtually
Students (5-12)	Tues., October 7	Tues., October 21	Distribute 6-12 during advisory time (after lunch)
Parents	Tues., October 7	Tues., October 21	-
Option-Out Patrons			Sending unique survey to option-out families

Engagement Meetings

Meeting	Date	Potential Start Time
Strategic Overview Committee	Wed., November 12	6:00 PM
Community Engagement	Wed., November 12	7:30 PM



STRATEGIC PLANNING COMMUNICATION PACKET



The success of a strategic plan begins with communication from the top, how this process is communicated will determine the success of the entire process.

Within this packet, you will find:

- Definitions of SOC and Community Engagement Meetings
- Specifics about communicating the entire process to all stakeholders
- Question Banks to assist in developing engagement questions
- Sample Communication Templates

Internal Stakeholder Engagement (Survey Process)

The success of internal stakeholder engagement, through the survey process, is imperative to the strategic planning process. NASB Board Leadership team adopted protocols and procedures ensure an effective stakeholder engagement process and return rate that provides thorough and complete information to validate needs and priorities to build a detailed strategic plan. *If the district chooses to amend these procedures, the return rates of surveys may be influenced, and the quality overall may be compromised.* Adherence to the procedures outlined by NASB Board Leadership should result in the following return rates from stakeholders:

The Superintendent and building administrators assisting in communication to staff, students, and parents, of when this engagement is going to take place, send reminders, and favorable promote, it will greatly improve the response rate.

NASB will send reminders to all stakeholder groups participating in the survey engagement, but having the district assist in this communication process is vital.

Stakeholder Group	Target Response Rate
Administrator:	100%
Board Members:	100%
Certified Staff:	100%
Classified Staff:	75%
Parents:	60%
Student:	80%

External Stakeholder Engagement (SOC and Community Mtgs)

The engagement of external stakeholders is another key component of the strategic planning process. Gathering stakeholder engagement will be achieved by including business leaders in the survey process (if this option is selected), establishing a Strategic Overview Committee (SOC), and holding a community focus group meeting, referred to as the Community Engagement Meeting. Again, communication will be key for involvement and participation in these opportunities for external stakeholders.

Strategic Overview Committee (SOC)

The Strategic Overview Committee represents a cross-section of both internal and external stakeholders. The development of the Strategic Overview Committee (SOC) is mandatory for the effective creation of a Strategic Plan. This committee will be tasked with reviewing and providing feedback regarding the district mission and vision.

SOC Committee Makeup

The Strategic Overview Committee (SOC) is critical to the success of the district's strategic planning process; therefore, the committee must:

- Be composed of individuals who represent a cross-section of the community and district
- Ensure diverse expertise, knowledge, and perspectives provide the collaborative representation necessary for the development of a quality strategic plan
- This representative group will typically range from 20 to 30+ stakeholders.

Identification of the Strategic Overview Committee (SOC)

Stakeholders—are those who may be affected by or influence the mission, vision, goals, and/or policies of the school district. They may include advocates who have a strong interest in the academic achievement of the school district even though they are not directly affected; however, the stakeholders may also include those who may be perceived as less than supportive. Identified stakeholders to consider:

External Stakeholders:

a. Community

- Parents (e.g., households with school age and non-school age children)
- Residents
- Retirees
- Community groups (Optimist, Rotary, Kiwanis, Veteran Organizations)
- Neighborhood leaders

b. Business/Industry Representatives

- Chamber of Commerce
- Economic Development
- Business owners/leaders
- Realtors
- Banking
- Preschool/Childcare providers
- Post-Secondary Institutions
- News media

c. Youth Service Organization Representatives

- Ministerial/Faith Community leaders
- YMCA, Teammates, Boys and Girls Club, City Recreation
- Community Based Programs
- Community Foundation/Local Family Foundations

d. Health Care

- Providers (Family Medicine, Mental Health Care, Wellness Providers)
- Social Services and Health and Human Services

e. Local and State Government Representatives

- Mayor and/or City Council Members
- County Board/Commissioners
- Sheriff and Chief of Police
- State Legislators and/or Staff
- Minority Advocacy groups

Internal Stakeholders:

- Board
- Administrators
- Certificated/Classified Staff
- School Improvement Committee Representatives
- Students (Middle and High School)
- Booster Club Officers/Members
- Organized Parent Groups (PTO, etc)
- School Foundation
- Alumni Group

Communicating with the SOC

Effective communication, both written and oral, is crucial when building a committee comprised of volunteers. All participants value the information, feel acknowledged, comfortable with the process, and often more willing to actively participate. Sample templates can be found on pages 8-17

To aid in communications:

- ✓ Select a date and time that has minimal district and/or community conflicts.
- ✓ NASB recommends posting the meeting as a Work Session of the Board, following State Statute and district policy for Board Meeting announcements.
- ✓ Provide proper notification of the upcoming meetings including the objective of the meeting.
- ✓ Select a meeting space with adequate tables and chairs
- ✓ Prior to the start of the meeting, assign table numbers to attendees to create diverse groups at each table.
- ✓ Provide a list of invitees to NASB Facilitators

Facilitation of the SOC Meeting

- ✓ Start the meeting on time
- ✓ If a posted meeting of the Board, duly open the meeting.
- ✓ Superintendent opens the meeting by welcoming public
- ✓ NASB Facilitators will lead the remainder of the meeting
- ✓ District staff follow up immediately after the meeting thanking attendees and outlining next steps

Community Engagement Meeting

The community is invited to participate in one 60-minute focus group meeting held on the same night as the SOC Meeting, immediately following the SOC meeting. During the NASB facilitated meeting, participants will be asked to share their perceptions, ideas, and opinions in response to three or four questions. The question bank below can be used to determine the feedback received during the meeting. However, the bank is just suggestions, the district can create their own questions.

Each board member should identify a list of community members who will receive a personal invite to the meeting. The community at large will also be invited through a press release and/or district newsletter/website communication; however, the personal invites distributed by the school district generate a positive, robust turnout. The community members should be diverse and include representation of all age levels and demographics of the district and community.

The district is responsible for creating a list of community members, inviting individuals to participate in the community focus group meeting, as well as promoting and encouraging attendance.

Community Engagement Meeting Question Bank

1. What are the districts' greatest strengths or accomplishments that we should preserve and build upon?
2. What programs, initiatives or partnerships have been especially effective in serving students?
3. What unique assets does our community have that could support student success?
4. Identify the points of pride, accomplishments, and achievements of the school district.
5. When you think about an ideal school district, what does success look like?
6. What do you most want students to know, do, and become by the time they graduate?
7. In what ways should the district reflect the needs and values of the broader community?
8. Identify the challenges that currently impact or may impact the district and community in the future.
9. Identify the knowledge and skills a student should possess as a graduate of this school district.
10. What more can the district do to attract students/families to the area to increase enrollment?
11. Identify what you believe are the key areas the district might focus on to improve and expand learning facilities and grounds. (*Functionality of Learning*)

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space, Safety, and security, building access and parking, Capacity to support student enrollment, Building maintenance, Extracurricular facilities, and grounds, Other)

12. If you could implement one change to benefit student success, what would it be?
13. What barriers do students face that may prevent them from achieving academic success?
14. How can the school district strengthen its partnerships with families, businesses, and organizations in our community(ies)?
15. What would make you feel more connected and informed about the district's work?
16. In what ways would you like to be more involved in supporting students or district initiatives?
17. If the district could focus on only 2-3 major priorities over the next five years, what should they be?
18. How should the district measure its progress and share the results with the community?
19. What new ideas, innovations, or practices should the district consider exploring?
20. What steps could be taken by the district to ensure every student feels valued and included?

Recommended Next Steps

- (1) **Administrators will identify the stakeholders who will serve on the Strategic Overview Committee (SOC) and invite them to the SOC Meeting- this will be an important next step.**
- (2) **Board and Administrators identify an exhaustive list of patrons to invite and/or ways to advertise attendance for the Community Meeting.**
- (3) **District may mail /email the patrons identified a personal invite to attend the Community Meeting. The invite includes the selected 3-4 identified questions. See Item (6).**
- (4) **Select three to four community questions from the list above- this ensures that patrons understand what will be discussed at the Community Engagement meeting.**
- (5) **The provided press release may be used to extend an invitation to patrons to attend the **Community Engagement meeting.****
- (6) **Email the Board Leadership Facilitator, the selected community questions - this will provide NASB the necessary**

information to be prepared for the meetings, and understand the nature of the meeting.

(7) Promote and advertise the Community Meeting

- Personal letters/emails to patrons
- Meeting Announcement to Local Media
 - Website/District Social Media
 - Text Alert system
 - Parent/District newsletter

TEMPLATES

Strategic Overview Committee (SOC) Invite

(Date)

Name

Address

Town/State/Zip

On behalf of the **Emerson-Hubbard Community** School District Board of Education, I am pleased to announce that the board and administration are beginning the process to **develop a long-term Strategic Plan to guide decision-making and to support the progress of education in our school district.**

A vital role of the Board of Education is to gather input and recognize the expectations of district and community stakeholders on issues related to the education of students, their academic achievement, and the environment in which they learn. While it is the board's responsibility to establish a vision as well as operational and instructional goals for the district, the board should regularly engage internal and external stakeholders to ensure that goals align with the community's values and aspirations for the school district. Strategic Planning presents the opportunity for the board to engage a broad stakeholder base for feedback and to help envision a path to improvement and growth of instruction and learning for all students.

The board is partnering with Nebraska Association of School Boards (NASB) to assist in the engagement of stakeholders to consider and discuss the mission, vision, beliefs, and data gathered throughout the process. The Strategic Overview Committee (SOC) made up of a diverse group of stakeholders will help to shape the strategic plan through focus group discussion of the district's mission, vision, and belief statements, discuss and consider community impact, parental

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involvement, essential student skills, knowledge, and abilities students need to be prepared for their future.

The board would like to invite you to serve as a member of the Strategic Overview Committee (SOC). The Association will facilitate the 60- to 90-minute Committee Meeting on **Wednesday, November 12th at 6 p.m.**

Please R.S.V.P. your plans to attend by calling (**name**), Superintendent's Administrative Assistant and/or email (**same name**) at (**email address**).

If you have any questions, please do not hesitate to contact the number listed above.

Thank you in advance for your participation.

(Name), Superintendent of (Name) Public/Community Schools

(Name), President, (Name) Board of Education

SOC Email for Those Agreeing to Participate

SOC Committee Member,

First of all ... Thank you!

I really appreciate your willingness to be a part of our Strategic Overview Committee (SOC) meetings on **<DATES FOR SOC>**! Your input in our district Strategic Planning process will be critical as we move forward with ideas and thoughts for the future of our district. Listed below is the schedule for the evening:

SOC DATE:

Meeting will be held at **<District Location>**.

TIME (Doors Open)

- **The doors to the building will be open on the west side of the building and at the high school entrance. We will plan to meet in the media center. The media center is located in the middle of the building on the second floor.**

TIME (90 minutes) (SOC Meeting)

- Strategic Planning Overview Committee meeting #1 in the **<LOCATION>**. *As I have referenced before, the meeting will be facilitated by representatives from the Nebraska Association of School Boards (NASB). NASB will lead our group through analysis process and a review of our Mission/Vision, Value/Belief Statements. We will be working in small groups to share opinions and*

input. After our small group work, we will come together as a large group to summarize and share the summaries from each group.

Optional (Dinner Break)

- Dinner will be served for the committee in the <LOCATION>.

TIME (60 minutes) (Community Meeting)

- The Community Engagement Meeting will be in the main gym or in the commons area just outside of the main gym. Please note: As SOC members, you are not required to stay for the Community Engagement Meeting, but you are welcome to stay if you would like.

If you have any additional questions, please do not hesitate to contact me at your convenience.

Thanks again for being a vital part of this most important process and we look forward to seeing you on the <DATE>!

<Superintendent's Name>

Option I: Community Engagement Invite

(Date)

Name

Address

Town/State/Zip

Dear Community Member:

As the <District Name>'s Superintendent, it is my pleasure, on behalf of the school district, to invite you to participate in <District Name>'s Community Engagement.

The Board of Education and Administrative Leadership Team are embarking on the process of Strategic Planning to identify and address priorities and needs to support and grow learning for students. A critical component of the process is to ensure a diverse representation of community and district stakeholders are empowered to share their personal perspectives, thoughts, and ideas in relationship to education in the <District's Name> School District. The identified stakeholders will include parents, community members, retired citizens, business leaders, teachers, support staff, and students.

We invite you to attend our meeting on **Wednesday, November 12th** at <insert location>. The meeting will begin promptly at <time>. Please be prepared to share your brief comments on the following:

- Question 1
- Question 2
- Question 3

d. Question 4 - optional

We look forward to working with you as we embark upon this exciting process. Working together, we can strengthen our students' learning experience and success..

Thank you in advance for considering this opportunity to participate,

(Name), Superintendent of (Name) Public/Community Schools

(Name), President, (Name) Board of Education

Option II: Community Engagement Invite

(Date)

Name

Address

Town/State/Zip

Dear

Please join us on (day) (month) (date) 2025, at (location) from <TIME> to <TIME> (60 minutes) for the opportunity to provide community input into current and future initiatives as our school district looks for innovative and effective ways to meet the growing challenges facing public education in the 21st century.

While this meeting is an opportunity to discuss specific questions, it also reflects our ongoing commitment to ensuring that our district programs reflect the values and wisdom of our local community. As we look to prepare our students for college and career, we want to be sure we understand our community's perspectives as follows:

- a. Question 1
- b. Question 2
- c. Question 3
- d. Question 4 - optional

The input we receive from the community will influence all future, developing, and existing initiatives and innovations. We believe that when citizens deliberate about an issue and when a community is engaged in decision-making, the directions chosen are often better and more sustainable. We would very much appreciate your input, and hope you are able to attend.

Please let us know by <DATE> whether you will be able to attend. Call us at <PHONE NUMBER> or email us at <EMAIL> with your response or any questions.

Thank you in advance for your participation.

(Name), Superintendent of (Name) Public/Community Schools

(Name), President, (Name) Board of Education

Option III: Community Engagement Invite

(Date)

Name

Address

Town/State/Zip

Dear

On behalf of the (Name) School District Board of Education, I am pleased to invite you to participate in an upcoming Community Discussion designed to receive ideas and suggestions pertaining to progressing the school district.

The board is committed to gathering ideas from community representatives to guide our school district's planning activities. Because of your recognized commitment to our community, the board values your participation in this event.

Please plan to attend the Community Discussion, which has been scheduled for (time) p.m. in the (location). It will be designed to provide invited participants with an opportunity for discussion in an informal setting. Please be prepared to share your brief comments on the following topics:

Question 1

Question 2

Question 3

Question 4 – optional

The board of education's objective for this discussion will be to gather suggestions and comments from community representatives. After the board receives this information, it will be used to establish the district's prioritized goals, which will be shared with the faculty and staff for use in planning and decision-making activities during the year. Please feel free to contact Superintendent (Name) with any questions you may have.

We look forward to working with you on this important endeavor. Working together we can strengthen our efforts to continuously improve our school(s). On behalf of the students of our community, we appreciate your contribution to this effort.

Thank you in advance for your participation.

(Name), Superintendent of (Name) Public/Community Schools

(Name), President, (Name) Board of Education

Announcement of Community Engagement Meeting

(Name) Public/Community Schools – Community Engagement
(Name) Community Schools ([Website address](#))
(Name) President, Board of Education
(Address), City, State, Zip Code

(Name), Superintendent
District phone: (number)

(Date) For **Immediate Release**

(Name) COMMUNITY SCHOOLS BOARD OF EDUCATION
to host Community Engagement Meeting

(Name), Nebraska (**Day/Date**) – The (Name) Public/Community Schools Board of Education has scheduled a community meeting for (Day), (Month)(date), (year). The public session will take place at (**site name and street address**) beginning at (**time a.m. /p.m.**).

This community discussion is part of a larger Strategic Planning process and will give the Board of Education and district administration the opportunity to listen to community stakeholders. The results will help formulate a vision of the future and identify goals and strategies necessary to move the district forward to meet the challenges of the 21st century. We will be discussing the strengths, accomplishments, and challenges of our school district, the vision, and expectations for our schools and the goals and objectives necessary to design our future by discussing the following questions: (**insert the 3-4 questions selected**)

Specific community members have been invited by the district for two reasons: to ensure that a broad cross-section of interests, backgrounds and perspectives are included and to ensure that board members are able to hear from all participants in a purposeful and efficient manner. We are inviting staff members, parents, students, community leaders and other interested members of the public to work together with us – so that we may effectively plan for the future of our district and students. Any patron wishing to attend the session to be considered part of the process is encouraged to do so. Representatives of the Nebraska Association of School Boards will facilitate the community engagement process. For more information, please visit our school website at ([School Website Address](#)) and look for Community Engagement. –End–

Spanish Templates

Strategic Overview Committee Invitation (Spanish)

En nombre del consejo escolar de [School Name], me complace anunciar que el consejo y la administración empezarán el proceso de preparación de un programa estratégico de larga duración con el objeto de llevar a cabo un diseño significativo para apoyar al progreso de la educación en nuestro distrito escolar.

El papel fundamental del consejo de educación es juntar la información y reconocer las expectativas del distrito y los accionistas de la comunidad sobre los problemas relacionados con la educación de los niños, sus logros académicos y el ambiente donde aprenden. La responsabilidad del consejo no solo es la creación de una meta operacional e instructiva para el distrito, sino que también tiene que involucrar a los accionistas internos y externos en el proceso para asegurar que las metas diseñadas cumplan con los valores de la comunidad y los deseos del distrito. La planificación estratégica ofrece al consejo la oportunidad de sacar provecho de la opinión de una gran variedad de accionistas, lo cual ayudará a llegar a un camino hacia el desarrollo y la mejora de las metas instruccionales y de enseñanza para todos los estudiantes.

El consejo ha empleado el apoyo de la Asociación de Consejos Escolares de Nebraska (NASB) para que le ayude a involucrar a los accionistas en comentar sobre el proceso y la manera de guardar información. El Comité de Visión Estratégica (SOC), creado por un grupo variado de accionistas, por medio de los siguientes métodos ayudará en diseñar la planificación estratégica: hablar sobre la misión del distrito y compartir los puntos de vista en grupo, llenar el análisis de SOAR, hablar sobre el efecto de la comunidad, el involucramiento de los padres y las habilidades y conocimientos necesarios para la preparación del futuro de los estudiantes.

Al consejo le gustaría invitarle a asistir como un miembro del Comité de la Visión Estratégica (SOC). La asociación organizará la primera reunión, de 60 minutos de duración, el día (Day) de (Month) de (Year) a las 6 de la tarde. Por favor, avise a (name), el inspector educativo asistente, de su plan de participar a la reunión, llamando o escribiendo un correo electrónico a (same name) a esta dirección: (email address)

No dude en llamar al número mencionado por si tiene dudas,

¡Gracias de antemano por su participación!

(Name), Superintendent of (Name) Public/Community Schools
(Name), President, (Name) Board of Education

EMAIL

Correo electrónico del Comité de Visión General Estratégica para quienes aceptan participar Miembro del Comité SOC,

Lo primero que puedo decir ... ¡Gracias!

Realmente aprecio su disposición a ser parte de las reunión de nuestro Comité de Visión Estratégica (SOC) en <Date for SOC I> . Su aporte en nuestro proceso de Planificación Estratégica del distrito será fundamental a medida que avanzamos con ideas y pensamientos para el futuro de nuestro distrito. A continuación, se muestra el programa de la noche de la reunión del comité:

FECHA SOC I:

Tenga en cuenta que todas las reuniones se llevarán a cabo en <District Location>.

TIME (Doors Open)

- Las puertas del edificio estarán abiertas en el lado oeste del edificio y en la entrada de la escuela secundaria. Planeamos reunirnos en el centro de medios. El centro de medios está ubicado en el medio del edificio, en el segundo piso.

TIME (90 minutes) (SOC Meeting)

- Reunión número 1 del Comité de Visión General de Planificación Estratégica en <Location>. *Como he mencionado antes, la reunión será facilitada por representantes de la Asociación de Juntas Escolares de Nebraska (NASB). NASB guiará a nuestro grupo a través de un proceso de análisis SOC y una revisión de nuestras Declaraciones de Misión/Visión, Valores/ Creencias. SOC en inglés significa Fortalezas, Oportunidades y Desafíos. Trabajaremos en grupos pequeños para compartir opiniones y aportes. Después de nuestro trabajo en grupos pequeños, nos reuniremos como un grupo grande para resumir y compartir los resúmenes de cada grupo.*

Optional (Dinner Break)

- La cena se servirá para el comité en el <Location>.

TIME (60 minutes) (Community Meeting)

- La reunión de participación comunitaria se llevará a cabo en el gimnasio principal o en el área común justo afuera del gimnasio principal. Tenga en cuenta: como miembro del SOC, no está obligado a quedarse para la reunión de participación comunitaria, pero puede quedarse si lo desea.

Si tiene alguna pregunta adicional, no dude en ponerse en contacto conmigo cuando le resulte conveniente.

Gracias nuevamente por ser parte vital de este proceso tan importante y ¡esperamos verte el <date>!
< Superintendent's Name >

Community Engagement Meeting Invitation (Spanish)

Estimado miembro de la comunidad:

Como inspector educativo, es un placer, de parte del distrito escolar, invitarle a participar en la reunión de la comunidad de (District name).

El consejo de la educación y administración del equipo directivo se lanzará en el proceso de involucrar a los accionistas para identificar y abordar las prioridades y necesidades con el objeto de apoyar y desarrollar el aprendizaje de los estudiantes. El involucramiento eficaz de la comunidad necesita que los accionistas colaboren juntos para llegar a consensos. El componente crítico del proceso está en asegurarse que una amplia variedad de la comunidad y los accionistas del distrito estén empoderados para compartir sus puntos de vista, ideas y opiniones relacionados con la educación en el distrito escolar de (District's Name). Los accionistas identificados incluyen a los padres, miembros de la comunidad, ciudadanos jubilados, líderes de negocios, profesores, equipos de apoyo y estudiantes.

Le invitamos a ir a nuestra reunión el miércoles, 25 de septiembre, en (insert location). La reunión empezará a las (time), sin demora. Prepárese para compartir brevemente sus opiniones sobre lo siguiente:

- a. [Question 1]
- b. [Question 2]
- c. [Question 3]
- d. [Question 4] optional

Tenemos muchas ganas de trabajar con usted en esta iniciativa. Contacte, por favor, a (name and title) en la oficina del distrito al número (phone #) para confirmar su disponibilidad y / o interés en participar. Deseamos colaborar con usted en este esfuerzo fascinante para apoyar el desarrollo del futuro del distrito.

Trabajando juntos, podemos empoderar la experiencia de aprendizaje y éxito de nuestros estudiantes. En nombre de nuestra comunidad, agradecemos su contribución a este y a otras iniciativas de apoyo escolar.

Gracias de antemano por considerar esta oportunidad de participación,

Community Engagement Meeting Announcement (Spanish)

Comunicado de prensa de la reunión de participación comunitaria

(District Name) - participación comunitaria

(District Name) (Website Address)

(Name) Presidente, Junta de Educación

(Address), City, State, Zip Code

(Name), Superintendente

Teléfono del distrito: (phone number)

(Fecha) Para **publicación inmediata**

(Name) JUNTA DE EDUCACIÓN DE ESCUELAS COMUNITARIAS

para organizar una reunión de participación comunitaria

(Name), Nebraska (Day/Date): La Junta de Educación de las Escuelas **Públicas/Comunitarias** de (Name) ha programado una reunión comunitaria para (day), (month) (date), (year). La sesión pública se llevará a cabo en (site **name and street address**) a partir de las (**time a. m./p. m.**).

Este debate comunitario forma parte de un proceso más amplio de planificación estratégica y dará a la Junta de Educación y a la administración del distrito la oportunidad de escuchar a las partes interesadas de la comunidad. Los resultados ayudarán a formular una visión del futuro e identificar las metas y estrategias necesarias para que el distrito avance y enfrente los desafíos del siglo XXI. Hablaremos sobre las fortalezas, los logros y los desafíos de nuestro distrito escolar, la visión y las expectativas para nuestras escuelas y las metas y los objetivos necesarios para diseñar nuestro futuro mediante el debate de las siguientes preguntas: **(insert the 3-4 questions selected)**

El distrito ha invitado a miembros específicos de la comunidad por dos razones: para garantizar que se incluya una amplia gama de intereses, antecedentes y perspectivas y para garantizar que los miembros de la junta puedan escuchar a todos los participantes de una manera útil y eficiente. Estamos invitando a los miembros del personal, padres, estudiantes, líderes comunitarios y otros miembros interesados del público a trabajar junto con nosotros, para que podamos planificar de manera eficaz el futuro de nuestro distrito y nuestros estudiantes. Se anima a cualquier patrocinador que desee asistir a la sesión para ser considerado parte del proceso a que lo haga. Los representantes de la Asociación de Juntas Escolares de Nebraska facilitarán el proceso de participación comunitaria. Para obtener más información, visite el sitio web de nuestra escuela en **(School Website Address)** y busquemos la participación de la comunidad.

2025-2026 Expenditure Report for Board Meeting

Fund	YTD Expenditure	Remaining Amount	Budget Amount	Percent Remaining
General Fund:	\$377,291.00	\$5,717,081.00	\$6,094,372.00	93.81%
Depreciation Fund:	\$0.00	\$305,573.00	\$305,573.00	100.00%
Special Building:	\$8,255.00	\$92,755.00	\$101,010.00	91.83%
School Nutrition:	\$20,796.00	\$280,204.00	\$301,000.00	93.09%

