

Board of Education Regular Meeting

Saline County School District 76-0068

501 Main Street

Friend, NE 68359-0067

Monday, April 11, 2016 7:30 PM

Rich Dickinson: Present
Nate Klenke: Present
Paul Segner: Present
Scott Spohn: Present
Jack Stutzman: Present
Nancy Vossler: Present

1. Call to Order and Roll Call
2. Notice of Open Meeting Act—Posted
3. Motion to excuse absent board members

Motion to approve absent board member, Jack Stutzman. Passed with a motion by Nancy Vossler and a second by Scott Spohn.

Nate Klenke: Nay, Rich Dickinson: Yea, Paul Segner: Yea, Scott Spohn: Yea, Nancy Vossler: Yea
Yea: 4, Nay: 1

4. Approval of the agenda

5. Consent Agenda

Approve consent agenda as presented Passed with a motion by Nate Klenke and a second by Nancy Vossler.

Rich Dickinson: Yea, Nate Klenke: Yea, Paul Segner: Yea, Scott Spohn: Yea, Nancy Vossler: Yea
Yea: 5, Nay: 0

- 5.1. Hold for discussion and for possible action approval of the following items:

- 5.1.1. Minutes of prior meeting(s)
- 5.1.2. Treasurer's report
- 5.1.3. Receipts
- 5.1.4. Expenditures
- 5.1.5. Claims for payment

5.2. Reviewed policies 8110, 8120, 8130, 8150, 8151, 8152, 8160, 8210, 8230, 8231, 8232, 8240, 8260, 8270, 8271, 8272, 8300, 8310, 8320, 8330, 8340, 8341, 8342, 8343, 8344, 8345, 8346, 8347

6. Public Forum: Recognition of visitors, delegations, and reading of communications.

Kathleen Zumpfe and Kim Derr spoke in support of Friend's FFA program. FFA members Madison Zumpfe and Breana Derr presented some of their FFA activities.

7. Reports

7.1. Committee:

7.1.1. Transportation, Buildings and Grounds (Facilities)

Met on April 5. Discussed final touches to new garage, inspected concrete cracks in commons area. Met with Justin Kirchhoff to discuss plans for maintenance and transportation area.

7.1.2. Curriculum, Americanism and Staff Relations

Did not meet, but all members reviewed new Social Studies curriculum for junior-senior high.

7.2. Administration

7.2.1. Elementary Principal

NeSA testing began today. Early Childhood Round-up is tomorrow evening for all preschool and kindergarten parents. New reading program materials have been arriving. Preschool and elementary handbooks have been updated for 2016-17. Summer school letters have been sent home to parents. Scholarships and graduation plans are being finalized.

7.2.2. Secondary Principal

All staff evaluations are complete. Class schedule is on hold until open positions are filled. MAP tests are complete and NeSA tests are underway. School musical was a success.

7.2.3. Superintendent

Title I review was held last week. Superintendent evaluation is upcoming. If interested, Mr. Kraus developed an online survey to compile the evaluations. NASBO conference will be in Kearney this week.

8. Action Items

8.1. Approval of resignation of Ruth Ziegler- High School Business/Tech Coordinator

Approve resignation of Ruth Ziegler, business teacher and tech coordinator. Passed with a motion by Scott Spohn and a second by Nate Klenke.

Rich Dickinson: Yea, Nate Klenke: Yea, Paul Segner: Yea, Scott Spohn: Yea, Jack Stutzman: Yea, Nancy Vossler: Yea
Yea: 6, Nay: 0

8.2. Hold for discussion and possible action to approve the TERIP application for Ruth Ziegler.

Approve TERIP application for Ruth Ziegler Passed with a motion by Jack Stutzman and a second by Rich Dickinson.

Rich Dickinson: Yea, Nate Klenke: Yea, Paul Segner: Yea, Scott Spohn: Yea, Jack Stutzman: Yea, Nancy Vossler: Yea
Yea: 6, Nay: 0

8.3. Hold for discussion and possible action an administrative recommendation to approve the class of 2016 candidates for graduation.

so moved Passed with a motion by Nate Klenke and a second by Jack Stutzman.

Rich Dickinson: Yea, Nate Klenke: Yea, Paul Segner: Yea, Scott Spohn: Yea, Jack Stutzman: Yea, Nancy Vossler: Yea
Yea: 6, Nay: 0

8.4. Hold for discussion and possible action an administrative recommendation to approve the following handbooks for the 2016-2017 school year:

Approve preschool, elementary, secondary, and faculty handbooks for 2016-17 school year. Passed with a motion by Scott Spohn and a second by Nate Klenke.

Rich Dickinson: Yea, Nate Klenke: Yea, Paul Segner: Yea, Scott Spohn: Yea, Jack Stutzman: Yea, Nancy Vossler: Yea
Yea: 6, Nay: 0

8.4.1. Preschool Handbook

8.4.2. Elementary Handbook

8.4.3. Secondary Handbook

8.4.4. Faculty Handbook

8.5. Hold for discussion and possible action adoption of an interlocal agreement made by and between Lancaster County School District 001(Lincoln Public Schools) and Saline County School District 0068 (Friend Public Schools) for services related to consulting, planning, coordination, and networking of enrichment activities for children who are deaf or hard of hearing and who are residents of Saline County School District 0068.

So moved. Passed with a motion by Paul Segner and a second by Nancy Vossler.

Rich Dickinson: Yea, Nate Klenke: Yea, Paul Segner: Yea, Scott Spohn: Yea, Jack

Stutzman: Yea, Nancy Vossler: Yea
Yea: 6, Nay: 0

9. Discussion Items

9.1. Hold for 1st reading, discussion on School Board Policies:

No comments. Items will be included in next month's consent agenda for final approval.

9.1.1. 5418-- Homeless Student Policy and Forms

9.1.2. 6410--Parent Involvement in Title I Programs

9.1.3. 8153--Standing Committee on Curriculum Americanism and Staff Relations

10. Adjournment- The next regularly scheduled Board of Education meeting will be held on May 9th at 7:30p.m.

Meeting adjourned by Segner at 8:14pm

FRIEND PUBLIC SCHOOLS

Board of Education - Payments to be Approved

4/11/2016

Manual Checks/Funds Transfers done in March:

GENERAL FUND

Teleset	refill postage meter	\$	250.00
Scott Shanle	motivational speaker	\$	750.00
UNL	Language Fair registration	\$	230.00
WageWorks	monthly admin fee	\$	193.00
Constellation	natural gas	\$	3,764.71
Payroll fund	April payroll	\$	269,386.43
			<hr/>
			\$ 274,574.14
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SPECIAL BUILDING FUND

Husker Construction	garage - final payment	\$	26,125.00
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April Presentations:

GENERAL FUND

Activity Fund	April support	\$	2,000.00
Aqua Plumbing	service call	\$	65.00
AS Central Services - State of NE	internet access - Febr	\$	227.47
Beaver Hardware	supplies	\$	656.62
Black Hills Energy	natural gas	\$	466.55
Cavendish Square	library services	\$	193.91
Central Nebr Rehab Services	OT & PT services	\$	2,807.60
City of Friend	utilities	\$	3,048.36
Country Inn & Suites - Kearney	lodging - Kraus - NRCSA	\$	208.00
Culligan	water softener	\$	172.50
Eakes	toner, copier use	\$	649.94
Elaine Eltze	piano accompanist	\$	816.00
Electronic Contractin Co	quarterly monitoring	\$	81.00
ESU 6	SPED services, workshop	\$	50,624.42
Farmers Union Coop	fuel	\$	1,276.07
Farmers Union Coop Carquest	supplies	\$	98.38
Friend Comm Healthcare System	ICC physical - Kirchhoff	\$	138.44
Great America Financial services	lease postage meter	\$	130.00
Hastings Museum	field trip 3rd grade	\$	120.00
Heartland Comm Schools	district music usage fee	\$	100.00
Heinemann	reading intervention program	\$	21,705.97

Why FFA Matters

USDA Forecasts Shortage of AG Grads

Jan 1, 2016

-Jeffrey H. Dorfman, UGA College of Agricultural

Demand for agriculture graduates on the rise across the nation, USDA reports

Many parents and children today worry about both what college costs and whether after spending all that money they will be able to get a good job. In general, college graduates do get jobs after graduation — the unemployment rate for college grads is under 3 percent — but still families of current and approaching college students are concerned. One easy way to reduce the risk of post-graduate un- or underemployment is to gain skills in a field with a shortage of skilled workers. A great example of what students might study is food and agricultural systems.

Some such job skills do not require a college degree; welders are in short supply and certified welders can earn \$75,000 per year. Thus, learning to weld would be a smart career move for some and financial aid for technical schools teaching these skills is generally abundant. However, for those not interested in welding as a career and committed to pursuing a college education, studying for jobs in the food and fiber sector would be a great plan.

The U.S. Department of Agriculture forecasts that over the next five years the annual demand for college graduates in agriculture and food industries will be 57,900 jobs per year. Unfortunately, American agricultural colleges (such as my own College of Agricultural and Environmental Sciences at the University of Georgia) will only be producing about 35,400 graduates per year.

Further, these jobs are not all in direct production agriculture (that is, farming), which accounts for only 15 percent of these jobs. The other 85 percent are in the broader food and fiber industry. In fact, 50 percent of these jobs are in business and management.

For example, food processors such as Campbell's Soup or Tyson Food need people to manage their production facilities, marketing campaigns, and finances. Twelve percent of the jobs are in agricultural education, communication or government agencies that regulate and support the food and fiber industries. As agriculture becomes more global, there are good jobs available for students with an interest in international finance and policy and also for those who can speak a foreign language.

The remaining 27 percent of these agricultural jobs are in the STEM fields (Science, Technology, Engineering, and Math). These jobs require strong scientific, quantitative, and technical training, and employers are also looking for familiarity with agricultural and food systems.

For example, a large meat or poultry processing company will likely prefer a geneticist who is an animal or poultry science major with genetics training. A food processing company looking for a food safety specialist will choose a food science major over a microbiologist with no specific training in food safety.

You get the idea; many of these jobs are ones that non-agriculture majors can fill,

but agriculture majors already know the background setting and the technical jargon for the industries that are hiring. Plus, these jobs pay well.

According to Payscale.com, operations managers within the field of agriculture earn an average of \$60,600 per year, agronomists average \$45,500, and IT managers in food and agricultural businesses earn an average of \$78,500 per year. Across all jobs in what Payscale defines as agriculture, the starting salary averages \$47,300 per year with a \$5,000 annual bonus.

As an added incentive, agriculture colleges are located in state land-grant universities. That means much lower tuition than at private colleges, particularly if you attend one of the state colleges in your own state and pay in-state tuition. Thus, students can earn their degree in an agricultural field and graduate with little to no student loan debt (certainly less than if they attend a private college which typically cost \$20,000 to \$40,000).

So for college students, soon-to-be college students and parents hoping for a good return on their investment in tuition, think agriculture. People will always eat, so jobs in producing, processing, transporting and selling food will never go away. For good-paying, rewarding and secure employment, college students would be well-served to find a major in food and agriculture.

<http://bainbridgega.com/bnews/bnews.php?USDA-Forecasts-Shortage-of-AG-Grads-10093>

SURVEY SHOWS ONLY 3% OF COLLEGE GRADUATES WOULD CONSIDER A CAREER IN AGRICULTURE

A recent nationally representative survey conducted by [ORC International on behalf of Land O'Lakes, Inc.](#) shows there's a startling lack of young people planning to work in the agriculture industry. In fact,

- Only 3 percent of college grads and 9 percent of Millennials surveyed have or would consider an Ag career.
- When compared to other industries, respondents were least likely to indicate that they have or would consider a career in agriculture (6 percent), with healthcare and technology at the highest career interest (each at 21 percent); followed by education (20 percent); marketing and sales; finance; and manufacturing and engineering (all at 12 percent).
- The majority of survey respondents - 54 percent - think it is difficult or very difficult for recent college graduates to get a job in agriculture.
- 76 percent of respondents do not think or are not sure if a career in Ag pays well. This misperception is prevalent across geographies (85 percent in the Northeast, 82 percent in the West and 71 percent in the Midwest and South).
- 35 percent of Millennials - significantly more than any other generation - think Ag careers do pay well, (compared with 21 percent of Generation X and 17 percent of Baby Boomers), which may be a promising sign of attracting college students to the field. ☑

<http://www.agrimarketing.com/s/102248>

Why FFA Matters
Testimonies from College Students and Young Professionals

FFA was foundational in building my character in high school. There is no organization, sport, or club that has created more lasting impact in my life than the FFA organization and vocational Ag classes. I invested a lot of my time and energy in high school sports; I now recognize that my time spent learning real world principles and work ethics involved in FFA contests, projects, and community service are the things that proved meaningful in the launch of my career.

I graduated from UNL with a degree in agricultural economics and a minor in entrepreneurship. Because of the investment of my Ag Advisor and many others, I was able to find my niche and passion in my career. A May 2015 grad, I was able to graduate with zero debt because of the many agricultural scholarships, paid internships, part-time jobs and personal financial/budgeting skills acquired from running my FFA SAE in high school.

-Haley Harthorn, Mycogen Seeds Sales Representative

Throughout high school, I was involved in numerous activities, sports, and organizations (FBLA, Volleyball, Speech, etc.). I was in school most days from 7:30am-8pm. However, the organization that set me up for success the most was FFA. Between career exploration, contests (to indicate to me what my strengths were), and leadership development, I was years ahead of my classmates who were not in FFA. By the time I was halfway through my senior year, I had been through multiple interview processes, created resumes, decided my major and choice of college, and attended career fairs while my peers had MAYBE decided where they wanted to go to school. Without FFA, I would still be trying to figure out what I wanted to do, where I should go from here, and most importantly HOW to get there.

-Toni Rasmussen, UNL Student, Future Agricultural Education Teacher and FFA Advisor

Growing up in a rural community, the importance of agriculture was all around. In high school I was blessed to have an organization that focused on something other than the physical feats of students. This organization was FFA. Now that I'm in college, I realize the great value that FFA held. Instead of wanting me to get stronger, faster, and quicker, FFA encouraged me to work on my social skills, public speaking skills, and of course my agricultural knowledge. These skills are what makes me a good candidate to go forward and receive a job from a potential employer, to be successful on my own farming operation, or to be capable of holding a seat on the local co-op board. In my life today, my 40-yard dash time holds no value. I make this comparison because it is easy to get caught up in sports at the high school level, but to only focus on the hometown football team is a mistake. I would encourage you to invest in your students' future and support the FFA organization at Friend. In order to receive the full value from the organization, you need an agricultural teacher who can focus on agriculture. To ask them to also teach the students science is shorting your value for your students. Please don't be afraid to invest in the future of your students.

-Grant Uehling, UNL Student, Future Farmer

My high school didn't offer FFA, and it was clear as a freshman I had missed out on a huge opportunity for growth. Many of my classmates already knew each other and had a network built through friendships made in FFA. I also noticed I was behind in terms of classes, as I wasn't offered the agricultural base classes others had taken. In the end, it was clear I could have benefitted greatly and been much more comfortable and prepared for college had I had the FFA experience.

-Aksel Wiseman, UNL Student, Soon to be pursuing M.S. Ruminant Nutrition at SDSU

FFA literally changed my path in life. I always thought I wanted to be a high school science teacher/principal. I joined FFA in junior high and took an ag class each year in high school. The classes helped me make real life connections to things in my life on the farm, which is very important for kids in rural areas. My ag classes are some of the classes I use most, even to this day. FFA furthered my interest in agriculture by giving me the leadership skills needed to communicate with other people about ag related topics. I started competing in Natural Resources Speaking, which eventually led me to deciding to major in fisheries and wildlife. I also competed in agronomy and livestock management contests, and I used some of the knowledge I gained from that just this past weekend. FFA and my ag classes eventually led me to the job I have now, which is a program technician with the farm loan program of the Nebraska Farm Service Agency. Now I work with farmers and ranchers everyday!

-Michelle Bose, Nebraska Farm Service Agency Program Technician

Looking back, FFA was a tremendous success for me, but there were just as many struggles along the way. My 4 years of FFA involved 3 different teachers that all had different impacts on all of us as individuals. Some students gave up on the program and some worked harder to fill the void of having a steady teacher. All of us that were committed to the program often missed out on competing in individual projects because we were working to maintain the chapter as a whole through the lack of advisor leadership. I was never able to earn a state or American degree in FFA or compete in SAE proficiencies because my advisors were never familiar with the programs. Not being able to obtain my State or American FFA degrees is one of the few things I wish I could go back to change in my life. Having an advisor that is whole-heartedly committed to the kids and the ag and FFA program is a vital part in making FFA successful within small schools. With agriculture being the main employer across Nebraska, it is essential to have an FFA program that the teacher/advisor, administration and community support 100%. FFA helps students make connections with employers in agriculture and FFA will be the reason they come back to their hometown to pursue a career and raise a family and help keep rural Nebraska alive!

After graduating college there are many job opportunities available in agriculture but 90% of them require you to relocate to somewhere you aren't familiar with. My first job after graduating college was 3.5 hours from my hometown where I knew limited people and had little desire to become involved in the community. Recently, I was offered a job back in my hometown with a start up company that offered a salary to me that was more than what I could earn through any other company I had interviewed with throughout college. This job didn't come available to me because of what my resume looked like or because I had searched it out, this opportunity was available to me strictly because of the networking that FFA provided me in high school. During my time in FFA I got to know the certain individual that hired me through different events we hosted as an FFA chapter. Now 6 years later this individual is starting up his own company, and I was the first person he came to when looking for an employee/partner. He didn't hire me based on what sort of work I had done or because of family connections, he hired me because he was exposed to me through FFA and he saw what I was able to do within our community through FFA.

-Will Miller, SS Agri-Solutions Lead Consultant, McCook, NE