

Regular May Meeting

Monday, May 13, 2013 8:00 PM

1. Call the meeting to order
 - 1.1. Roll Call
 - 1.2. Verification of Open Meetings Act Notice
 - 1.3. Verification of publication of meeting notice
2. Consider and approve minutes from the April 8th Regular Board Meeting

Motion to approve minutes from the April 8th Regular Board Meeting passed with a motion by Raquel Felzien and a second by John Siel.

Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, Kim Molzahn: Yea, John Siel: Yea
3. Consider and approve the current board meeting agenda

Motion to approve the current month's board meeting agenda as presented passed with a motion by John Siel and a second by Kim Molzahn.

Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, Kim Molzahn: Yea, John Siel: Yea
4. Consider and approve bills

Motion to approve bills as presented passed with a motion by John Siel and a second by James Haussermann.

Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, Kim Molzahn: Yea, John Siel: Yea
5. Visitors' Comments
6. Reports
 - 6.1. Principal's Report
 - 6.2. Superintendent's Report
 - 6.3. Board Members' Reports
 - 6.4. Committee Reports
7. New Business
 - 7.1. Planning
 - 7.2. Policy Review
8. Action Items
 - 8.1. Consider and approve providing \$150 of sponsorship for ESU #11 Summer Honors Program Participants

Motion to approve providing \$150 of sponsorship for ESU #11 Summer Honors Program Participants passed with a motion by John Siel and a second by James Haussermann.

Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, Kim Molzahn: Yea, John Siel: Yea
 - 8.2. Consider and approve pay increase for non-certificated staff members for the 2013-14 School Year as discussed

Motion to approve pay increase for non-certificated staff members for the 2013-14 School Year as discussed passed with a motion by Raquel Felzien and a second by Kim Molzahn.

Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, Kim Molzahn: Yea, John Siel: Yea

- 8.3. Consider and approve the annual buy from Apple Computers for computer equipment for the 2013-14 school year in the amount of \$59,764.35 (\$35,176.35 general fund and \$24,588 REAP Funds)

Approve the annual buy from Apple Computers for computer equipment for the 2013-14 school year in the amount of \$59,764.35 (\$35,176.35 general fund and \$24,588 REAP Funds) passed with a motion by John Siel and a second by Kim Molzahn.

Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, Kim Molzahn: Yea, John Siel: Yea

- 8.4. Consider and approve hiring of Jamie Silas as 6th grade teacher for the 2013-14 school year

Motion to approve hiring of Jamie Silas as 6th grade teacher for the 2013-14 school year passed with a motion by Scott Herrick and a second by John Siel.

Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, Kim Molzahn: Yea, John Siel: Yea

- 8.5. Consider and approve student lunch prices for the 2013-14 school year

Motion to approve increasing breakfast, lunch, and seconds prices by 25 cents and change grade level price groupings for K-6 and 7-12 to K-4 and 5-12 passed with a motion by Raquel Felzien and a second by John Siel.

Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, Kim Molzahn: Yea, John Siel: Yea

- 8.6. Consider and approve bus purchase in the amount of \$48,000

Motion to approve bus purchase in the amount of \$48,000 passed with a motion by John Siel and a second by Scott Herrick.

Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, Kim Molzahn: Yea, John Siel: Yea

- 8.7. Consider and approve first reading of Board Policies in 1000 series

Motion to approve the first reading of Board Policies in 1000 series as presented and to repeal and rescind all existing Board policies that pertain to the same matters or that are otherwise conflicting, including without limitation existing policies passed with a motion by John Siel and a second by Kim Molzahn.

Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, Kim Molzahn: Yea, John Siel: Yea

- 8.8. Consider and approve first reading of Board Policies in 2000 Series

Motion to approve first reading of Board Policies in 2000 Series passed with a motion by Scott Herrick and a second by Raquel Felzien.

Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, Kim Molzahn: Yea, John Siel: Yea

- 8.9. Consider and approve second reading of Board Policies in 3000 Series

Motion to approve second and final reading of 3000 series as presented and to repeal and rescind all existing Board policies that pertain to the same matters or that are otherwise conflicting, including without limitation existing policies passed with a motion by John Siel and a second by Raquel Felzien.

Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, Kim Molzahn: Yea, John Siel: Yea

9. Discussion Items

- 9.1. Summer Projects

9.2. Summer Retreat for Board Members & Administration

9.3. Negotiations (Possible Executive Session)

10. Positive Comments

11. Adjournment

Motion to adjourn at 9:46 PM passed with a motion by John Siel and a second by Raquel Felzien.

Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, Kim Molzahn: Yea, John Siel: Yea

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 chair 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 chair may order persons who are disorderly to be removed from the meeting.

Legal Reference:	§§ 79-570; 79-571; § 84-1411 (3) and (6); § 84-1412 (1) and (3)
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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.

Legal Reference:	§ 84-1412 (7)
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C. Record

Members of the public may use recording devices (tape recorder, video camera, etc.) to record any part of a meeting of a public body, except for closed sessions. No recording, other than note taking, shall be done without informing the President in advance. 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.

Legal Reference:	§ 84-1412 (1)
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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.

Legal Reference:	§ 84-1412 (8)
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E. Speak

Members of the public will be permitted to speak at Board meetings at which a public forum is on the Agenda. Members of the public may also speak when invited to make a presentation or when recognized by the chair. The Board is not required to allow members of the public to speak at each meeting. However, the Board will not forbid public participation at all meetings.

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

Members of the public who desire to address the Board will be required to identify themselves.

The President or chair for the meeting shall have the authority to establish reasonable time limits for individual speakers and for the duration of public forum sessions.

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:

§ 84-1412 (1) (2) and (3)

Franklin Public Schools Board Of Education Meeting Minutes

Regular April Meeting

April 08, 2013 @ 8:00 PM

Franklin Public Schools

Board Members Present & Absent

Attendance Taken at 8:04 PM:

Present Board Members:

Raquel Felzien
Ron Fritson
James Haussermann
Scott Herrick
John Siel

Absent Board Members:

Kim Molzahn

1. Call the meeting to order

The regular, April 8th, 2013, meeting of the Franklin Public School Board was opened by Board President Ron Fritson at 8:00 PM.

1.1. Roll Call

Board President Ron Fritson took roll call at 8:04.

1.2. Verification of Open Meetings Act Notice

Board Member Scott Herrick verified that the Open Meetings Notice was posted in the Franklin Public School's Media Center.

1.3. Verification of publication of meeting notice

Board Member Raquel Felzien verified that the meeting notice was published in the Franklin Chronicle.

2. Consider and approve minutes from the March 11th Regular Board Meeting

Motion to approve minutes from the March 11th Regular Board Meeting passed with a motion by John Siel and a second by Raquel Felzien.

3. Consider and approve the current board meeting agenda

Motion to approve the current month's board meeting agenda as presented passed with a motion by Raquel Felzien and a second by John Siel.

4. Consider and approve bills

Motion to approve bills as presented passed with a motion by John Siel and a second by James Haussermann.

5. Visitors' Comments

6. Reports

- 6.1. Principal's Report**
- 6.2. Superintendent's Report**
- 6.3. Board Members' Reports**
- 6.4. Committee Reports**
- 7. New Business**
 - 7.1. Planning**
 - 7.2. Policy Review**

8. Action Items

8.1. Consider and approve letter of resignation from certificated staff member, Kelsey Rahjes

Motion to approve letter of resignation from certificated staff member, Kelsey Rahjes passed with a motion by John Siel and a second by Raquel Felzien.

8.2. Consider and approve 2013-14 School Calendar

Motion to approve approve 2013-14 School Calendar as presented passed with a motion by Raquel Felzien and a second by James Haussermann.

8.3. Consider and approve second and final reading of Board Policies in 7000 series

Motion to adopt the Board policies in 7000 series as presented and to repeal and rescind all existing Board policies that pertain to the same matters or that are otherwise conflicting, including without limitation existing policies passed with a motion by John Siel and a second by Scott Herrick.

8.4. Consider and approve first reading of Board Policies in 3000 Series

Motion to approve first reading of 3000 series as discussed with the intent to repeal and rescind all existing Board policies that pertain to the same matters or that are otherwise conflicting, including without limitation existing policies upon second and final approval passed with a motion by Scott Herrick and a second by Raquel Felzien.

8.5. Consider and approve roofing bid to low, responsible bidder for the 2013 Summer Roofing Project

Motion to approve roofing bid to low, responsible bidder, Magnum Roofing of Fremont, NE for the 2013 Summer Roofing Project passed with a motion by John Siel and a second by James Haussermann.

8.6. Consider and approve safety & security upgrades for the 2013-14 School Year as discussed (Possible Executive Session)

Motion to enter into executive session for the purpose of discussion of deployment of security devices was made by Raquel Felzien and seconded by John Siel. Executive session was entered into at 8:55. Board came out of executive session at 9:20. Motion to approve safety & security upgrades for the 2013-14 School Year as discussed passed with a motion by Raquel Felzien and a second by Scott Herrick.

9. Discussion Items

- 9.1. Staff Appreciation**
- 9.2. Non-certificate Pay Increase for 2013-14 School Year**
- 9.3. 2013 Parent Survey**
- 9.4. Summer Projects**
- 9.5. Ipad Update**

10. Positive Comments

Congratulations to those students who were selected to participate in the Summer

Honors Program. Franklin had 9 students selected to participate. -Ken Schroeder, Superintendent

Thank you to all the school personnel and community members that help the school during the track and golf meets. -Raquel Felzien

Congratulations to the State FFA Participants. Franklin was well represented at the State FFA Convention. Congratulations to the students on all their success!
-John Siel

The board, the administration, and the community are progressive in keeping up with educational trends, building projects, and trying new things. It's great to live in a progressive community with a progressive school. -John Siel

I really enjoyed the middle school/high school Pops Concert at the Rose Bowl. It was a fun venue for the kids and for the community to enjoy music. -Scott Herrick

Congratulation to the seniors on earning their diplomas. Good luck to each of them in the future as they leave Franklin Public Schools! -Ron Fritson

11. Adjournment

Motion to adjourn at 9:52 PM passed with a motion by Raquel Felzien and a second by John Siel.

BOARD OF EDUCATION

Franklin Public Schools

District 506

Franklin, Nebraska 68939

Regular Meeting

8:00 PM
May 13th, 2013
Media Center

REMINDERS - -

BILLS COMMITTEE:

Jamie & John

April & May

*R & R claim \$0

*H Y Leveling \$0

General Fund

April 30, 2013

Check Beg Balance	3/31/13	\$567,860.46	
	Claims 4/2013 Mtg	(\$67,273.38)	
	April Local PPd Claims	(\$21,025.05)	
	April Payroll	(\$288,162.06)	
	Lunch Fund Reim for April Payroll	\$7,790.99	
	Lunch Reim GF for Jan-Mar M Goebel Ins	\$3,962.55	
	Dir Dep's, Deposits & Int	\$244,427.22	
	CD moved to Checking	\$0.00	
	Bank Charge Stop pay lost ck	\$0.00	
	End of Month Checking Balance		\$447,580.73

	4/30/13 Investments	\$924,033.26	
	4/2013 Interest	\$364.73	
	Less CD moved to Checking	\$0.00	
	4/30/13		\$924,397.99

Total General Fund 4/30/13 **\$1,371,978.72**

	Checking FSB 4/30/13	\$458,252.21		
	Less Outstanding checks	(\$10,671.48)		
	4/30/13		\$447,580.73	
FSB	CD # 33723	\$105,970.77	8/1/13	3 Mths
FSB	CD # 34031	\$311,177.08	7/1/13	3 Mths
FSB	CD # 34032	\$313,226.46	10/1/13	6 Mth
SCSB	CD # 402352	\$121,105.78	5/1/13	Mthly
SCSB	CD # 402354	\$72,917.90	5/1/13	Mthly
	Investment Total 4/30/13		\$924,397.99	

Recon Total **4/30/13** **\$1,371,978.72**

Revenue Summary Report

Processing Month: 04/2013

Regular; Processing Month 04/2013; Fund Number 01

Fund: 01 GENERAL FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
01 1110	LOCAL PROPERTY TAX	2,727,378.00	92,277.49	1,529,186.51	56.07	1,198,191.49
01 1115	CARLINE TAX	0.00	0.00	67.52	0.00	(67.52)
01 1125	MOTOR VEHICLE TAX	100,000.00	7,252.56	104,063.82	104.06	(4,063.82)
01 1240	TUITION REC FROM INDIVID - SP ED	500.00	0.00	0.00	0.00	500.00
01 1270	PRE-SCHOOL TUITION	0.00	200.00	2,640.00	0.00	(2,640.00)
01 1410	INTEREST	20,000.00	490.46	6,374.67	31.87	13,625.33
01 1610	LOCAL LICENSES AND FEES	1,000.00	0.00	1,350.00	135.00	(350.00)
01 1620	POLICE COURT FINES	0.00	0.00	195.00	0.00	(195.00)
01 1990	OTHER LOCAL RECEIPTS	1,000.00	0.00	0.00	0.00	1,000.00
	Subtotal: LOCAL RECIEPTS	2,849,878.00	100,220.51	1,643,877.52	57.68	1,206,000.48
01 2110	COUNTY FINES AND LIC. FEES	5,000.00	603.60	3,882.64	77.65	1,117.36
01 2130	OTHER COUNTY RECEIPTS	0.00	0.00	860.16	0.00	(860.16)
01 2160	PRO-RATE MOTOR VEHICLES	0.00	0.00	2,025.05	0.00	(2,025.05)
	Subtotal: COUNTY AND ESU RECEIPTS	5,000.00	603.60	6,767.85	135.36	(1,767.85)
01 3110	STATE AID	951,513.00	95,151.40	761,211.20	80.00	190,301.80
01 3120	S.P.E.D.	150,000.00	33,387.00	182,776.00	121.85	(32,776.00)
01 3125	SPECIAL ED TRANSPORTATION SCHOOL AGE	2,500.00	0.00	0.00	0.00	2,500.00
01 3130	HOMESTEAD EXEMPTION	0.00	6,068.30	12,136.61	0.00	(12,136.61)
01 3131	RELIEF TO PROPERTY TAX	0.00	0.00	53,107.33	0.00	(53,107.33)
01 3135	HIGH ABILITY LEARNERS	3,500.00	0.00	4,288.00	122.51	(788.00)
01 3180	PRO-RATE MOTOR VEHICLE	3,000.00	2,390.64	2,430.45	81.02	569.55
01 3200	STATE APPORTIONMENT	35,000.00	0.00	39,391.30	112.55	(4,391.30)
01 3300	IN-LIEU OF SCH. LAND TAX	5,000.00	419.94	10,532.88	210.66	(5,532.88)
01 3500	STATE CATEGORICAL PROGRAMS	25,000.00	0.00	0.00	0.00	25,000.00
01 3512	DISTANCE EDUCATION INCENTIVE PAYMENTS	0.00	0.00	5,000.00	0.00	(5,000.00)
01 3540	EARLY CHILDHOOD	0.00	0.00	12,919.00	0.00	(12,919.00)
01 3990	OTHER STATE RECEIPTS	2,500.00	0.00	0.00	0.00	2,500.00
	Subtotal: STATE RECEIPTS	1,178,013.00	137,417.28	1,083,792.77	92.00	94,220.23
01 4200	TITLE I	70,000.00	0.00	60,300.00	86.14	9,700.00
01 4310	TITLE IIA	14,000.00	0.00	13,994.00	99.96	6.00
01 4315	TITLE II, PART B NCLB	0.00	0.00	0.00	0.00	0.00
01 4320	Innovation Ed Prog(Include NCLB TitleV)	0.00	0.00	0.00	0.00	0.00
01 4404	IDEA BASE	5,000.00	0.00	0.00	0.00	5,000.00
01 4406	IDEA PRESCHOOL(619) BASE ALLOCATION	0.00	0.00	0.00	0.00	0.00
01 4410	IDEA ENROLLMENT/POVERTY	0.00	0.00	0.00	0.00	0.00
01 4450	MEDICAID IN SCHOOLS	5,000.00	0.00	5,806.90	116.14	(806.90)
01 4455	MEDICAID ADMIN. ACTIV.	50,000.00	4,487.97	17,949.13	35.90	32,050.87
01 4580	ARRA: ED JOBS FUND PROGRAM	0.00	0.00	0.00	0.00	0.00
01 4593	IDEA ENROLLMENT POVERTY	0.00	0.00	0.00	0.00	0.00
01 4599	FED STIMULUS/STATE AID	0.00	0.00	0.00	0.00	0.00
01 4610	ARRA: IDEA PART B(611) ENROLL/POV	0.00	0.00	0.00	0.00	0.00
01 4630	ARRA: IDEA PRESCHOOL(619) ENROLL/POV	0.00	0.00	0.00	0.00	0.00
01 4690	OTHER FEDERAL NON-CATEGORICAL RECEIPTS	90,000.00	0.00	0.00	0.00	90,000.00
01 4810	ARRA TITLE I PART D	0.00	0.00	0.00	0.00	0.00
01 4850	UNIVERSAL SERVICE FUND (E-RATE)	0.00	0.00	4,236.03	0.00	(4,236.03)
01 4960	DRUG FREE SCHOOLS	0.00	0.00	0.00	0.00	0.00
01 4985	TITLE II PART D	0.00	0.00	0.00	0.00	0.00
01 4990	OTHER FED CATEGORICAL REC.	0.00	0.00	0.00	0.00	0.00
	Subtotal: FEDERAL RECEIPTS	234,000.00	4,487.97	102,286.06	43.71	131,713.94
01 5200	LONG TERM LOANS	337,665.00	0.00	0.00	0.00	337,665.00
01 5300	INSURANCE ADJUSTMENTS	48,000.00	0.00	922.00	1.92	47,078.00
01 5400	SALE OF PROPERTY	100.00	0.00	3,094.50	3,094.50	(2,994.50)

Revenue Summary Report

Processing Month: 04/2013
Regular; Processing Month 04/2013; Fund Number 01

Fund: 01 **GENERAL FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 5690	OTHER NON-REVENUE REC.	0.00	0.00	625.00	0.00	(625.00)
	Subtotal: NON-REVENUE RECEIPTS	385,765.00	0.00	4,641.50	1.20	381,123.50
	Fund Total:	4,652,656.00	242,729.36	2,841,365.70	61.07	1,811,290.30

Lunch Fund**April 30, 2013**

Balance on hand:	3/31/13	\$25,064.72
Receipts:	Meals, milk & juice	\$5,425.49
	Transfer from General Fund	\$0.00
	Fed Reim	\$7,771.60
	State Reim	\$0.00
	Interest Checking	\$4.73
	Misc Deposits AF Reim's to Lunch	\$22.52
Disbursements:	Claims	(\$8,957.64)
Correct Mireau Code Error M Goebel Jan-Mar Insurance		(\$3,962.55)
	Payroll Apr Reim to GF	(\$7,790.99)
		\$0.00
Balance on hand:	4/30/13	\$17,577.88
Reconciliation:		
FSB	Super Now Acct Ckg	\$19,515.60
	plus outstanding deposits	\$0.00
	less outstanding checks	(\$1,937.72)
Recon Total	4/30/13	\$17,577.88
	outstanding claims	(\$8,341.63)
	Payroll estimate /Mar	(\$7,800.00)
	outstanding Receipts	\$8,087.15
	Net Estimate Cash Resource	\$9,523.40

Building Fund**April 30, 2013**

Balance on hand:	3/31/13	\$93,351.02
Receipts:	Interest	\$82.27
	Misc	\$51.33
Disbursements:		\$0.00
Balance on hand:	4/30/13	\$93,484.62

Reconciliation:			Matures	Next Mature
FSB	Super Now Acct Ckg	\$7,623.00	NA	NA
	C#33233	\$34,523.87	3 Mths	7/2/13
	C#33381	\$10,687.85	Mthly	6/1/13
SCSB	C#404520	\$40,649.90	12 Mths	10/1/13
Recon Total	4/30/13	\$93,484.62		

Depreciation Fund**April 30, 2013**

Balance on hand:	3/31/13	\$128,529.23
Receipts:		\$0.00
Disbursements:	Claims	\$0.00
Balance on hand:	4/30/13	\$128,529.23

Reconciliation:		
FSB Checking	4/30/13	\$128,529.23
	plus outstanding dep	\$0.00
	less outstanding chks	\$0.00
Recon Total	4/30/13	\$128,529.23

Employee Benefit/Unemployment Ins Fund**April 30, 2013**

Balance on hand:	3/31/13	\$9,055.43
Receipts:	Interest	\$1.28
Disbursements:		\$240.00
Balance on hand:	4/30/13	\$8,816.71

Reconciliation:			Matures	Next Mature
FSB	Now Acct Ckg	\$5,180.76	N/A	N/A
	Less Outstanding Ck	(\$240.00)		
	C#33386	\$3,875.95	6 Mths	10/1/13
Recon Total	4/30/13	\$8,816.71		

Cafeteria Plan

April 30, 2013

Balance on hand:	3/31/13	\$39,721.15	
Receipts:	Transfer frm General Fund for 2012-13SY	\$0.00	
	Reim from Employees Payroll	\$3,053.32	
	Reim from Employees Non-Qualified Exp	\$0.00	
Disbursements:	Claim Checks 2011-12SY	\$0.00	
AMGL & Employees	Claims Checks 2012-13SY	(\$2,957.92)	
	FLEX Reim GF for Debit Card Expenses	\$0.00	
	Claims Debit Cards	\$0.00	
	Repayment to GF for 2011-12 SY	\$0.00	
Balance on hand:	4/30/13	\$39,816.55	
Reconciliation:			
FSB Checking	4/30/13	\$41,376.55	
	less outstanding chks	(\$1,560.00)	
Recon Total	4/30/13	\$39,816.55	OK 5/6/13 SR

Activity Fund Balance Report - Summary - Exclude Encumbrances
04/2013 - 04/2013

Regular; Beginning Month 04/2013; Processing Month 04/2013; Active Chart of Account Number True; Fund Number 05

Fund: 05 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0001	ATHLETICS	(10,747.40)	2,280.86	2,764.00	0.00	(10,264.26)
05 704 0002	CAMPS	5,370.00	0.00	0.00	0.00	5,370.00
05 704 0003	CROSS COUNTRY	0.00	0.00	0.00	0.00	0.00
05 704 0004	BASKETBALL/BOYS	577.50	0.00	0.00	0.00	577.50
05 704 0005	BASKETBALL/GIRLS	661.23	0.00	0.00	0.00	661.23
05 704 0006	Football	1,382.87	0.00	839.00	0.00	2,221.87
05 704 0007	GOLF	158.20	298.20	120.00	0.00	(20.00)
05 704 0008	TRACK/GIRLS	1,064.51	5,190.00	5,902.00	0.00	1,776.51
05 704 0010	VOLLEYBALL	973.52	0.00	0.00	0.00	973.52
05 704 0011	WRESTLING	633.21	0.00	0.00	0.00	633.21
05 704 0015	ANNUAL	(3,792.16)	0.00	800.00	0.00	(2,992.16)
05 704 0016	BAND	3,491.86	0.00	0.00	0.00	3,491.86
05 704 0017	CHEER SQUAD	480.24	0.00	93.32	0.00	573.56
05 704 0019	CONCESSIONS	1,647.39	269.54	1,202.62	0.00	2,580.47
05 704 0020	FCCLA	2,123.55	227.47	862.91	0.00	2,758.99
05 704 0021	FFA	6,731.15	305.92	3,381.33	0.00	9,806.56
05 704 0022	FOREIGN LANGUAGE	1,646.38	0.00	0.00	0.00	1,646.38
05 704 0023	FRESHMAN	496.93	0.00	0.00	0.00	496.93
05 704 0024	JUNIORS	4,567.85	2,425.29	6.00	0.00	2,148.56
05 704 0025	SENIOR BANNERS	487.88	0.00	0.00	0.00	487.88
05 704 0026	NHS	5,610.31	131.35	256.50	0.00	5,735.46
05 704 0027	OM/GIFTED	484.10	326.17	25.00	0.00	182.93
05 704 0028	SCIENCE CLUB	1,006.62	0.00	0.00	0.00	1,006.62
05 704 0029	SENIORS	847.17	0.00	0.00	0.00	847.17
05 704 0030	SOPHMORES	922.09	0.00	0.00	0.00	922.09
05 704 0031	STUDENT COUNCIL	816.95	0.00	0.00	0.00	816.95
05 704 0032	VOCAL	1,207.56	255.00	0.00	0.00	952.56
05 704 0034	CAPS/GOWNS	1,614.39	0.00	0.00	0.00	1,614.39
05 704 0037	GREENHOUSE	2,603.11	0.00	0.00	0.00	2,603.11
05 704 0038	COURTESY	69.77	106.00	0.00	0.00	(36.23)
05 704 0039	ELEMENTARY TEACHERS	506.77	275.95	747.66	0.00	978.48
05 704 0040	INDUSTRIAL ARTS	328.73	1,688.89	143.74	0.00	(1,216.42)
05 704 0041	INVESTMENTS	20,825.56	0.00	20.54	0.00	20,846.10
05 704 0043	LIBRARY	100.00	0.00	0.00	0.00	100.00
05 704 0046	SPECIAL PROJECTS	8,339.59	0.00	8.00	0.00	8,347.59
05 704 0047	SPEECH/DRAMA	(1,640.68)	15.86	0.00	0.00	(1,656.54)
05 704 0048	ENTREPRENEURSHIP	73.86	0.00	0.00	0.00	73.86

Activity Fund Balance Report - Summary - Exclude Encumbrances
04/2013 - 04/2013

Regular; Beginning Month 04/2013; Processing Month 04/2013; Active Chart of Account Number True; Fund Number 05

Fund: 05 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0049	ACE, 40 Dev Assets	1,630.36	857.69	0.00	0.00	772.67
05 704 0050	IND ARTS/DONATIONS	1,103.48	0.00	0.00	0.00	1,103.48
Fund Total: 05		64,404.45	14,654.19	17,172.62	0.00	66,922.88

<u>Vendor Name</u>	<u>Invoice</u>	<u>Check #</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		<u>Amount</u>
<u>Checking</u>	1		
Checking	1	Fund: 01 GENERAL FUND	
ARROW SEED COMPANY	11926 & 11978	1578	2,721.02
01 2620 410 0	SUP-Summer Fert, Weed Spry, Seed, I#11926		2,588.67
01 2620 410 0	SUPPLIES, Spray, I#11978		132.35
	Vendor Total:		2,721.02
CENTRAL COMM. COLLEGE	1234339	1574	209.25
01 2190 633 2	Dues/Entries/Fees-FFA, Dist CDE's		209.25
	Vendor Total:		209.25
CHASE CARD SERVICES	2013 0414Stmnt	1583	565.90
01 1100 410 2	SUPPLIES, Jrs Prom AF will Reim GF		96.80
01 2510 350 0	ADVERTISING/PRINTING, Classifieds Elem T		80.30
01 1100 319 0	PROF DEV, M Price Guitar Wrkshp		241.80
01 1100 319 0	PROF DEV, D Hammer Tchrr Learning Comm		147.00
	Vendor Total:		565.90
CLINE, JOHN	2013 0429 VAN	1584	20.00
01 2750 690 0	MISCELLANEOUS, Van Tow, Snow/Ice		20.00
	Vendor Total:		20.00
DUQUESNE UNIVERSITY	2013 0410 PRICE	1567	385.00
01 1100 319 0	PROF DEV, Price Guitar Wrkshp		385.00
	Vendor Total:		385.00
ESU 11	2013 InvConv2	1582	12.00
01 2190 630 2	D/E/Fees-OTHER, Invntn Conv 2 Meals		12.00
ESU 11	2013Inventio nC	1568	180.00
01 2190 630 2	D/E/Fees-OTHER, Invention Conv, Meals		180.00
	Vendor Total:		192.00
FRANKLIN STATE BANK	2013 0402 STFFA	1564	2,620.00
01 2190 633 2	Dues/Entries/Fees-FFA, St FFA Meal Money		2,620.00
FRANKLIN STATE BANK	2013 0402FCCLA	1565	520.00
01 2190 630 2	Dues/Entries/Fees-OTHER, St FCCLA Meals		520.00
	Vendor Total:		3,140.00

<u>Vendor Name</u>	<u>Invoice</u>	<u>Check #</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		<u>Amount</u>
GILPIN, CRAIG	2013 0405Fuel	1575	58.60
01 2750 336 0	GAS & OIL, Reim Fuel FFA Trip		58.60
			Vendor Total: 58.60
GUGE, JANET	2013 0411Reim	1581	1,565.55
01 1100 319 0	Prof Dev, ReimJ Guge 2013 NAEA Natl Conv		1,565.55
			Vendor Total: 1,565.55
HOMETOWN LEASING	2013 0425 #22	1579	1,581.36
01 5000 610 0	REDEMPTION OF PRINCIPAL, Copier #22		1,581.36
			Vendor Total: 1,581.36
LAQUINTA	617876405	1566	415.80
01 2190 670 0	TRAVEL/MILEAGE, ST FCCLA Rooms		415.80
			Vendor Total: 415.80
MINDEN MACHINE SHOP INC	43730 GF	1576	31.53
01 1100 418 2	Vo Ag Welding Supplies		31.53
			Vendor Total: 31.53
NE CHILDREN'S GROUNDWATER FESTIVAL 2013	0410	1569	58.00
01 1100 419 0	StudentFees/Other, 4th Gr Meals, Grndwtr F		58.00
			Vendor Total: 58.00
NE FFA ASSOCIATION	2013 0410StConv	1570	506.00
01 2190 633 2	Dues/Entries/Fees-FFA, St Convention		506.00
			Vendor Total: 506.00
RIGHTWAY	2013 0329OFFICE	1571	914.27
01 2222 410 0	SUPPLIES, Libr R Haussermann		68.31
01 2410 410 0	SUPPLIES, Princ Intervws		94.48
01 2410 410 0	SUPPLIES, Elem Honors		72.63
01 1100 690 0	MISCELLANEOUS, Med Supplies		8.33
01 2610 410 0	SUPPLIES, Cust		398.76
01 2620 410 0	SUPPLIES, Grounds		20.79
01 1100 410 1	SUPPLIES, H Largent		77.29
01 1100 410 2	SUPPLIES, B Cleveland		156.18
01 1100 416 2	SCIENCE, S Kahrs		17.50
			Vendor Total: 914.27
SOURCE GAS	201002047413	1580	2,813.95
01 2610 321 0	FUEL/NATURAL GAS, Main		2,813.95

<u>Vendor Name</u>	<u>Invoice</u>	<u>Check #</u>	<u>Amount</u>	
<u>Account Number</u>	<u>Description</u>		<u>Amount</u>	
				Vendor Total: 2,813.95
UNIVERSITY OF NE-LINCOLN	2013 0410	1572	274.00	
	CDE			
01 2190 633 2	Dues/Entries/Fees-FFA, CDE		274.00	
				Vendor Total: 274.00
WELSH, GINA	2013	1577	91.10	
	0410Reim			
01 2750 336 0	GAS & OIL		86.10	
01 2190 633 2	Dues/Entries/Fees-FFA, St		5.00	
	FFA Parking			
				Vendor Total: 91.10
WIENS, WAYNE	20131F	1585	2,366.12	
01 2120 630 0	D/E/FEES Powerschl		2,366.12	
	Training, K Simmons			
				Vendor Total: 2,366.12
WRIGHT EXPRESS FSC	2013	1573	3,115.60	
	0331Stmnt			
01 2750 336 0	GAS & OIL		3,115.60	
				Vendor Total: 3,115.60
				Fund Total: 21,025.05
				Checking Account Total: 21,025.05

<u>PO Number</u>	<u>Invoice</u>	<u>Vendor Name</u>	<u>Invoice Date</u>	<u>Amount</u>
<u>Account Number</u>		<u>Description</u>	<u>Amount</u>	
Checking		1		
Checking		Fund: 01 GENERAL FUND		
	41613	ADVANCE EDUCATION	04/16/2013	725.00
01 2410 630 0		Fees, Accreditation Fees 2013-14 SY	725.00	
		Vendor Total:		725.00
	2013 0419Stmnt	ALMQUIST M.G. & LUTH	04/19/2013	100.00
01 2510 660 0		DATA PROCESSING, FLEX 2013 April	100.00	
		Vendor Total:		100.00
	2644	ALPHA REHABILITATION PC	03/29/2013	235.38
01 1216 313 1		PURCH SERV, SLP B Wagner March 2013	235.38	
	2675	ALPHA REHABILITATION PC	03/29/2013	154.21
01 1218 313 1		Purch Serv, PUPIL, OT B Wagner March 2013	154.21	
	2705	ALPHA REHABILITATION PC	04/30/2013	76.84
01 1218 313 1		Purch Serv, PUPIL, OT B Wagner, April 2013	76.84	
	2725	ALPHA REHABILITATION PC	04/30/2013	192.90
01 1216 313 1		PURCH SERV, SLP B Wagner April 2013	192.90	
		Vendor Total:		659.33
3628Les	4234542786	APPLE COMPUTER, INC.	03/26/2013	19.99
01 1100 410 2		SUPPLIES, Lion Lic	19.99	
		Vendor Total:		19.99
3616Les	4234813003	APPLE INC.	03/29/2013	38.00
01 1100 410 2		SUPPLIES, Dock Connect, S Roether	19.00	
01 1100 410 2		SUPPLIES, Extra	19.00	
		Vendor Total:		38.00
	3574381	BLUE CROSS BLUE SHIELD OF NEBRASKA	04/15/2013	459.54
01 1100 230 2		HEALTH INS, R Lienemann 5/2013	459.54	
		Vendor Total:		459.54
	1014175	BOB'S AUTO & TRUCK REPAIR	04/01/2013	356.20
01 2750 338 0		VEHICLE REPAIRS, 97 IH Bus	356.20	
		Vendor Total:		356.20
	2013221	CEI SECURITY & SOUND	05/03/2013	1,729.66
01 2620 315 0		ELEC WORK, Installed & Moved Cameras	1,729.66	
		Vendor Total:		1,729.66
	2013 0424Stmnt	CHARTER COMMUNICATIONS	04/24/2013	335.83
01 1100 382 2		DISTANCE ED MBPS Opt ethr	1,570.00	

<u>PO Number</u>	<u>Invoice</u>	<u>Vendor Name</u>	<u>Invoice Date</u>	<u>Amount</u>
<u>Account Number</u>		<u>Description</u>	<u>Amount</u>	
01 1100 382 2		intra 4/2013 DISTANCE ED, Univ Serv	21.83	
01 1100 382 2		DISTANCE ED, Adjustment	(1,256.00)	
Vendor Total:				335.83
	2013 0416Stmnt	CITY OF FRANKLN	04/16/2013	6,447.16
01 2610 322 0		ELECTRICITY	5,581.16	
01 2610 323 0		WATER & SEWER	264.00	
01 2610 324 0		GARBAGE DISPOSAL	602.00	
Vendor Total:				6,447.16
	2013 0412Stmnt	COBBLER INN	04/12/2013	3,008.28
01 2190 633 2		Dues/Entries/Fees-FFA St Conv Rms	3,008.28	
Vendor Total:				3,008.28
	2013 0508Reim	COLE, SONDR	05/08/2013	275.72
01 2760 332 0		MILEAGE TO PARENTS, Tif to CCC	275.72	
Vendor Total:				275.72
	21795	COMPUTER HARDWARE INC.	04/02/2013	288.00
01 2620 310 0		REPAIR SERVICES, MacBook - Elem Cart	288.00	
	21960	COMPUTER HARDWARE INC.	04/26/2013	214.00
01 2620 310 0		REPAIR SERVICES, MacBook HS Stdt	214.00	
Vendor Total:				502.00
	2013 0525Stmnt	COOPERATIVE PRODUCERS INC.	04/09/2013	55.80
01 2620 410 0		SUPPLIES	55.80	
Vendor Total:				55.80
	23244	CREATIVE TEACHER	04/17/2013	112.89
01 1100 410 1		SUPPLIES, L Hoffman	112.89	
Vendor Total:				112.89
	2013 0423	CULLIGAN OF KEARNEY	04/23/2013	10.50
01 2610 410 0		SUPPLIES, Rent Cold & Rm Temp Cooler	10.50	
Vendor Total:				10.50
	2013 0501Stmnt	DEARBORN NATIONAL LIFE INSURANCE COMPANY	05/01/2013	249.91
01 1100 260 1		LIFE INSURANCE	59.10	
01 1100 260 2		LIFE INSURANCE	94.81	
01 1190 260 0		LIFE INSURANCE	6.00	
01 1200 260 1		LIFE INSURANCE	6.00	
01 1200 260 2		LIFE INSURANCE	12.00	
01 1310 260 0		LIFE INSURANCE	1.20	

<u>PO Number</u>	<u>Invoice</u>	<u>Vendor Name</u>	<u>Invoice Date</u>	<u>Amount</u>
<u>Account Number</u>		<u>Description</u>	<u>Amount</u>	
01 2120 260 0		LIFE INSURANCE	6.00	
01 2222 260 0		LIFE INSURANCE	4.80	
01 2320 260 0		LIFE INSURANCE	10.50	
01 2410 260 1		LIFE INSURANCE	6.00	
01 2410 260 2		LIFE INSURANCE	1.50	
01 2610 260 0		LIFE INSURANCE	18.00	
01 4200 260 0		LIFE INSURANCE	6.00	
01 4310 260 0		LIFE INSURANCE	6.00	
01 1160 260 1		LIFE INSURANCE	6.00	
01 9001 260 0		Life INSURANCE	6.00	
			Vendor Total:	249.91
	656934-2	DUTTON-LAINSON CO.	04/22/2013	102.00
01 2610 410 0		SUPPLIES	102.00	
			Vendor Total:	102.00
3626Diana	6110046-0	EAKES OFFICE PLUS	04/19/2013	179.00
01 1100 530 2		FURNITURE/EQUIPMENT, File Cab, D Hammer	179.00	
	77632	EAKES OFFICE PLUS	04/25/2013	5,878.11
01 1100 410 1		SUPPLIES, Copies	2,939.05	
01 1100 410 2		SUPPLIES, Copies	2,939.06	
			Vendor Total:	6,057.11
	2013 0424Stmnt	ESU #9	04/24/2013	3,675.50
01 1219 313 2		Purch Serv,PUPIL,18+ Billiar,Hardt,Wilsn	3,675.50	
			Vendor Total:	3,675.50
	1647	ESU 11	04/02/2013	4,150.94
01 1100 410 1		SUPPLIES, Coop Paper Order	2,075.47	
01 1100 410 2		SUPPLIES, Coop Paper Order	2,075.47	
	1662	ESU 11	04/23/2013	900.00
01 1100 410 1		SUPPLIES, Online Reading Inst, Elem	900.00	
3640Renee	1674	ESU 11	04/25/2013	161.15
01 2222 410 0		SUPPLIES, World Bk Power Pck, Libr	161.15	
	2013 0507Email	ESU 11	05/07/2013	1,350.00
01 1310 630 0		DUES/ENTRIES/FEES, Summer School, 9 @150	1,350.00	
			Vendor Total:	6,562.09
	2013 0429Stmnt	FRANKLIN AUTO PARTS	04/29/2013	113.30
01 2610 410 0		SUPPLIES, Cust	2.14	
01 2750 337 0		TIRES & PARTS, Tire Sealant	28.96	
01 2750 336 0		GAS & OIL	82.20	
			Vendor Total:	113.30

<u>PO Number</u>	<u>Invoice</u>	<u>Vendor Name</u>	<u>Invoice Date</u>	<u>Amount</u>
<u>Account Number</u>		<u>Description</u>	<u>Amount</u>	
	2013 0331Stmnt	FRANKLIN COUNTY CHRONICLE	03/31/2013	535.12
01 2510 350 0		ADVERTISING/PRINTING	535.12	
		Vendor Total:		535.12
	2013 0407Stmnt	FRONTIER	04/07/2013	563.98
01 2510 342 0		TELEPHONE	563.98	
		Vendor Total:		563.98
3490Marcus	8748	FRUHAUF UNIFORMS INC	04/24/2013	1,693.69
01 1100 411 2		BAND, Uniforms	1,693.69	
		Vendor Total:		1,693.69
3638Les	50193029	GOVCONNECTION, INC	05/01/2013	443.34
01 1100 410 1		SUPPLIES, Proj Lamp, V Johnson	221.67	
01 1100 410 2		SUPPLIES, Proj Lamp, D Hammer	221.67	
		Vendor Total:		443.34
	2013 0501Reim	GUGE, JANET	05/01/2013	145.98
01 2750 336 0		GAS & OIL, Reim Fuel for Art Trip	145.98	
		Vendor Total:		145.98
	2013 0426Reim	HAMMER, DIANA	04/26/2013	9.96
01 1100 319 0		PROF DEV, Meals	9.96	
		Vendor Total:		9.96
	2013 0331Stmnt	HASTINGS TRIBUNE	03/31/2013	34.03
01 2510 350 0		ADVERTISING/PRINT, ReRoofing Bid	34.03	
		Vendor Total:		34.03
	3439	HENRY DOORLY ZOO	04/25/2013	124.00
01 2190 630 2		Fees-OTHER, 6th Gr Fld Trp	124.00	
		Vendor Total:		124.00
	2013 0525 #23	HOMETOWN LEASING	05/25/2013	1,581.36
01 5000 610 0		REDEMPTION OF PRINC, Copier	1,581.36	
		Vendor Total:		1,581.36
	57203	HUMMERT INTERNATIONAL	03/27/2013	8.71
01 1100 418 2		Vo Ag, Sharpener	8.71	
		Vendor Total:		8.71
3223Brittany	67724	INSECT LORE	04/11/2013	20.98
01 1100 410 1		SUPPLIES, B Marks	20.98	
		Vendor Total:		20.98

<u>PO Number</u>	<u>Invoice</u>	<u>Vendor Name</u>	<u>Invoice Date</u>	<u>Amount</u>
<u>Account Number</u>		<u>Description</u>	<u>Amount</u>	
3618Marcus	3340659	JW PEPPER & SON INC.	03/20/2013	41.86
01 1100 411 2		BAND, Music, M Price	41.86	
3618-2Marcus	3341689	JW PEPPER & SON INC.	03/27/2013	4.00
01 1100 411 2		BAND, Music, M Price	4.00	
Vendor Total:				45.86
	2013 0505Stmnt	KEARNEY HUB	05/05/2013	145.40
01 2510 350 0		ADVERTISING/PRINT, Classifieds	145.40	
Vendor Total:				145.40
	361551	LOCK & SAFE OF KEARNEY	03/27/2013	146.50
01 2620 310 0		REPAIR SERVICES, Rekey 1 Lock	146.50	
Vendor Total:				146.50
	50398357	MATHESON TRI-GAS, INC	03/31/2013	31.70
01 1100 413 2		INDUSTRIAL ARTS	15.85	
01 1100 418 2		Vo Ag & FCS	15.85	
	50426404	MATHESON TRI-GAS, INC	04/30/2013	31.00
01 1100 413 2		INDUSTRIAL ARTS	15.50	
01 1100 418 2		Vo Ag & FCS	15.50	
Vendor Total:				62.70
3633Pat	13003	MIDWEST FLOOR SPECIALISTS	04/22/2013	4,373.90
01 2610 410 0		SUPPLIES, Custodial	4,373.90	
Vendor Total:				4,373.90
	14595	MIERAU & CO PC	03/31/2013	350.00
01 2510 660 0		DATA PROCESSING, Payroll 3/2013	350.00	
Vendor Total:				350.00
	AXT0313	MOSAIC	04/12/2013	2,890.75
01 1200 370 1		TUITION PD Other SPED, Level III,B Wagnr	2,837.60	
01 1218 313 1		PurchServ,PUPIL, OT B Wagner	53.15	
Vendor Total:				2,890.75
	8449915	NCS PEARSON INC	05/23/2013	3,417.50
01 2190 690 0		MISC,POWER SCHOOL 5/23/13 -5/22/14	3,417.50	
Vendor Total:				3,417.50
	2013-14 Kahrs	NCSA	05/10/2013	570.00
01 2410 630 0		FEES, 2013-14 SY S Kahrs	570.00	
	2013-14 Member	NCSA	05/10/2013	335.00
01 2410 630 0		FEES, 2013-14 Dues, A Boettcher	335.00	

Board Report - Detail

Unposted; Batch Description 2013 0513 General Fund Claims To Pay

<u>PO Number</u>	<u>Invoice</u>	<u>Vendor Name</u>	<u>Invoice Date</u>	<u>Amount</u>
<u>Account Number</u>		<u>Description</u>	<u>Amount</u>	
	2013-14 SY Ken	NCSA	05/10/2013	771.00
01 2320 630 0		FEES, 2013-14 SY K Schroeder	771.00	
		Vendor Total:		1,676.00
	2013 0506	NEBRASKA COACHES ASSOCIATION	05/06/2013	40.00
01 2410 630 0		FEES, Prof Dues Admin, AD A Boettcher	40.00	
		Vendor Total:		40.00
	2013-14	NEBRASKA FUTURE PROBLEM SOLVING	04/01/2013	520.00
01 1310 630 0		DUES/ENTRIES/FEES, FPS Teams	520.00	
	2013-20	NEBRASKA FUTURE PROBLEM SOLVING	04/01/2013	390.00
01 1310 630 0		DUES/ENTRIES/FEES, FPS Teams	390.00	
		Vendor Total:		910.00
	HP32612	NEBRASKA TRUCK CENTER INC	04/19/2013	470.80
01 2750 338 0		VEHICLE REPAIRS, Tow 06 Bus	470.80	
		Vendor Total:		470.80
	2013 0430Stmnt	NETS	04/01/2013	1,000.00
01 2310 630 0		FEES, E Meetings	1,000.00	
		Vendor Total:		1,000.00
	2013 0501	NORTHEAST AUTO	05/01/2013	80.25
01 2750 338 0		VEHICLE REPAIRS, Emerg Aid Van, Art Trp	80.25	
		Vendor Total:		80.25
	2013 0402Stmnt	OK TIRE STORE	04/02/2013	15.50
01 2760 338 0		VEH REPAIRS, Silver Dodg Tire Rpr	15.50	
	2013 0501Stmnt	OK TIRE STORE	05/01/2013	897.50
01 2620 410 0		SUPPLIES, Mower	14.50	
01 2760 337 0		TIRES & PARTS, Maroono Van	883.00	
		Vendor Total:		913.00
	2211- 20130430	ONE SOURCE	04/30/2013	15.00
01 2320 690 0		MISC,J Silas	15.00	
		Vendor Total:		15.00
	2013 0430	PAVELKA TRUCK & TRAILER	04/30/2013	1,957.60
01 2750 338 0		VEHICLE REPAIRS, 05 Bus	1,957.60	
		Vendor Total:		1,957.60
	2013 0324 Stmnt	PERRY, GUTHERY, HAASE & GESSFORD, PC, LLO	03/24/2013	75.00
01 2310 317 0		LEGAL SERVICES	75.00	

<u>PO Number</u>	<u>Invoice</u>	<u>Vendor Name</u>	<u>Invoice Date</u>	<u>Amount</u>	
<u>Account Number</u>		<u>Description</u>	<u>Amount</u>		
				Vendor Total:	75.00
	2013 0428Stmnt	PLANK LUMBER & HARDWARE	04/28/2013	128.91	
01 2610 410 0		SUPPLIES, Custodial		73.06	
01 2620 410 0		SUPPLIES, Grounds		55.85	
				Vendor Total:	128.91
	2013 0430Stmnt	PRESTO-X	04/30/2013	235.20	
01 2620 310 0		REPAIR SERVICES, I# 30036594 Febr 2013		117.60	
01 2620 310 0		REPAIR SERVICES, I# 30070349 April 2013		117.60	
				Vendor Total:	235.20
	2013 0413Reim	PRICE, MARCUS	04/13/2013	45.66	
01 2190 631 2		Dues/Entries/Fees, Music Cont Meals		45.66	
				Vendor Total:	45.66
	2013 0501Stmnt	PRINCIPAL LIFE/DEPT. 900	05/01/2013	1,089.00	
01 1100 290 1		DISABILITY INSURANCE		220.79	
01 1100 290 2		DISABILITY INSURANCE		401.14	
01 1190 290 0		DISABILITY INSURANCE		18.10	
01 1200 290 1		Disability Ins, OTHER BENEFITS		39.33	
01 1200 290 2		Disability Ins, OTHER BENEFITS		70.46	
01 1240 290 0		DISABILITY INSURANCE		9.72	
01 1310 290 0		DISABILITY INSURANCE		5.77	
01 2120 290 0		Disability, OTHER BENEFITS		21.22	
01 2222 290 0		DISABILITY INSURANCE		23.06	
01 2320 290 0		DISABILITY INSURANCE		63.60	
01 2410 290 1		DISABILITY INSURANCE		37.74	
01 2410 290 2		DISABILITY INSURANCE		28.38	
01 2610 290 0		DISABILITY INSURANCE		43.68	
01 4200 290 0		Disability,OTHER BENEFITS		35.28	
01 4310 290 0		Disability, OTHER BENEFITS		15.43	
01 1160 290 1		Disability,OTHER BENEFITS		25.95	
01 9001 290 0		Disability,OTHER BENEFITS		29.35	
				Vendor Total:	1,089.00
3642Diana	2143447	QUILL CORPORATION	04/23/2013	80.99	
01 1100 410 2		SUPPLIES, Bulletin Board, D Hammer		80.99	
3646Jan	2316814	QUILL CORPORATION	04/30/2013	141.87	
01 2410 410 0		SUPPLIES, J Weiss		141.87	
				Vendor Total:	222.86
151616		REP VALLEY ANIMAL CENTER	05/08/2013	52.88	

<u>PO Number</u>	<u>Invoice</u>	<u>Vendor Name</u>	<u>Invoice Date</u>	<u>Amount</u>
<u>Account Number</u>		<u>Description</u>	<u>Amount</u>	
01 1100 410 2		SUPPLIES, ID Tags	52.88	
		Vendor Total:		52.88
	2090285	Resources For Educators	04/01/2013	219.00
01 4200 410 0		SUPPLIES, Recipes for Success	219.00	
		Vendor Total:		219.00
	2013 0404Reim	ROCKER, DAVID	04/04/2013	21.39
01 1100 418 2		Vo Ag	21.39	
	2013 0405Reim	ROCKER, DAVID	04/05/2013	109.29
01 2190 633 2		Dues/Entries/Fees-FFA, Parking St Conv	14.00	
01 2750 336 0		GAS & OIL, Fuel St FFA Conv	95.29	
		Vendor Total:		130.68
	2013 0409Reim	SCHEGG, SANDRA	04/10/2013	19.00
01 2190 630 2		Dues/Entries/Fees-OTHER, Parking FCCLA	19.00	
		Vendor Total:		19.00
3606Janet	208109961841	SCHOOL SPECIALTY	03/07/2013	19.33
01 1100 414 2		ART Supplies	19.33	
3606-2Janet	208109975956	SCHOOL SPECIALTY	03/08/2013	8.18
01 1100 414 2		ART Supplies	8.18	
		Vendor Total:		27.51
	2013 0424Mtg	SCHROEDER, KENNETH	04/24/2013	67.80
01 2320 670 0		TRAVEL/MILEAGE, 120@.565	67.80	
	2013 0424Reim	SCHROEDER, KENNETH	04/24/2013	59.89
01 2320 670 0		TRAVEL/MILEAGE106@ .565	59.89	
		Vendor Total:		127.69
	2013 0501	Schutz, Jennifer	05/01/2013	197.15
01 1218 313 2		Purch Serv,PUPIL OT M Ignowski	197.15	
		Vendor Total:		197.15
3627Shannette	1374	SCIKITS.COM INC	03/26/2013	41.63
01 1100 416 2		SCIENCE, S Kahrs	41.63	
		Vendor Total:		41.63
	9220	SHAD'S AUTO, INC.	04/27/2013	539.84
01 2750 338 0		VEHICLE REPAIRS, 99 IH Bus	539.84	
	9260	SHAD'S AUTO, INC.	04/27/2013	451.57
01 2750 338 0		VEHICLE REPAIRS, 99 IH Bus	451.57	
		Vendor Total:		991.41

<u>PO Number</u>	<u>Invoice</u>	<u>Vendor Name</u>	<u>Invoice Date</u>	<u>Amount</u>
<u>Account Number</u>		<u>Description</u>	<u>Amount</u>	
01 2610 321 0	201090914384	SOURCE GAS	04/29/2013	2,631.09
		FUEL/NATURAL GAS, Main	2,631.09	
01 2610 321 0	201090914385	SOURCE GAS	04/29/2013	206.13
		FUEL/NATURAL GAS, Bus Barn	206.13	
01 2610 321 0	201713760999	SOURCE GAS	04/26/2013	395.52
		FUEL/NATURAL GAS, Greenhouse	395.52	
Vendor Total:				3,232.74
01 1240 319 0	2013 0313	STATE OF NE-FIRE MARSHALL	05/01/2013	60.00
		PURCHASED SERVICES, Inspection	60.00	
Vendor Total:				60.00
01 1100 382 2	805746	STATE OF NEBRASKA	04/01/2013	222.15
		DISTANCE EDUCATION, Mar 2013	222.15	
Vendor Total:				222.15
01 2610 410 0	304260706	SYSCO LINCOLN	04/26/2013	95.76
		SUPPLIES, Trash Bags	95.76	
Vendor Total:				95.76
01 1100 410 1	13-03598-B	UNIVERSITY OF OREGON	04/03/2013	146.00
		SUPPLIES, Assessmnt Data 12-13 SY	146.00	
Vendor Total:				146.00
01 2510 342 0	5912501	VERIZON BUSINESS	04/25/2013	161.71
		TELEPHONE	161.71	
Vendor Total:				161.71
01 2510 342 0	9702774694	VERIZON WIRELESS	04/06/2013	253.14
		TELEPHONE	253.14	
Vendor Total:				253.14
01 2750 336 0	2013 0424Reim	VETTER, CLARK	04/24/2013	26.00
		GAS & OIL	26.00	
01 1100 411 2	2013 0510Reim	VETTER, CLARK	05/10/2013	72.72
		BAND, Wheels for storage rack	72.72	
Vendor Total:				98.72
01 1100 414 2	2013 0416Stmnt	WALMART COMMUNITY GEMB	04/16/2013	3.67
		ART, Supplies J Guge	3.67	
Vendor Total:				3.67
01 2410 410 0	2013 0415Reim	WEISS, JANET	04/14/2013	19.99
		SUPPLIES, Day Planner J Weiss	19.99	

<u>PO Number</u>	<u>Invoice</u>	<u>Vendor Name</u>	<u>Invoice Date</u>	<u>Amount</u>
<u>Account Number</u>		<u>Description</u>	<u>Amount</u>	
			Vendor Total:	19.99
	1423	WOODWARD'S DISPOSAL SERV INC	04/22/2013	47.50
01 2510 690 0		MISC, Doc Destruction	47.50	
			Vendor Total:	47.50
			Fund Total:	63,197.18
			Checking Account Total:	63,197.18

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 chair 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 chair may order persons who are disorderly to be removed from the meeting.

Legal Reference:	§§ 79-570; 79-571; § 84-1411 (3) and (6); § 84-1412 (1) and (3)
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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.

Legal Reference:	§ 84-1412 (7)
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C. Record

Members of the public may use recording devices (tape recorder, video camera, etc.) to record any part of a meeting of a public body, except for closed sessions. No recording, other than note taking, shall be done without informing the President in advance. 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.

Legal Reference:	§ 84-1412 (1)
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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.

Legal Reference:	§ 84-1412 (8)
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E. Speak

Members of the public will be permitted to speak at Board meetings at which a public forum is on the Agenda. Members of the public may also speak when invited to make a presentation or when recognized by the chair. The Board is not required to allow members of the public to speak at each meeting. However, the Board will not forbid public participation at all meetings.

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

Members of the public who desire to address the Board will be required to identify themselves.

The President or chair for the meeting shall have the authority to establish reasonable time limits for individual speakers and for the duration of public forum sessions.

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:

§ 84-1412 (1) (2) and (3)

Elementary/Middle School Principal's Report

There is Music in the Air!

Cambridge Music Contest

Elementary and Middle School Band students traveled to Cambridge for music contest on Saturday, April 13th. Our students achieved all 1's and 2's on their performance. Mr. Price shared that we were the only school to do so.

- 1-Superior
- 2-Excellent
- 3- Good
- 4-Fair

Kirsten Plank/Taylor Wilson - Superior and Top (1st) JH Brass Ensemble
Ethan Vansyckle – Excellent
Alyson Lunsford – Superior
Makaylin Kahrs – Superior
Claire Harrison – Superior
Moriah Aberle – Excellent
Abe Schroeder – Superior
Selena Bloos – Excellent
Claire Harrison/Alexis Plank – Superior
Lilia Aberle – Superior and 2nd in JH Percussion
Cassie Saathoff/Andrea Jackson – Excellent
Abe Schroeder/ Marc Osantowski – Excellent
McKenna Haussermann/ Andrea Jackson– Excellent
Sophia Schroeder – Excellent
Moriah Aberle/Karsen Bower – Excellent
Sophia Schroeder/Selena Bloos – Excellent
Abigail Cleveland – Superior and 3rd in Elementary Percussion
Jasmin Wengler – Superior and 2nd in Elementary Percussion
Abigail Cleveland/Jasmin Wengler – Superior
Jessica James/Alyson Lunsford - Excellent

5th and 6th Grade Honor Band and Choir

Students from the 5th and 6th grade class spent the day singing and playing in Holdrege on April 27th. Mrs. Antholz and Mr. Price took the group up for an all day practice session with guest instructors and an afternoon performance. Students participating in the day were:

The elementary spring concert is scheduled for Tuesday, May 7th at 7:00pm.

Middle School Quiz Bowl

The middle school quiz bowl ended their season with a 3rd place finish in Minden Monday, March 4, at C.L. Jones Middle School. The team won some very close, tough matches to come up with the 3rd place finish. Coach Becky Cleveland, Lilia Aberle, Kirsten Plank, Captain Trent Christiancy, Josiah Vauthrin, and Dayna James. Front Row: Drew Goosic, Haley Shannon, Mercedes DeJonge, Jordan Wilbur, and Owen Grube.



BIG RED STARS 2013

Big Red Stars is a recognition program honoring eighth grade students from the state of Nebraska who showcase promising academic talent, leadership or perseverance. The Big Red Stars Award Ceremony and Formal Program was held on April 30, 2013 at the Lied Center hosted by the Office of Admissions and Education Quest. Franklin students participating in the ceremony were Owen Grube and Michael Douglass. Following the ceremony students and their families were invited to attend a picnic luncheon and could participate in other activities on the UNL campus.

Invention Convention

The Annual Invention Convention was held April 15th at Pioneer Village. Franklin had 27 students presenting inventions in Minden. The display boards will be in the lunchroom on the night of the elementary concert for the community to view. I was impressed with the quality of the inventions and the great display boards our students created. You could tell that the students, parents and their sponsor, Mrs. Cleveland had spent a great deal of time on the inventions. Students who received

3rd grade - 2nd place Barrett Haussermann & Ayden Molzahn for The Rabbit Funnel
3rd place Emily Rutt – Step and Reach

4th grade - 2nd place Jacob Lunsford - Exercise Math Game
1st place Kirsten Herrick – Pigmania App

5th grade - 1st place Claire Harrison – iBake (and 5th grade overall Champion),
2nd place Alyson Lunsford – iUmbrella, 3rd place Andrea Schurman – Pic Tac,
1st place Abby Cleveland and Ava Goosic – Save Me Light, 3rd place Jasmin Wengler
– Side-ways Seat Belt

6th grade
2nd place Emma Goosic & MaKayla Weiss – Crunchback
1st place Sam Gerdes – Emergency Preparedness Pack (6th grade overall Champion)

ELIGIBILITY

Position	hrs./day	x	days worked	/	wks. worked	EQUALS
<u>Secretary 1</u>	<u>7.75</u>		<u>190</u>		<u>46</u>	
<u>Secretary 2</u>	<u>7.75</u>		<u>198</u>		<u>46</u>	
Para Ed. (9)	7		178		42	
Cooks (3)	7		178		42	
Custodian 3	7		178		42	

AFFORDABILITY

	hrs./day	x	hrly. Rate	x	days worked	EQUALS
<u>Secretary 1</u>	<u>7.75</u>		<u>12.35</u>		<u>190</u>	
<u>Secretary 2</u>	<u>7.75</u>		<u>15.7</u>		<u>198</u>	
Para Ed. (9)	7		11.89		178	
Cooks (3)	7		9.72		178	
Custodian 3	7		11.6		178	

PENALTY

#1 - Not offering single insurance coverage to eligible full-time employees and if at least one employee purchase insurance on the exchange.

$$\begin{aligned} & \text{\#of full-time employees - 30) x \$2000} \\ & 40 - 30 = 10 \times 2000 = 20,000 \end{aligned}$$

#2 0 Not offering affordable single insurance coverage based on 9.5% of the employee's income a single insurance coverage

$$\begin{aligned} & \text{Equals } 3000 \times \text{number of Employees purchasing insurance on the exchange.} \\ & 3000 \times 2 = \$6000 \end{aligned}$$

TOTAL PENALTIES EQUALS

\$26,000

Avg. Weekly Hours

32.01086957

33.35869565

29.66666667

29.66666667

29.66666667

Annual Salary

\$18,185.38 \$4,313.39 **\$4,313.39**

\$24,091.65 \$3,752.29 **\$3,752.29**

\$14,814.94 \$4,633.58 \$41,702.23

\$12,111.12 \$4,890.44 \$14,671.33

\$14,453.60 \$4,667.91 \$4,667.91
\$69,107.15

Employee receives a premium credit used to

and/or Not offering acceptable

"Big or Small" Staff Calculations-Franklin Public Sch

Part-Time Positions	hrs./day	X	days worked	X	number of:	EQUALS
Bookkeeper's Assistant	3.5		20		1	
Paras (35)	7		20		6	
Para (40)-Sheryl	7		20		1	
Para (28)-Kathy	7		16		1	
Para (14) - Kelsey	7		8		1	
Part-Time Para (Janet K.)	7		16		1	
Cook's Assistant (35)	7		20		1	
Cook's Assistant (32.5)	6.5		20		1	
Cook's Assistant (27.5)	5.5		20		1	
Drivers	2.7		20		4	
TOTALS	60.2		180		18	

Full-Time Position	hrs./day	x	days worked	x	number of:	EQUALS
Teachers	8		20		35	
Secretary	8		20		1	
Bookkeeper	8		20		1	
Admin	8		20		3	
Transportation Coordinator	8		20		1	
Head Cook	8		20		1	
Custodians	8		20		2	
TOTALS	56		140		44	

ools

Total Hours	AVG. Based on 177 Work Days & 42 Week Calendar
70	14.75
840	29.5
140	29.5
112	29.5
56	29.5
112	29.5
140	29.5
130	27.39285714
110	23.17857143
216	11.37857143
1926	16.05

Total Hours

- 5600 School Insured
- 160 Outside Insured
- 160 School Insured
- 480 School Insured
- 160 School Insured
- 160 School Insured
- 320 School Insured

344960

EMPLOYEES =

44

60.05



EHA Announces a Lower Cost Plan Option

On April 29, 2013 the EHA Board approved a new plan design that will be available to large and small EHA employers to offer as the benefit plan to any existing or new EHA subgroup. This new plan option will be available with an effective date of September 1, 2013.

The new plan will have a \$4,000 deductible and will cover 70% of expenses until the out of pocket deductible and member coinsurance of \$6,350 is met, and then the plan will cover 100% of expenses thereafter for employee only coverage, with tiers covering dependents generally twice these amounts. The plan will be priced 25% below the cost of the current EHA \$750 deductible plan. A further description of benefits and premium rates follow this announcement.

The Educators Health Alliance (EHA) Board previously announced the development of a lower cost plan(s) to meet needs resulting from health reform developments of shared responsibility requirements for large employers and health insurance exchanges which will be available for small employers. For more information please refer to the following link:

<http://www.ehaplan.org/sites/default/files/Educators%20Health%20Alliance%20ACA%20Low%20Cost%20Plans%20Announcement.pdf>

The shared responsibility requirements for large employers to avoid shared responsibility payments or 'penalties' include the requirement that a benefit plan offered by a large employer meet or exceed a benefit minimum of 60% as calculated on a federal Minimum Value (MV) calculator. The new EHA benefit plan meets this minimum value requirement.

A word about Bronze plans. Under the Affordable Care Act (ACA) benefit plans in the statewide 'single risk pools' of insurers that participate in the health insurance exchanges will be limited to only plans designated as Platinum, Gold, Silver and Bronze that are determined on a federal Actuarial Value (AV) calculator as having actuarial values of 90%, 80%, 70%, and 60%, respectively. This calculator approximates the portion of medical expenses that are paid by the health insurance coverage. While our new \$4,000 deductible coverage is not part of a so designated 'single risk pool', (our plan is rather part of the EHA), we have calculated the actuarial value of 60% for this plan on the federal actuarial value calculator. So while it is not officially a "Bronze" plan, it is a plan that has benefit coverage with a similar actuarial value as plans that will be designated as Bronze.

If you have any further questions please contact Greg Long EHA Field Representative greg@ehaplan.org or 402-440-1358, or your BCBSNE Regional Representative.

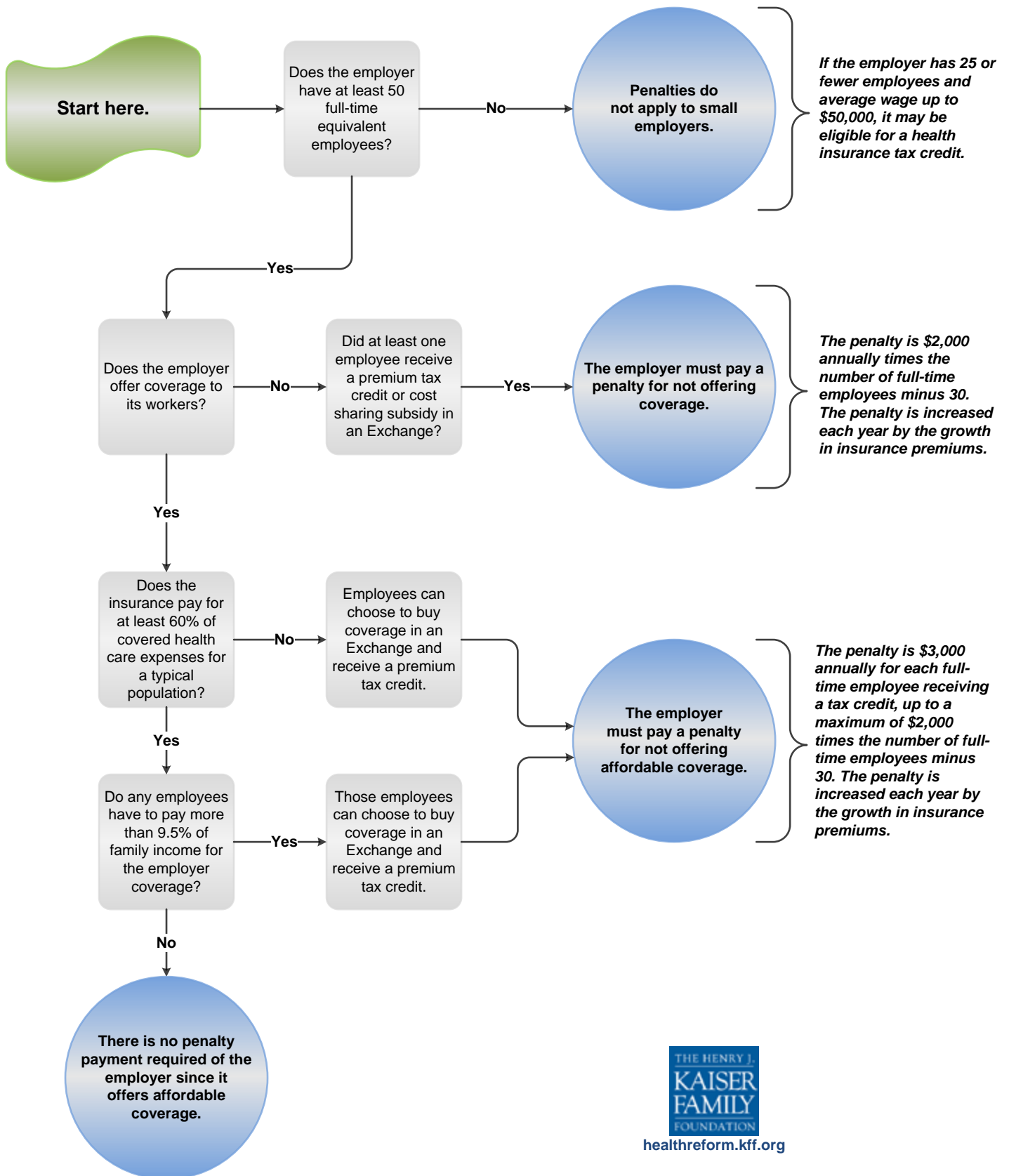
Beth Kernes Krause
Chair EHA Board of Directors

Educators Health Alliance
2013-14 Benefit Summary for HSA-Eligible \$4,000 Deductible Plan

Benefit Item	Preferred	Non-Preferred
This Plan is Available on a Subgroup-wide Basis Only		
Employee Only Deductible	\$4,000	\$8,000
Family Deductible	\$8,000	\$16,000
Family Deductible Basis	Embedded	Embedded
Coinsurance		
	30%	50%
Individual Coinsurance Out-of-Pocket Maximum	\$2,350	\$4,700
Family Coinsurance Out-of-Pocket Maximum	\$4,700	\$9,400
<i>Excludes Deductible</i>		
Lifetime Maximum		
	Unlimited	
Office Visit Copay		
	Ded & Coins	
Inpatient Hospital		
	Ded & Coins	
Outpatient Hospital		
	Ded & Coins	
Emergency Services		
	Ded & Coins	
Prescription Drugs		
Generic Copay	Ded & Coins	
Formulary Brand Copay	Ded & Coins	
Non-Formulary Brand Copay	Ded & Coins	
In Network Specialty Copay (30 Day Supply)	Ded & Coins	
Out of Network Specialty Copay (30 Day Supply)	Ded & Coins	
Formulary Diabetic Supplies	Ded & Coins	
Non-Formulary Diabetic Supplies	Ded & Coins	
Ostomy Supplies	Ded & Coins	
Maximum Copay - Single	n/a	
Maximum Copay - Family	n/a	
Mail Order Maximum	180 Days Supply	
Mail Order Copay	Ded & Coins	
Preauthorization Programs Included	Gastroprotective NSAIDs and Proton Pump Inhibitors	
Preventive Services		
	Covered at 100%	
Mental Health and Substance Abuse		
Inpatient	Ded & Coins	
Outpatient	Ded & Coins	

	Standard Rates Effective 9/1/13
Employee Only	\$386.10
Employee & Child(ren)	\$714.30
Employee & Spouse	\$810.82
Employee, Spouse, & Children	\$1,088.72

Penalties for Employers Not Offering Affordable Coverage Under the Affordable Care Act Beginning in 2014



Apple Inc. Education Price Quote

Customer: Les Sidlo
FRANKLIN PUBLIC SCHOOLS
3084256283 phone
lsidlo@esu11.org email
3084256553 3084256553

Apple Inc: Andrew Threlkeld
12545 Riata Vista Circle
MS: 183-IES
Austin, TX 78727
512-674-6348 ph
800-5900325 fax
athrelkeld@apple.com email

Apple Quote: 2200684728
Quote Date: 6-May-2013
Quote Valid Until: 5-Jun-2013

Quote Comments:
#2

	Part Number	Details & Comments	Qty	Unit List Price	Extended List Price
1	BH612LL/A	MacBook Air 5-pack w/APP (11"/1.7GHz i5/4GB/64GB flash storage/Intel HD Graphics 4000) w/AppleCare Protection Plan	10	5,560.00	55,600.00
2	H1597ZM/B	Brenthaven Trek Sleeve for MacBook	50	19.95	997.50
3	TP240LL/A	Brenthaven Twenty Pack Shoulder Strap	2	49.95	99.90
4	TX323LL/A	Bretford Mobility Cart 30 for MacBook	1	1,799.95	1,799.95
5	MC747LL/A	Apple 45W MagSafe Power Adapter for MacBook Air	5	79.00	395.00
6	MC461LL/A	Apple 60W MagSafe Power Adapter (for MacBook and 13-inch MacBook Pro)	5	79.00	395.00
7	MB572Z/B	Mini DisplayPort to VGA Adapter	11	29.00	319.00
8	MD564ZM/A	Apple USB SuperDrive	2	79.00	158.00
Edu List Price Total					59,764.35
- eWaste Fee / Recycling Fee					0.00
Extended Total Price*					59,764.35

**In most cases Extended discounted Total price does not include Sales Tax
If applicable, eWaste/Recycling Fees are included. Standard shipping is complimentary

Completing your order is easy:

*Reference Apple Quote number 2200684728 on your Purchase Order
*Fax a copy of this quote along with your Purchase Order to 800-5900325:

Apple Inc.
12545 Riata Vista Circle
MS: 183-IES
Austin, TX 78727

THIS IS A QUOTE FOR THE SALE OF PRODUCTS OR SERVICES. YOUR USE OF THIS QUOTE IS SUBJECT TO THE FOLLOWING PROVISIONS:

ANY ORDER THAT YOU PLACE IN RESPONSE TO THIS QUOTE WILL BE GOVERNED BY (1) ANY CONTRACT IN EFFECT BETWEEN APPLE INC. ("APPLE") AND YOU AT THE TIME YOU

**FRANKLIN PUBLIC SCHOOLS
TEACHER'S CONTRACT**

THIS CONTRACT made by and between the School District of Franklin, No. 506 in the County of Franklin, in the State of Nebraska, hereinafter referred to as the District and **Jamie Silas** a legally qualified teacher, hereinafter referred to as Teacher.

WITNESSETH: That the Board of Education of the District hereby agrees to employ the Teacher above named in the schools of the District for a school year, which shall begin on or about **August 1, 2013**, and will run through the close of the **2013-2014** school year. The Teacher hereby agrees to accept such employment at a salary of **\$35,923** and under the following conditions.

FTE: 1

VIZ: BA+27	Step 7, Index 1.39	\$43,333	Elementary Teacher
	Year 5	\$2,058	Assistant MS/HS Volleball

TOTAL **\$45,391**

****SALARY WILL BE DEPENDENT UPON PLACEMENT ON THE SALARY SCHEDULE AS NEGOTIATED WITH THE FRANKLIN TEACHERS ASSOCIATION.**

FIRST: The salary of the Teacher shall be payable in 12 equal installments. The first installment shall be payable on the 20th day of September, 2013 , and the remaining installments shall be payable on the 20th day of each month thereafter.

SECOND: The Teacher hereby agrees to be governed by the policies of the Board of Education of the District and that the teaching duties to be performed by him/her under this contract shall be subject to assignment and supervision by the Superintendent of the District with the approval of the Board; and further agrees to devote full time, during days of school to his/her position and in all respects, to diligently and faithfully perform the assigned duties as teacher to the best of his/her professional ability.

THIRD: In addition to the normal duties traditionally required of teachers, the Teacher may be assigned such "extra-duty" assignments as defined by Board Policy, which shall be upon such terms and conditions and at such additional rate of compensation as the Teacher and the District may agree upon; Provided, that assignments are made as necessitated by school programs and may be amended or deleted at the discretion of the Board at the conclusion of any contract period.

FOURTH: During a school year covered by this agreement, in the event the Teacher violates any of the provisions of this agreement, or performs any act or does anything which is materially harmful to the employer, or which, substantially inhibits the Teacher's ability to discharge the duties as set forth herein, including, but not limited to (a) becoming legally disqualified to teach in the State of Nebraska; (b) participation in any fraud; (c) causing any intentional damage to property; (d) engaging in any unlawful act; (e) becoming physically or mentally disabled; (f) insubordination; (g) neglect of duty; or (h) immorality; then the Teacher may be discharged; provided the Teacher has been given an opportunity for and due notice of a hearing before the Board prior to official action being taken. Nothing contained herein shall prevent the suspension of the teacher, with pay, from his/her duties during the pendency of such proceedings.

FIFTH:

Any contract or renewal agreement is contingent upon the successful completion of the contract contained herein. Any violations of the conditions of this contract may be considered cause for termination of a subsequent contract.

... over ...

SIXTH: That upon termination of this contract for any cause, the compensation paid or to be paid hereunder shall be an amount which bears the same ratio to the yearly salary herein specified. Any unearned fractional portion of an installment paid but not earned prior to termination of the contract shall be refunded by the Teacher.

SEVENTH: There shall be no penalty for release or resignation by the Teacher from this contract; Provided no resignation shall become effective until the close of the school year unless accepted by the Board of Education of the District and the Board shall fix the time at which the resignation is to take effect.

EIGHTH: This contract shall conform to the regulations governing deductions from the above stated compensation with reference to Withholding Tax, Social Security and Teacher's Retirement. Other deductions may be withheld as agreed to by the parties of this contract.

NINTH: The Teacher hereby affirms that he/she is not under contract with another School Board or Board of Education within this State covering a part or all of the same time of performance as is contemplated by this agreement. The Teacher further affirms that at the beginning of the term of this contract he/she holds or will hold a NEBRASKA CERTIFICATE, which is or will be in full force and effect for the period covered by this contract. It is understood and agreed that this contract is not valid until the Teacher's certificate, as herein listed, is registered in the office of the County Superintendent of Schools in this County and that the Teacher shall not be compensated for any services performed prior to the date of registration of this certificate.

TENTH: Terms and conditions set forth in this agreement shall be subject to such wages and conditions of employment as may be mutually agreed upon by and between the Board and teachers or a duly recognized collective bargaining agent for said teachers, and said agreement, when reduced to writing, and executed by the parties, shall be deemed to be included herein by reference and shall become a part hereof.

ELEVENTH: Hereafter, this contract may be continued by a separate, annual written "Renewal Agreement", which shall incorporate all the provisions hereof by reference, except as stated on such Renewal Agreement. Renewal Agreements must be executed by the Teacher and delivered to the Superintendent of Schools or the Secretary of the Board of Education of the District within fifteen calendar days of receipt thereof from the District.

TWELFTH: That if the Teacher does not accept and deliver one signed copy of this contract to the Superintendent of Schools or to the Secretary of the Board of Education of the District on or before **May 17th, 2013**, this contract is null and void.

Executed: May 13th, 2013


Teacher Signature

Executed: May 13th, 2013

School District of Franklin
No. 506 County of Franklin

Attest

Secretary

President

Subject: RE: Please respond NS - Paid Lunch Equity: School Year 2013-2014 Calculations and Tool
Date: Tuesday, April 23, 2013 9:10:49 AM CT
From: Davis, Sharon L
To: Benes, Bev
CC: kenneth.schroeder@fpsflyers.org

Ken: Your PLE calculator was forward to me for review. Your calculations look correct and I'm guessing that you took more than a 10 cent increase to your prices last year??? The maximum USDA will require a school to increase is 10 cents, and the credits from previous years are carried forward to the following years. You should be able to see the credit in last year's PLE if you saved it to your computer.

I always encourage schools to raise their prices if they are behind the goal of \$2.59 because the price of food keeps going up and the district just gets further behind. But the decision is ultimately the district's decision. Please call if you have any questions of what I've stated or the calculator itself.

Sharon L. Davis, MS, RD.
Assistant Director, Nutrition Services
Nebraska Department of Education
301 Centennial Mall
P.O. Box 94987
Lincoln, NE 68509
Phone: 402-471-3559 or
In state: 1-800-731-2233
Fax: 402-471-4407
sharon.L.davis@nebraska.gov



From: Benes, Bev
Sent: Tuesday, April 23, 2013 8:23 AM
To: Davis, Sharon L
Subject: Please respond NS - Paid Lunch Equity: School Year 2013-2014 Calculations and Tool

Bev Benes
Director, Nutrition Services

From: Ken Schroeder [<mailto:kenneth.schroeder@fpsflyers.org>]
Sent: Monday, April 22, 2013 9:33 PM
To: Benes, Bev

Step 1	
Enter the SY 2012-13 Unrounded Price Requirement in the box below	SY 2013-14 Weighted Average Price Requirement
<i>This is can be found in Section 1: Box A of the SY2012-2013 REPORT from the SY 2012-13 tool or you may find it below (Price 2)</i>	Requirement price to the nearest cent
\$ 2.14	\$ 2.25
<i>Note: Above prices are based on adjusting SY 2012-2013 price requirement by the 2% rate increase plus the Consumer Price Index (2.93%)</i>	

Complete if you do NOT know your SY2012-2013 Unrounded Price Requirement		
Annual Unrounded Requirement Finder		
Enter the SY 2010-11 Weighted Average Price below <i>** The weighted average price for SY 2010-11 is the weighted average of all paid lunch prices charged in the SFA</i>		
SY 2010-11 Weighted Average Price	Unrounded Price Requirements	
	Price 1: SY 2011-2012 Requirement price to the nearest cent	Price 2: SY 2012-2013 Requirement price to the nearest cent
\$ 1.99	\$ 2.05	\$ 2.14
If you do not know your SY2010-2011 Weighted Average Price CLICK HERE		

Use the links below to go to the next step:

SY 2013-14 Price Adjustment Calculator

[Go to Instructions](#)

SY 2013-14 Weighted Average Price Requirement	
Requirement price to the nearest cent	Optional price requirement ROUNDED DOWN to nearest 5 cent
\$ 2.25	\$ 2.25
<i>Note: Above prices are based on adjusting SY 2012-2013 price requirement by the 2% rate increase plus the Consumer Price Index (2.93%)</i>	

SY 2012-13 Weighted Average Price Calculator

Enter the paid prices and number of paid lunches sold at each price for **October 2012**.

	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	SY 2012-13 Weighted Average Price
1.	1,059	\$ 2.00	\$ 2,118.00	
2.	1,056	\$ 2.50	\$ 2,640.00	
3.			\$ -	
4.			\$ -	
5.			\$ -	
6.			\$ -	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
TOTAL	2,115		\$ 4,758.00	\$ 2.25

Note: SY 2012-13 Weighted Average Price equal to or above \$2.59 are compliant for SY 2013-14. \$2.59 is the difference between the Free and Paid reimbursement rates for SY 2012-13.

Total Price Increase for SY 2013-14
\$ -

Required price increase for SY 2013-14 (with 10 cent cap)
No price increase necessary

Remaining increase carried forward to SY 2014-15
\$ -

Remaining credit carried forward to SY 2014-15
\$ -

[Go to SY2013-2014 Report](#)

Step 3 (Optional)

Pricing Estimation Calculator

Below is a tool allowing users to manipulate prices to achieve the required new weighted average price.

	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	Weighted Average Price
1.			\$ -	
2.			\$ -	
3.			\$ -	
4.			\$ -	
5.			\$ -	
6.			\$ -	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
TOTAL	-		\$ -	\$ -

Note: This tool is created to allow the user to only enter the number of paid lunches and the related prices. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current functionality.

Open Campus Lunch

Currently Have 26 Kids w/ notes to go home.
Also have parents that call on a day by day basis.

<u>Beg</u>	<u>Reduced</u>	<u>Free</u>

Reimbursement Rates	Regular	Reduced	Free
	.27	\$2.46	\$2.86
	↓ x12	↓ x5	↓ x9
	\$3.24	\$12.30	\$25.74 ⇒ \$41.28 day

	Regular Pay (27)	Reduced (\$2.46)	Free (2.86)
Feb 1	\$1.89	\$2.46	\$11.44 ⇒ \$15.79
Feb 4	.81	\$2.46	\$5.72 ⇒ \$8.99
Feb 5	\$2.97	\$4.92	\$17.16 ⇒ \$25.05
Feb 6	\$1.89	\$2.46	\$8.58 ⇒ \$12.93
Feb 7	\$2.70		\$22.88 ⇒ \$28.04
Feb 8	\$2.16	\$2.46	\$14.30 ⇒ \$18.92
Feb 11	\$1.89	\$9.84	\$20.02 ⇒ \$31.75
Feb 12	\$1.89	\$4.92	\$17.16 ⇒ \$23.97
Feb 13	\$1.35	\$2.46	\$17.16 ⇒ \$20.97
Feb 14	.81	\$2.46	\$8.58 ⇒ \$11.85
Feb 18	.54		\$2.86 ⇒ \$3.40
Feb 19	No School —		
Feb 20	.81	\$2.46	\$8.58 ⇒ \$11.85
Feb 21	No School - Snow Day		
Feb 22	No School - Snow Day		
Feb 25	\$2.97	\$2.46	\$25.74 ⇒ \$31.17
Feb 26	\$1.62	\$2.46	\$17.16 ⇒ \$21.24
Feb 27	\$1.35	\$2.46	\$14.30 ⇒ \$18.11
Feb 28	\$2.43	\$2.46	\$22.88 ⇒ \$27.77

\$311.80

High School Lunch:

In my opinion, I think we need to make High School Lunch either Open Campus for all 9-12 graders, or forget it.

I see there are pro's and con's to both as an employee and as a parent.

Pro's to Open Campus:

- The kids are not getting enough to eat. I know this is not all our fault but they are hungry. They get 5 chicken nuggets IF they go back for seconds they get 5 more, however, for a growing High School kid that's usually not going to fill them up.
- The kids are leaving anyway. It's hard to police everyone. To make sure they all have permission slips or that their parent's have called. It's hard for me, and I know the kids, it's really hard if I have a sub.
- For 9 months we eat the same thing. There's no variety. I get tired of it as an adult. I know the kids do too. We need to explore more options make more "homemade items" to some kids this is their "main meal"
- Serving a High School Boy a HOT DOG or something like that the night of a football game or basketball game does not cut it.

Con's to Open Campus:

- What if a kid leaves that does not have permission and something happens to them. I'm sorry, I do my best but I'll admit I do not catch them all.
- The lunch program is losing money. A LOT of these kids are Free or Reduced. That's where our money comes from.
- The kids don't always make it back on time. A LOT of times they are late to class.

Jan

AMERICAN BUS ★ SALES

April 23, 2013

Franklin Public Schools
Attn: Mr. Stacey James
1001 M Street
Franklin, NE 68939
Email: smjames@gtmc.net

Dear Mr. James:

Thank you for your interest in a high quality bus for your school. I am confident you will find this equipment to be a very good value and will provide many years of reliable service. The following quote is available for your review:

YEAR/MAKE/MODEL: 2008 Blue Bird Vision

SIZE: 48 passenger

ENGINE: CAT C7 (190 hp)

BRAKES: Hydraulic

TRANSMISSION: A2500 automatic

MILES: 34,053 mile range

FEATURES: 60 gallon fuel tank, 185 amp alternator, manual operated entrance door, plywood floor, cruise control, engine block heater, tow hooks, white roof, tinted windows, AM/FM radio

FOB Collinsville, OK \$48,000.00



Quote continued on page 2

P.O. Box 153 • Collinsville, Oklahoma 74021
Phone: 866 574-9970 ext. 109 • 918 205-5000 • Fax 918 205-5009
www.americanbussales.net • glewis@americanbussales.net

1073

The bus will include:

- Mechanical and cosmetic refurbishing
- Seats and foams repaired or replaced (no rips or tears)
- Completely serviced: lube, oil and filters
- 90 Day drive train warranty/30 day bumper to bumper
- Black top driven only equipment
- 50% or better tires and brakes
- Will meet Nebraska state specifications

Upon your decision to purchase, a specific bus is guaranteed only when a purchase order has been received and accepted by American Bus Sales. Should you have any questions feel free to call toll free at 1-866-574-9970 ext. 109.

Sincerely,

George Lewis

2013.04.23 14:40:14 -05'00'

George Lewis

FPS FLEET INFORMATION

Updated: 1-14-13

Vehicle	Year	Mileage	Miles Last Year	Replacement Priority	Replacement Value	Notes/Repairs
Route Bus	1995	236,000	16,000	3	\$40,000	New Engine-2010-
Route Bus	1997	226,000	14,000	1	\$40,000	New Tranny-2011
Route Bus	2007	54,800	16,000	6	\$70,000	
Route Bus (Int.)	1999	164,000	15,000	4	\$55,000	
Route Bus (Frt.)	1999	140,000	4,000	2	\$55,000	No Driver Likes
Route Bus	2005	45,400	13,500	5	\$45,000	Oil Pump, Turbo, S
Big Activity Bus	2006	54,000	7,700	7	\$80,000	
New Activity Bus	2007	17,600	2,250	8	\$80,000	
Ford Van (Red)	2000	150,000	23,000	1	\$20,000	New Ball Joints
Ford Van (Maroon)	2007	84,000	15,700	2	\$20,000	
Ford Van (Gold)	2007	66,300	13,900	4	\$20,000	
Dodge Minivan #1	2008	128,600	39,000	5	\$15,000	
Dodge Minivan #2	2008	73,200	23,900	6	\$15,000	
Ford Van (White)	2011	37,800	10,000	7	\$19,000	
GMC Pickup	2007	75,800	10,800	3	\$25,000	

-Good Spare

Sensors (All Of Them)

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Community RelationsStatement of Intent

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

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

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

Methods of Communication

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

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

Date of Adoption: [Insert Date]

Community RelationsCitizen Communication to the Board of Education

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

Complaints Made to Individual Board Members

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

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

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

Complaints Made to the Board

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

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

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

Date of Adoption: [Insert Date]

Community RelationsParent/Patron Comment Forms

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

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

Date of Adoption: [Insert Date]

FRANKLIN PUBLIC SCHOOLS
COMMENT OR COMPLAINT FORM

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

Comment or Complaint: _____

Supportive Evidence or Witness: _____

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

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

Signature Date



Community RelationsAnnual Report and School Improvement

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

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

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

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

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

Legal Reference: NDE Rule 10.5.02; 10.9 and 10.10

Date of Adoption: [Insert Date]

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

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

Regulation Form 1050A, "Denial of Access To School District Records"]; or

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

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

Date of Adoption: [Insert Date]

Community Relations

Denial of Access to School District Records Form

Name of Requester: _____.

Date of School Record Request: _____.

Name of Administrator Denying Record Request: _____.

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

_____.

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

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

_____.

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

_____.

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

Community Relations

Explanation of Delay in Fulfilling Request for School District Records

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

- Significant difficulty in compiling or copying such records;
- Extensiveness of the request.

A. Additional Explanation: _____

_____.

B. Projected Date of Fulfilling Request: _____.

C. Projected Cost of Copies: \$_____.

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

_____.

Date of Adoption: [Insert Date]

Community RelationsAdvertising and Promotion

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

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

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

Date of Adoption: [Insert Date]

Community RelationsPublications, Radio, and Television

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

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

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

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

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

Date of Adoption: [Insert Date]

Community RelationsSchool Directory

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

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

Date of Adoption: [Insert Date]

Community RelationsCommunity Use of School Facilities

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

1. Application for Use.

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

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

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

2. Acceptance of Application for Use.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Conditions of Use.

The conditions for use are as follows:

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

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

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

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

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

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

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

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

4. Fees for Use.

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

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

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

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

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

5. Use Consistent with NSAA Bylaws.

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

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

Date of Adoption: [Insert Date]

**APPLICATION FOR USE OF SCHOOL FACILITIES
Franklin Public Schools**

Name of Organization Making Request: _____ Date: _____

Type of Organization and Type of Activity or Event

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

Facilities Requested. Building: _____ Areas: _____

Dates & Times Requested:

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

Details of Use (Attach an additional explanation if needed)

Describe the Type of Activity or Event: _____

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

Set Up or Tear Down Required by District: _____

Type of Cleaning Required During and Afterwards: _____

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

Fees (To Be Completed by Superintendent or Designee)

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

Advance Deposit	\$ _____
Date Deposit Due	_____

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

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

Policy Compliance and Acceptance of Liability

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

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

Name, Position

Signature

Date

Name, Position

Signature

Date

Community RelationsUse of School Facilities: Student Groups and Boy Scouts

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

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

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

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

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

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

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

Date of Adoption: [Insert Date]

Community Relations

Bulletin Boards, Display Case, and Posted Material

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

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

Date of Adoption: [Insert Date]

Community Relations

Tobacco Policy

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students or members of the public may be present or may be affected by smoke, including without limitation the stands and bleachers of outdoor athletic fields and near the entry of school buildings.

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

Date of Adoption: [Insert Date]

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

The policy of Franklin Public Schools is to not discriminate on the basis of race, color, national origin, gender, marital status, disability, religion or age in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

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

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

B. **Preventing Harassment and Discrimination of Employees and Students.**

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

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

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

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

Sexual harassment may exist when:

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

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

2. **Procedures:**

- a. Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.
- b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, please report your complaint to the Superintendent of Franklin Public Schools.
- c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.
- d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an

appropriate resolution so the discrimination or harassment can be remedied and put to an end.

- e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.
- f. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken.
- g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

Legal Reference: Title VI, Title IX;
Americans with Disabilities Act of 1990 (ADA)
Section 504 of the Rehabilitation Act of 1973 (Section 504)

Date of Adoption: [Insert Date]

Community RelationsTitle IX - Discrimination

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

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

Legal Reference: Title IX

Date of Adoption: [Insert Date]

Community RelationsTitle IX--Procedure For Informal/Formal Hearing

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

Procedure:

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

Legal Reference: Title IX

Date of Adoption: [Insert Date]

Community Relations

Form For Filing Complaints

Franklin County School District 31-0506
Franklin Public Schools
1001 M Street
Franklin, Nebraska 68939

Date:

Person Making Complaint:

Address:

Phone:

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

_____.

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

_____.

(3) Names of witnesses to the harassment:

_____.

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

_____.

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

Received by: _____ Signature: _____
Date: _____

Date of Adoption: [Insert Date]

Community RelationsADA and Section 504 Grievance Procedure

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

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

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

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

Date of Adoption: [Insert Date]

Community RelationsDesignation of Coordinator

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

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

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

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

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

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

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

Date of Adoption: [Insert Date]

Community Relations

Service Animals

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

1. Definition of Service Animal

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

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

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

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

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

2. Permit Presence of Service Animals

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

Service animals may be excluded from school premises if:

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

3. Control of the Service Animal.

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

4. Responsibility for Care or Supervision.

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

5. Inquiries.

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

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

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

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

Date of Adoption: [Insert Date]

Community RelationsFund Raising Activities

All fund raising activities by school-sponsored groups must have the approval of the building principal and the superintendent. Fund raising activities that will occur during the 1st semester must be presented for approval prior to September 1st. Fund raising activities that will occur during the 2nd semester must be presented for approval prior to December 1st.

Date of Adoption: [Insert Date]

Community RelationsGifts to the School District

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

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

Gifts to School Employees

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

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

Gifts by School Employees

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

Date of Adoption: [Insert Date]

Community Relations

School and Community Organizations

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

Date of Adoption: [Insert Date]

Community RelationsParent Organizations

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

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

Date of Adoption: [Insert Date]

Community RelationsCitizens' Advisory Committees

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

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

Date of Adoption: [Insert Date]

Community Relations

Utilizing Community Resources

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

Date of Adoption: [Insert Date]

Community RelationsStaff Participation in Community Affairs

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

Date of Adoption: [Insert Date]

Community RelationsSchool Personnel and the Public

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

Date of Adoption: [Insert Date]

Community Relations

Student Production of Goods and Services

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

Date of Adoption: [Insert Date]

Community RelationsPublic Performances by Students

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

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

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

Date of Adoption: [Insert Date]

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AdministrationFunctional Principle of Administration

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

Date of Adoption: [Insert Date]

AdministrationElection of Administrative Personnel

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

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

Date of Adoption: [Insert Date]

AdministrationThe Superintendent of Schools

The Superintendent of Schools shall be the chief executive officer of the Franklin Public Schools. As chief executive officer of the Franklin 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 Franklin Public Schools as duties of the Superintendent.

Date of Adoption: [Insert Date]

AdministrativeDuties of the Superintendent of Schools

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

27. Completes, or oversees the completion of, all forms required by the State Department of Education and sees that they are sent in before the due date.
28. Is responsible for the over-all upkeep and maintenance of the school facilities, grounds, and equipment and sees to their maintenance and safety.
29. Is responsible for all long-range and short term planning concerning school facilities.
30. Shall have a census taken each year of all people under the age of twenty-one whose parents or guardians live within the boundaries of Franklin County School District # 31-0506.
31. Adheres to the "Code of Ethics" set forth by the Nebraska Department of Education, the American Association of School Administrators, and Board policy.
32. Oversees the scheduling of buses and drivers for all activity trips.
33. Forms advisory committees or councils, including members who are not employees of the Board of Education, to advise the Superintendent in formulating policies and plans for carrying on the work of the schools. Such committees shall be advisory only and without expense to the School District.
34. Delegate duties or work to subordinate officers or employees as required for the effective administration of the school system except in such matters as when the statutes or resolutions of the Board of Education prohibit the delegation of such authority. Work completed upon delegation of the Superintendent shall be deemed as having been done by the Superintendent of Schools.
35. All reports or recommendations to the Board from any officer or employee under the direction of the Superintendent shall be made to the office of the Superintendent unless otherwise directed by the Board of Education.
36. A job description for the Superintendent will be adopted from time to time by the Board of Education which the Superintendent shall be expected to adhere to.

Date of Adoption: [Insert Date]

FRANKLIN PUBLIC SCHOOLS SUPERINTENDENT JOB DESCRIPTION

REQUIREMENTS:

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

REPORTS TO: Board of Education

OVERTIME: Exempt.

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

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

TASKS

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

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

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

KNOWLEDGE

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

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

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

SKILLS

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

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

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

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

ABILITIES

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

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

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

WORK ACTIVITIES

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

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

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

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

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

ESSENTIAL FUNCTIONS

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

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

Administration

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: [Insert Date]

AdministrationEvaluation Instrument of Superintendent**I. EVALUATION PLAN**

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

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

II. PERFORMANCE INSTRUMENT	Levels of Performance				
	4	3	2	1	N/A
A. EDUCATIONAL LEADERSHIP	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations	Not Applicable
1. Administering the development and maintenance of an educational program designed to meet the needs of the community and to carry out policies of the Board of Education.					
2. Overseeing the setting of educational goals of the district both annually and over a long-range period					
3. Conducting a continuous evaluation of the development and needs of the school system, utilizing community, staff, and student input.					
4. Evaluating all administrative personnel, in writing, on an annual basis.					
5. Attending state, regional, and national conferences pertaining to the superintendent's duties, upon approval by the Board.					
6. Initiating policy considerations to cover situations requiring discretionary action when the superintendent feels the circumstances necessitate a policy.					
7. Being alert to advances and improvements in the educational process.					

COMMENTS:

B. STAFF RELATIONS

Levels of Performance

4 3 2 1 N/A

	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations	Not Applicable
1. Providing the number and type of positions needed for the effective operation of the schools.					
2. Nominating for appointment, assigning, and defining the duties of all personnel, subject to the approval of the Board.					
3. Striving to create good morale among staff members,					
4. Dealing with personnel matters on an impartial basis.					
5. Recommending the dismissal of staff members for just cause.					

COMMENTS:

C. COMMUNITY LEADERSHIP

Levels of Performance

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

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

COMMENTS:

Levels of Performance

D. WORKING RELATIONSHIP WITH THE BOARD OF EDUCATION

4 3 2 1 N/A

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

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

COMMENTS:

Levels of Performance

E. FINANCIAL DIRECTION

4

3

2

1

N/A

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

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

COMMENTS:

Levels of Performance

4 3 2 1 N/A

F. MANAGEMENT OF FACILITIES
GROUNDS AND EQUIPMENT

- 1. Serving as custodian of all property, real or personal, owned, leased or borrowed by the district; and lending, exchanging, transmitting or receiving such property only in accordance with approval of the board.
- 2. Assembling data for the recommended building program and acting as educational advisor to the architect in the preparation of all plans and specifications for the construction of all new buildings or modifications of existing buildings.
- 3. Recommending boundaries, and changes in boundaries, for the schools within the district.

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

COMMENTS:

G. PERSONAL QUALITIES

Levels of Performance

4 3 2 1 N/A

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

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

COMMENTS:

III. SUMMARY

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

1) _____

2) _____

3) _____

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

1) _____

2) _____

3) _____

Board President Signature

Superintendent's Signature

Date

Date

Administration

The Principalship

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

Date of Adoption: [Insert Date]

AdministrationDuties of the Principal1. General Duties

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

2. Responsibility and Authority

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

3. Specific Duties

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

- v. Supervision of co-curricular activities
 - c. Participate as a member of the Academic Advisory Council
 - d. Review Elementary staff members' requisitions and make recommendation to the Superintendent.
 - e. Maintain records, issue reports, send communications, and write documents including the following:
 - i. Class enrollment
 - ii. Class schedule
 - iii. Student records: grades, attendance, test data, health, discipline, accident, and cumulative files
 - iv. Property accounting and inventory
 - v. Curriculum handbook - teacher handbook, classified staff handbook, student handbook
 - vi. Semester and yearly plans
 - vii. Evaluations data, staff evaluations, personal improvement plans
 - viii. Weekly/monthly bulletins to parents
 - ix. Daily bulletins to students and teachers
 - f. Conduct teacher performance appraisal per Board Policies and State Law.
 - g. Administer staff personal leave, professional leave, and sick leave policies.
 - h. Secure substitutes for staff who are absent.
 - i. Evaluate support staff in writing once per year.
4. Organizational Expectations and Performance Standards
- a. Leadership and management:
 - i. Establishes clear and appropriate professional and personal goals
 - ii. Demonstrates initiative and alternative approaches to problem solving
 - iii. Exhibits competence in planning and organizing
 - iv. Is effective in implementation and follow-through
 - v. Provides for effective motivational techniques
 - vi. Delegates authority appropriately and effectively.
 - b. Communication:
 - i. Encourages and initiates communication in problem solving
 - ii. Communicates clearly and thoroughly, both verbally and in writing
 - iii. Shows communicative adaptability to pupils, staff, parents, and public.
 - c. Decision making:
 - i. Involves those to be affected in the decision-making process
 - ii. Collects adequate information before making decisions
 - iii. Uses reliable sources of information
 - iv. Does not delay important decisions nor allow pressure to cause hasty decisions
 - v. Explains reasons for decisions to persons affected.
 - d. Responsiveness to others:
 - i. Exhibits openness and humaneness in dealing with others
 - ii. Reacts to mistakes with patience
 - iii. Counsels individuals in private
 - iv. Friendly and open-minded in meeting situations

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

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

5. Conditions of Employment

Except as may be otherwise established by the Board:

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

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

Date of Adoption: [Insert Date]

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

Administration

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: [Insert Date]

Administration

PRINCIPAL EVALUATION AND APPRAISAL

Name _____

Date _____

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

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

Identification of performance strengths: _____

Identification of performance areas to be improved upon: _____

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

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

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

Identified Methods of Remediation: _____

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

_____ Recommended for reappointment

_____ Recommended for Professional Development Plan

_____ Recommended for dismissal

Principal's Comments: _____

Signatures:

Signature of Principal Date

Signature of Superintendent Date

Date of Adoption: [Insert Date]

Administration

Line of Authority

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

Date of Adoption: [Insert Date]

AdministrationAdministrative Actions in Emergencies

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

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

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

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

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

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

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

Date of Adoption: [Insert Date]

AdministrationStaff Handbooks

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

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

Date of Adoption: [Insert Date]

AdministrationAttendance at Professional Growth Meetings

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

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

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 Franklin 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: [Insert Date]

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: [Insert Date]

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Business OperationsBudget Planning

1. The Superintendent, with the assistance of the budget committee, shall direct the preparation of the school budget annually for the fiscal year beginning September 1 and ending August 31. Income and expenditure estimates shall be based upon the following:

- A. Past experience.
- B. State guidelines, legal spending limitations, and other statutes and regulations.
- C. Other projection techniques.

2. The annual budget preparation shall be compatible with the long-range aims of the school district. In addition, the Superintendent, in preparing the budget, shall consider the priorities as established by the board for the total school program and shall equalize the educational opportunities offered at the school.

3. The specific manner in which the annual budget shall be compiled shall be at the discretion of the Superintendent. However, the budget shall contain the following:

- A. The beginning fund balance for each fund.
- B. Estimated receipts.
- C. Estimated expenditures.
- D. Estimated ending fund balance.

4. A report of the anticipated budget position shall be presented to the board early in each calendar year. At this time the board will establish guidelines for the development of the budget. The tentative budget shall then be developed for the board review, modification and approval prior to the budget hearing.

5. The Superintendent shall each year, prior to the preparation of the budget, establish a budget plan. The budget plan shall take into consideration all items of expenditure requests in relationship to the total school program, and shall be mindful of equalizing the educational opportunities at each level. In the budget plan the Superintendent will direct board budget priorities.

6. In preparing the annual budget for the board, the Superintendent shall give to the school principals and staff the information necessary for them to assess adequately the availability of funds and to relate funds available to the Superintendent's budget plan.

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

Date of Adoption: [Insert Date]

Business Operations

Public Review of Budget

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

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

Date of Adoption: [Insert Date]

Business OperationsTransfer of Funds Between Categories

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

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

Date of Adoption: [Insert Date]

Business OperationsBudget as Spending Plan - Budgeted Items

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

Date of Adoption: [Insert Date]

Business Operations

Tuition Fees

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

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

Date of Adoption: [Insert Date]

Business Operations

Materials Fees

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

Date of Adoption: [Insert Date]

Business Operations

Summer School Fees

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

Date of Adoption: [Insert Date]

Business Operations

Federal Funds

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

Date of Adoption: [Insert Date]

Business OperationsSales and Disposal of Books, Equipment and Supplies

The Superintendent of Schools is authorized and directed to dispose of books, furniture, equipment and other property that is obsolete or no longer needed for school operations. Any sale of school property is contingent on approval by the vote of at least four (4) members of the Board of Education at a regular meeting.

Such disposal may be by public or private sale, or by taking bids and selling to the highest or most responsible bidder. The following procedures shall be followed:

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

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

Date of Adoption: [Insert Date]

Business Operations

Leasing

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

Date of Adoption: [Insert Date]

Business OperationsShort-Term Investing

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

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

Date of Adoption: [Insert Date]

Business Operations

Depository

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

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

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

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

Date of Adoption: [Insert Date]

RESOLUTION

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

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

The following members voted against the same: _____

The following members were absent or not voting: _____

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

DATED this ____ day of _____, 20 ____.

Franklin Public Schools

BY: _____
President

Attest:

Secretary

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

Date of Adoption: [Insert Date]

Business OperationsPurchasing Policies

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

1. Purchases up to \$5,000. For the greatest efficiency in expediting purchases, the administration shall be authorized to purchase any item specifically budgeted which has a sale price within the established limit.
2. Purchases from \$5,000 up to \$40,000. The Superintendent shall request the submission of proposals for purchases which have a sale price within the established limit. The Superintendent shall receive and evaluate all proposals in making a recommendation to the Board of Education for acceptance. The Board of Education may review all proposals submitted relating to the recommended purchase. Since this is a proposal system, not a bidding process, the school district in no way shall be obligated to arbitrarily award the contract to the lowest proposal, but shall reserve the right to reject any and all proposals or to waive any informality in any proposal it deems advisable, and to award to the proposer which, in its opinion, is most desirable.
3. Purchases of \$40,000 and above. The Superintendent shall advertise for sealed bids which shall be opened in conformity with any applicable laws and in compliance with any procedures established by the Superintendent. The Board retains the right to determine the responsibility of the bidders, and shall award the contract to the lowest responsible bidder meeting specifications, be the bidder a member or apart from the local community.
4. Any school employee who orders any supplies or equipment outside of that which has been included in the annual budget and without written authorization of the principal or superintendent shall be personally liable for payment for the supplies or equipment purchased.
5. School employees or students purchasing supplies and equipment out of an activity account must first secure a purchase order from the principal authorizing the purchase. Failure to do so will cause the person to be personally liable for payment for the supplies or equipment purchased.

Date of Adoption: [Insert Date]

Business OperationsContracting for Services

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

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

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

Date of Adoption: [Insert Date]

Business Operations

Paying for Goods and Services

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

Date of Adoption: [Insert Date]

Business Operations

Report of Treasurer

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

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

Date of Adoption: [Insert Date]

Business OperationsPeriodic Audit

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

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

Date of Adoption: [Insert Date]

Business Operations

System of Accounts

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

Date of Adoption: [Insert Date]

Business Operations

Inventory of Equipment

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

Date of Adoption: [Insert Date]

Business Operations

Monies in School Buildings

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

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

Date of Adoption: [Insert Date]

Business OperationsBonds

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

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

Date of Adoption: [Insert Date]

Business Operations

Educational Service Units - Designated Representative

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

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

Date of Adoption: [Insert Date]

Business Operations

Security

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

Date of Adoption: [Insert Date]

BusinessVideo Surveillance

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

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

Students shall not be permitted to view the monitors. Students shall not be permitted to view recorded video except where the individual student is the focus of the recorded video.
5. Use of Video Recordings. Video records may be used as a basis for student or employee disciplinary action and for making reports to law enforcement.
6. Video Recordings as Education Records. Video recordings which are considered to be "education records" within the scope of FERPA shall be maintained in accordance with FERPA and other applicable laws. A video recording may be considered an education record when a specific student is the focus of the video recording.

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

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

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

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

Date of Adoption: [Insert Date]

Business OperationsRisk Management and Safety Committee

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

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

The Superintendent or designee is to establish and maintain the Safety Committee or committees as required by law. The Safety Committee(s) shall be made up of members, hold meetings, and perform such functions as required by law. The Safety Committee(s) shall adopt and maintain an effective written Injury Prevention Program for the School District. The Superintendent or the Superintendent's designee is delegated authority and responsibility as required or allowed by law over such Injury Prevention Program.

Management shall participate in the Safety Committee(s), in safety education and training, the establishment of safety rules, policies and procedures as provided in Board policy, the School District's written Injury Prevention Program, and as otherwise provided by law. The Superintendent shall ensure that records of safety law compliance and workplace injuries are created and retained as required by law.

Legal Reference: Neb. Rev. Stat. §§ 48-443 to 48-445

Date of Adoption: [Insert Date]

Business OperationsTrespassers

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

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

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

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

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

Date of Adoption: [Insert Date]

Business OperationsSafe Driving Record Standard for Drivers

Standard for Pupil Transportation Vehicle Drivers: Each person who is required to have a permit to operate a pupil transportation vehicle for this School District shall meet all requirements to hold and continue to hold a pupil transportation operator's permit. One of the requirements for obtaining such a permit is that the person have a record of satisfactory driving as determined by Board policy. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 20 years; or,
3. Reckless driving or willful reckless, within the immediate prior 20 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

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

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 20 years; or,
3. Reckless driving or willful reckless, within the immediate prior 20 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system, within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

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

record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 20 years; or,
3. Reckless driving or willful reckless, within the immediate prior 10 years; or
4. Accumulation of 6 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3, 4 or 5 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

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

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

Date of Adoption: [Insert Date]

DRIVER CERTIFICATION
FOR USE OF DISTRICT VEHICLES OR TRANSPORTATION OF STUDENTS

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

Name _____ Operator's License No: _____ License Class: _____

I certify that the following information is true and accurate:

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

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

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

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

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

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

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

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

Dated this _____ day of _____, 20__.

Driver

Basic First Aid Procedures

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

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

Evaluating the Situation and Setting Priorities

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

Three evaluations which must be made to establish priorities for treatment: <ul style="list-style-type: none">• Condition of the scene• Type of injury• Need for treatment	Primary first aid procedures are to: <ul style="list-style-type: none">• Restore breathing.• Control bleeding.• Prevent shock
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Whenever possible, do not move the victim. Treat the person where you find him/her. However, several types of situations require the person to be moved out of immediate danger, such as fire, electrocution, and drowning.

Bleeding

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

• Capillary oozing.	Injuries to capillaries or small veins. It is indicated by steady oozing of dark colored blood.
• Venous bleeding	Bleeding from the vein. It is indicated by a flow of dark-colored blood at a steady rate.
• Arterial bleeding.	Bleeding from an artery. It is indicated by bright red blood flowing quickly in spurts.

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

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

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

Artery Pressure Point

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

Tourniquet Warning

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

Shock

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

- Excessive bleeding
- Inadequate breathing
- Unsplintered fractures

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

Recognizing shock

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

Control of shock

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

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

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

Burns

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

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

Mouth-to-Mouth Resuscitation

Breathing may stop for the following three reasons:

- Air passage is blocked
- Nerve centers that control breathing are not functioning due to drowning, electrocution, head injury or poisoning
- A sucking sound in the chest prevents the lungs from expanding.

In the first two cases, the skin may be blue and breathing may appear to have stopped. If there seems to be no back injury, place the person on his back, open the mouth and clear out foreign matter with your fingers. Place your hand on the victim's forehead, tilt the head back so the chin points upward and lift jaw. This action moves the base of the tongue away from the back of the throat so the airway is not blocked.

inch nostrils to prevent any leakage of air. Open your mouth wide, take a deep breath, and place your mouth over the victim's mouth. With a small child, place your mouth over the mouth and nose, making a tight seal.

Blow vigorously into the mouth, while continuing to lift the lower jaw in order to keep the airway clear. Between each breath, remove your mouth and listen for the outflow of air coming from the lungs. If you hear air, an exchange of air has occurred. Continue to breathe for the person, blowing into the mouth approximately 12 times a minute.

After each breath, remove your mouth and listen for the exchange of air. Blow less vigorously with a small child using shallower breaths at rate of about 20 per minute. A sign of restored breathing is a sigh or a gasp from the victim.

Breath may be irregular at first so continue mouth-to-mouth resuscitation. If normal breathing doesn't occur, continue breathing for the person, alternating with others until aid arrives.

Be Prepared--Learn Cardiopulmonary Resuscitation (CPR)

CPR should be used when a person is unresponsive or when breathing or heart beat stops. Call 911 immediately. If someone is available, have him or her call emergency medical services while you begin CPR. Try to stimulate the victim. If no response, turn them onto their back by supporting the head and neck. If head or neck injury is suspected, do not bend or turn neck. Tilt the head back and lift chin up and out to open the airway. Look, listen and feel for breath. If no breathing is present, seal your lips tightly around their mouth; pinch their nose shut. Give two slow breaths (1 to 1½ seconds each), until chest rises.

If no signs of circulation, place heel of one hand in the center of the chest. Compress at a rate that provides about 100 compressions and 20 breaths per minute. For a child, compression depth should be ½ to 1 inch. For an adult, compressions should be about 2 inches.

Repeat cycle of five compressions to one breath until signs of circulation return or until help arrives.

Epilepsy

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

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

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

Choking

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

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

EMERGENCY EVACUATION PROCEDURES

(For Students Being Transported in Small Vehicles—Cars & Vans)

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

A Vehicle Must Be Evacuated In These Situations:

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

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

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

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

To assist the driver in evacuations (or to respond to situations where the driver is incapacitated), mature, responsible students should be selected and trained to lead passengers to safety from each door utilized for evacuation. The selected student should be trained to:

- turn off ignition switches;
- set emergency brakes;
- summon help when and where needed (instructions and telephone numbers shall be available);
- use windows for evacuation in emergencies;
- set flags and reflectors or reflective triangles;
- open and close service and emergency exit doors;
- direct school vehicle evacuations;
- perform other duties as directed by the driver.

Emergency Equipment: The driver should be familiar with and appropriately use emergency equipment during an evacuation. Emergency equipment for a small vehicle may include the following:

- reflector kit;
- vehicle-mounted hazard flashers;
- body fluid clean-up kit;
- first aid kits;
- fire extinguishers;
- triangle shaped reflectors.

Business Operations

Transportation

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

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

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

Date of Adoption: [Insert Date]

Business OperationsProcedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is over \$40,000.00. The bidding procedures shall comply with the requirements of state law and shall include the following:

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

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed eighty-six thousand dollars (\$86,000), or the dollar amount set forth in Neb. Rev. Stat. § 81-3445, as amended from time to time.

7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

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

Date of Adoption: [Insert Date]

Business OperationsRebates to School Personnel

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

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

Date of Adoption: [Insert Date]

Business OperationsRecords Management and Disposition

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

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

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

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

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

4. Litigation Holds

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

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

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

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

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

5. Settlement Agreements

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

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

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

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

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

Date of Adoption: [Insert Date]

Business OperationsNCLB

It is the policy of the District to comply with the NCLB and federal grant programs in which the District participates.

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

8. Coordination of Services. Title I services shall be coordinated and integrated with the regular classroom, with other agencies providing services and with other federal, state and local programs.
9. Standards and Expectations. Students receiving services in Title I are held to the same standards and expectations as all other students.
10. Assessments. Students receiving services in Title I are assessed with the regular population without accommodations.
11. Other Requirements. The Superintendent shall take or cause other staff to take such action as required by law for the District to maintain compliance with NCLB and specific NCLB grant programs in which the District participates.

Legal Reference: NCLB

Date of Adoption: [Insert Date]

Business OperationsTransportation

Franklin Public Schools shall not provide free transportation to and from school except for circumstances where the administration determines it to be appropriate and efficient to provide transportation for students who would otherwise be entitled by law to a transportation allowance; to students residing on an established route; and to students entitled by right to transportation services. Transported students shall be picked up and dropped off at their residences. Requests by parents to have students dropped off or picked up at any other location need to be made directly to the route driver. The route driver and transportation coordinator will determine whether or not to honor the request.

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

Franklin Public Schools District fleet vehicles may not be leased or loaned to individuals or outside groups.

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

Date of Adoption: [Insert Date]



Proposal

Date
4/12/2013

Name / Address
Franklin Schools 1001 M St. Franklin, NE 68939

Description	Qty	Cost	Total
Honeywell - V21IP, 6160RF, Siren, battery	1	369.00	369.00
Honeywell 5800RP wireless repeater	2	115.00	230.00
Honeywell 5816WMBR Door/Window transmitter brown	12	46.00	552.00
Installation	1	375.00	375.00
Alarm-Net monthly service fee (This can be billed monthly or annually)	1	20.00	20.00
<p>This is to install an alarm system on 12 doors for alerting personnel of entrance to specific doors after hours or when system is activated. The specific number of doors can be adjusted to meet the exact number of doors needed.</p>			

Subtotal	\$1,546.00
Sales Tax (0.0%)	\$0.00
Total	\$1,546.00

Upon acceptance of this proposal, 50% is due. When payment has been received, work will then be scheduled. We appreciate your business!

kevin@ceisecurityandsound.com

Accepted by: _____
Date: _____

Dave & Linea-

In advance of negotiations next fall, I would like the following information before the end of the school year, so that I can work on negotiations information in the summer. The more work we can do coming to agreement on the numbers and information we will use in the fall negotiations process during the summer months, the smoother the process will go in the fall. I would like the following information:

1. Tell me who I am to direct written correspondences to regarding negotiations.
2. The summer contact information for those that I am to direct correspondences to regarding negotiations.
3. Any key issues pertaining to the negotiated agreement you would like for me to research on your behalf or on the board's behalf besides salary.
4. Verification of the placement (index) of all certificated staff members on the current salary schedule and their anticipated insurance status (single, employee & spouse, etc.). I will assist you by providing you and the other staff members with a spreadsheet indicating the index placement they indicated on their "Intent to Return Forms". This is a critical piece of information used as a basis for all calculations and one that we need to agree on before the calculation process begins. After the calculations are complete, it is very difficult and time consuming to go back and complete them again. I can't emphasize this enough. Your membership needs to closely examine their index placement and projected insurance to ensure they are both 100% correct.
5. The schools you would like to use in the array calculation comparison. During the last array calculation, the following schools were used: Superior, Alma, Shelton, Gibbon, Silver Lake, Blue Hill, Bertrand, Southern Valley, Elm Creek, Kenesaw, Axtell, Loomis, Red Cloud, & Wilcox-Hildreth. Please keep in mind that you may recommend the schools to be included, but the board and the FTA will need to agree on the school's included.

If you have any questions pertaining to any of these items, please let me know. Thanks for your cooperation. I look forward to working with you on this process this fall and this summer.

-Ken

Mr. Schroeder and School Board Members,

Thank you for your support of
the FCCLA Chapter. State Leadership
Conference was fun and a great
experience. Once again, thank you
for all of your support.

Erica Kahrs

-Franklin FCCLA Chapter

