

Board of Education Regular Meeting

Monday, April 12, 2021 7:00 PM

Media Center at the Palmyra District OR-1 Public Schools

425 F Street

Palmyra, NE 68418

District Mission:

“Together we prepare our students to successfully meet the challenges of the future.”

Strategic Goal 1: District OR-1 Public Schools will provide the facilities needed to be competitive with other area schools in athletics and fine arts programs.

Strategic Goal 2: District OR-1 Public Schools will foster a unified community.

Strategic Goal 3: District OR-1 Public Schools will continuously implement (academic) programs and the curriculum needed to remain competitive with other area schools.

Attendance Taken at 7:02 PM.

Jaimi Calfee: Present

Doug Church: Absent

Brandon Desh: Present

Clayton Maahs: Present

Josh Penterman: Present

Lisa Wilen: Present

Attendance Update Taken at 9:20 PM.

Jaimi Calfee: Absent

This information was posted on Thursday, April 8th 2021

1. Call to Order and Pledge of Allegiance Meeting called to order by Board of Education President Desh.

- The meeting was called to order by Board President Desh at 7:08 p.m.
- Board member Church was excused absent.

2. Announcement of the Open Meetings Act Posting

3. Meeting Broadcast Information

- The meeting link went live for the public as advertised at 7:00 p.m.

4. Staff and Student Presentations

- There were no student or staff presentations this month.

5. Consent Agenda

Motion to approve the consent agenda as presented. Passed with a motion by Jaimi Calfee and a second by Clayton Maahs.

Jaimi Calfee: Yea, Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

5.1. Approval of minutes of previous meetings

Official Board of Education minutes are available on the district web site at www.districtor1.org

5.2. Approval of Claims/Payment of Bills and Payroll

- Designated Bills and Payroll Documents are attached.

5.3. Certificated/Classified Hire(s)/Reassignment(s)/Resignation(s)

5.3.1. Presentation, discussion, and or official action to ratify a teaching contract for Jordan Linke

- Jordan Linke will be the new Physical Education / Health Teacher at Palmyra High School beginning with the 2021 -2022 school year.
- Jordan is replacing Mr. Ron Wergin.
- Welcome to the district Jordan!

5.4. Financial Report

- The Financial Report is attached.

6. Public Comment

- No public comment was presented.

7. Certificated employee; contract amendment, termination, nonrenewal, or cancellation; notice; hearing. 79-831.

- Teacher contracts were distributed and returned by March 19th 2021.
- This item provides specificity for certified staff contract information.
- Current teacher contracts were signed by Board President Desh and Superintendent Hart.

8. Administrative Reports

Administrative reports are available in their entirety at:
<https://meeting.sparqdata.com/Public/Organization/174>

8.1. Superintendent's Report

- Some of the highlights of the report were a district COVID-19 update, a brief update on the district budget, a summary of grants and reimbursements for this school year, and a curriculum update on science materials.
- Additional topics covered during the Superintendent report were updates on the following items: planning for the 2021-2022 school year, building maintenance, current district student enrollment numbers, an update on current legislative issues impacting education, and an update on the recent NCRSA conference held in Kearney on March 25th and 26th.
- A presentation on recommendations for additional certified staffing was also provided to the board by Superintendent Hart.

8.2. Administrative Report

- Mr. Johnson provided the report for the high school and elementary school. Topics included: standardized testing, staff development activities for April 14th, Kindergarten Roundup at Bennet Elementary, graduation, prom, spring activity schedules, and an update on student participation numbers in spring activities.
- Special recognition was also given to students and teams receiving awards in various activities.

9. Discussion Items- Committee Reports

9.1. Facility Audit Committee

- Board president Desh provided updates around possible "draft" options for increasing classroom and "common area" spaces at the high school.
- These "draft" options were provided at the Facility Audit Committee on April 8th by representatives from Clark and Enersen.
- A follow-up Facility Audit meeting will be scheduled in the near future.

9.2. Government Relations Committee

- The additional discussion revolved around monitoring bills that allow our district to continue to evolve and grow, but also remain focused on community values.
- Additional discussion addressed a question related to establishing residency in the district.

9.3. Curriculum Committee

- No further discussion on this topic.

9.4. Strategic Planning Update

- Board President Desh and Superintendent Hart summarized the strategic planning meeting with NASB representatives on April 7th.
- An overview of the timeline for implementing the Strategic Planning process with NASB was distributed to board members and discussed.
- NASB interviews with board members and administrative staff, followed by staff surveys, and the creation of community engagement groups, were also topics that were discussed.

9.5. Olson Project Complex Update

- Discussion for the Olson Complex revolved around answering questions about the following topics: Operational chain of command and a specific timeline and expected completion date for items still left on the complex "punch list".
- A meeting with representatives from Nemaha Sports Construction will be initiated after the board meeting to finalize work projects and completion of the updated "punch list".
- Follow-up conversations will be regularly scheduled after the completion of the project to remain proactive in maintaining the complex and keeping the facility in top working order.
- Local baseball teams have started to practice on the baseball field and games are scheduled to start in mid-May. The community is invited to attend activities at the complex.

9.6. Transportation Committee

- Board member Maahs updated the board on highlights from the April 9th Transportation meeting that was held at Palmyra High School.
- Highlights of the discussion included a summary of the conditions of our district vehicle fleet and the need to purchase at least one additional bus and possibly a 10 passenger van.
- In the coming weeks, Superintendent Hart will look at various new and used bus pricing options and make a decision for purchase prior to the end of the current school year.

- An additional discussion involved adding additional rock to the bus lot south of the high school and relocating the temporary fuel tank to a different location to better facilitate bus fueling and maintenance procedures.

10. Action Items

- Board member Calfee was absent for all action items other than 10.4. as this item was moved to earlier in the meeting.

10.1. Presentation, discussion and or official action with regard to the Olson Foundation Project for the construction of certain improvements on property of the School District and Village for athletic and recreational facilities to benefit the Palmyra, Nebraska Community (Project) to approve the Applications for Payment and billing statements related to the Project, including, but not limited to the cost of the legal services, architectural design and planning, and site preparation costs.

Motion to Approve the Applications for Payment and billing statements related to the Olson Foundation Project for the construction of certain improvements on property of the School District and Village for athletic and recreational facilities to benefit the Palmyra, Nebraska Community (Project) as presented Passed with a motion by Lisa Wilen and a second by Clayton Maahs.

Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- No additional discussion on this topic.

10.2. Presentation, discussion and or official action to adopt the ESU 4 Core Services Resolution authorizing the Superintendent to act as the Board's representative in matters dealing with the provisions of Core Services provided by ESU 4.

Motion to approve the Core Services Agreement with ESU 4 Passed with a motion by Clayton Maahs and a second by Lisa Wilen.

Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- No additional discussion.

10.3. Presentation, discussion and or official action to accept the Policy Review recommendations from the Policy Committee.

Motion to approve identified changes and committee recommendations for Series 1000, 2000, and 3000s. Passed with a motion by Josh Penterman and a second by Lisa Wilen.

Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- No additional discussion.

10.3.1. Policy Review: 1000's Series

Motion to approve Series 1000 policy revisions and Committee Recommendations Passed with a motion by Josh Penterman and a second by Lisa Wilen.

Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- No additional discussion.

10.3.2. Policy Review: 2000's Series

Motion to accept 2000s Series changes Passed with a motion by Clayton Maahs and a second by Lisa Wilen.

Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- No additional discussion

10.3.3. Policy Review: 3000's Series

Motion to Approve Recommendation and 3000 Series Policy Review Passed with a motion by Lisa Wilen and a second by Clayton Maahs.

Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- No additional discussion

10.4. Bond Refinancing Resolution

- Jay Spearman from Piper Sandler presented the board with two options for refinancing the 2016 Series General Obligation Bonds.
- The two options were uniform and accelerated savings and the board chose the uniform option of refinancing.
- Overall savings to district stakeholders for the refinance option would be approximately \$1 million over the course of the refinancing term.

10.4.1. Approval and adoption of a resolution authorizing the early redemption of the District's outstanding General Obligation School Building Bonds, Series 2016.

Motion to approve resolution Passed with a motion by Lisa Wilen and a second by Josh Penterman.

Jaimi Calfee: Yea, Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

Special note: Due to the availability of time for tonight's presenter on this topic, this agenda item was moved to earlier in the meeting to facilitate the presenter's schedule.

No further discussion.

10.4.2.

Approval and adoption of a resolution authorizing the issuance by the District of its General Obligation Refunding Bonds, Series 2021, in a principal amount not to exceed \$8,200,000, for the purpose of refunding the District's outstanding General Obligation School Building Bonds, Series 2016

Motion to authorize the issuance of General Obligation Refunding Binds, Series 2021 in a principal amount not to exceed \$8,200,000. Passed with a motion by Josh Penterman and a second by Lisa Wilen.

Jaimi Calfee: Yea, Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

Special note: Due to the availability of time for tonight's presenter on this topic, this agenda item was moved to earlier in the meeting to facilitate the presenter's schedule.

No further discussion.

10.5. Presentation, discussion and or official action to adopt the ESU 4 Core Services

Resolution authorizing the Superintendent to act as the Board's representative in matters dealing with the provisions of Core Services provided by ESU 4.

Motion to adopt the ESU 4 Core Services Resolution authorizing the Superintendent to act as the Board's representative in matters dealing with the provisions of Core Services provided by ESU 4. Passed with a motion by Clayton Maahs and a second by Lisa Wilen.

Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

10.6. Presentation, discussion and or official action to approve the Special Education Service Agreement with ESU 4.

approve the Special Education Service Agreement with ESU 4 Passed with a motion by Lisa Wilen and a second by Josh Penterman.

Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- No additional discussion

10.7. Presentation, discussion and or official action to approve the purchase a Track Timing System for the Olson Complex

Motion to approve the purchase of a track timing system for the Olson Complex. Passed with a motion by Clayton Maahs and a second by Lisa Wilen.

Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- No additional discussion

10.8. Presentation, discussion, and or official action to approve recommended staffing additions.

Motion to approve recommended staffing additions for the 2021-2022 school year. Passed with a motion by Lisa Wilen and a second by Clayton Maahs.

Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- Discussion centered around the request to add an elementary counselor/ behavioral skills specialist and an elementary "specials" teacher. This "specials" teacher would teach elementary art and assist with "unfinished learning" for students with numeracy and literacy deficits exacerbated by the prolonged impact of the COVID-19 pandemic.
- The elementary counselor will assist with teaching the district character education program (Second Step), facilitating the enhancement of a school-wide behavior plan for students, and actively respond to the increase of socio-emotional issues and challenges exacerbated by the prolonged impact of the COVID-19 pandemic experienced by students, staff, and families.

11. Board of Education Development

- Board members were updated on upcoming professional board development activities through NASB.

11.1. Superintendent Evaluation Reminder

- Mr. Hart will give a follow-up presentation to the board about second-semester goals and year-to-date progress prior to the next superintendent evaluation.
- The second superintendent evaluation will need to be completed at the June board meeting
- Board members will have an opportunity to provide additional information on the evaluation at the May regular board meeting.

11.1.1. Superintendent Evaluation

- The discussion was centered on possibly using the attached NASB superintendent evaluation document.
- More discussion on using the NASB document will be discussed at the May regular board meeting.

12. Topics for Next Month's Agenda

- No further discussion on this topic.

13. Closed Session

- No closed session was held at this meeting.
14. Adjournment
- No further discussion.
 - The meeting was adjourned at 10:13 p.m.

Chairperson

Superintendent

Board of Education Regular Meeting

Monday, March 8, 2021 7:00 PM

Media Center at the Palmyra District OR-1 Public Schools

425 F Street

Palmyra, NE 68418

District Mission:

“Together we prepare our students to successfully meet the challenges of the future.”

Strategic Goal 1: By 2020 District OR-1 Public Schools will provide the facilities needed to be competitive with other area schools in athletics and fine arts programs.

Strategic Goal 2: By 2019, District OR-1 Public Schools will foster a unified community.

Strategic Goal 3: The District OR-1 Schools District will continuously implement (academic) programs and the curriculum needed to remain competitive with other area schools.

Jaimi Calfee: Present

Doug Church: Present

Brandon Desh: Present

Clayton Maahs: Present

Josh Penterman: Present

Lisa Wilen: Present

Board President Desh called the meeting to order at 7:00 p.m.

This information was posted on Thursday, March 4th 2021

1. Call to Order and Pledge of Allegiance

- Meeting will be called to order by Board of Education President Desh.
- The meeting was called to order by Board President Desh at 7:00 p.m.

2. Announcement of the Open Meetings Act Posting

3. Meeting Broadcast Information

- The meeting link was made available to the public at 7:00 p.m. as advertised.

4. Staff and Student Presentations

District School Improvement Goals: Update

- The staff presentation this month will be focused on the school improvement goals at both the high school and the elementary school.
- Mr. Johnson (High School Principal) will present information about the school improvement goals for the high school.

- Ms. Walter (Elementary Principal) will present information about the school improvement goals for the elementary school.
- Special thanks to our building principals and our staff for their work on these continuous improvement goals.

Highlights from the presentation included:

- Grade level goals were discussed and developed at the elementary school.
- Teachers created pre-test and post-test assessments given to students in August and May.
- The assessments used were MAPS and NSCAS.
- Data is analyzed to determine transition goals. There will also be a "data retreat" this summer to refine school improvement goals.
- The high school is currently working with ESU #4 to examine MAP data.
- The new goal for the elementary will focus on number sense.
- The HS SI committee is looking at a reading comprehension goal.
- These new goals will be ready for implementation at the beginning of the next school year.

5. Consent Agenda

Motion to approve the consent agenda as presented Passed with a motion by Doug Church and a second by Clayton Maahs.

Jaimi Calfee: Yea, Doug Church: Yea, Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- No further discussion of the consent agenda.

5.1. Approval of minutes of previous meetings

Official Board of Education minutes are available on the district web site at www.districtor1.org

5.2. Approval of Claims/Payment of Bills and Payroll

5.3. Certificated/Classified Hire(s)/Reassignment(s)/Resignation(s)

New Certificated Staff Hires for the 2021-2022 School Year

- **Dominique Dowding:** Elementary Teacher: Mrs. Dowding will be replacing Mrs. Ourada in 4th grade at Bennet Elementary
- **Sean Mulholland:** High School Science: Sean will be replacing Mrs. Church at Palmyra High School.
- **Kade Reiman:** Elementary Teacher: Mr. Reiman will be replacing Mrs. Hall in first grade at Bennet Elementary. *Please note: Mr. Reiman's specific grade level assignment may be subject to change based upon additional staff changes.*

5.3.1. Presentation, discussion, and or official action to ratify a teaching contract for Dominique Dowding

5.3.2. Presentation, discussion, and or official action to ratify a teaching contract for Sean Mulholland.

5.3.3. Presentation, discussion, and or official action to ratify a teaching contract for Kade Reiman.

5.4. Financial Report

6. Public Comment

- Jackie Thomson-Bremer provided Public Comment.

7. NASB "Rule 10" Webinar

- This webinar starts at 7:30 p.m.
- In case of technical difficulties or board preference, there is also a prerecorded message option to view the webinar.

Additional Discussion:

- The board viewed a 12-minute pre-recorded message from NASB on Rule 10 and Rule 12 revisions from NDE.

8. Administrative Reports

Administrative reports are available in their entirety at:

<https://meeting.sparqdata.com/Public/Organization/174>

8.1. Superintendent's Report Highlights included:

- COVID Update
- Building and Facility Repairs
- Safety and Security Audit Update
- Legislative Update

8.2. Administrative Report

- Highlights of the administrative report centered around the following topics:
 - School Safety and Security Audit Feedback
 - Prom and Activities Update
 - Fundraiser success for The Otoe County Food Bank
 - Upcoming staff development training and topics for Wednesday, March 17th staff in service.

9. Discussion Items- Committee Reports

9.1. Facility Audit Committee

- The discussion revolved around various "draft" options to address district growth presented at the March 3rd Special Board Meeting.
- Another meeting to discuss the Facility Audit will be scheduled prior to the April 12th Regular Board meeting.

9.2. Government Relations Committee

- Additional discussion centered around various legislative bills that would impact education.

9.3. District Safety Committee

- The administrative team shared highlights from the Safety and Security Audit conducted on Thursday, February 25th.
- Discussion centered around emergency response drills, law enforcement response times, safety training opportunities, and recommendations from the audit specific to each building.

9.4. Curriculum Committee

- The administrative team shared updates on various proposals submitted for the science curriculum at the elementary school and the high school.

9.5. Budget Committee

- Budget Committee members summarized potential financing options to address future district growth.
- Jay Speerman from Piper Sandler will be at the April 12th meeting to discuss refinancing the 2016 General Obligation Bonds.
- This refinancing opportunity will be an action item for the next Regular Board meeting in April.

9.6. Strategic Planning Update

- Superintendent Hart updated the board on notifying both NASB and Emillson about the organization that was selected to assist with our next district Strategic Planning process.
- NASB was selected to assist with our next Strategic Planning process.

9.7. Olson Project Complex Update

- Superintendent Hart and Board President Desh updated the rest of the board on the "in process" projects and "punch list" items remaining on the Olson Complex project.

10. Action Items

10.1. Teacher Resignation

Motion to accept resignation Passed with a motion by Doug Church and a second by Lisa Wilen.

Jaimi Calfee: Yea, Doug Church: Yea, Brandon Desh: Yea, Clayton Maahs: Yea, Josh Penterman: Yea, Lisa Wilen: Yea

- Mr. Ron Wergin has decided to retire effective at the end of the 2020-2021 school year.
- On behalf of the entire school district and the communities of Palmyra and Bennet, we would like to publicly thank Mr. Wergin for his **42** years of service and dedication to our district.
- Mr. Wergin is a well-respected educator and coach and we are very grateful to have had him in our district for so many years.
- We wish Mr. Wergin and his family the best of luck in the future.

Additional Discussion:

- Board members expressed their appreciation for Mr. Wergin's commitment and tenure of service to our district.

10.2. Presentation, discussion and or official action with regard to the Olson Foundation Project to approve the Applications for Payment and billing statements related to the Project.

- No claims were presented this month.

11. Board of Education Development

- No additional discussion on these items.
- The Policy Review Committee will meet on **Monday, March 29th** at noon to review the 1000, 2000, and 3000 series policies for the April Regular Board meeting.

12. Topics for Next Month's Agenda **Topics for Next Month:**

- 2016 General Obligation Bond Refinancing
- Budget Update
- COVID Update
- COVID Vaccine Update
- Curriculum Update: Science
- ESU #4 Core Services Resolution
- Special Education Service Agreement with ESU #4
- Option Enrollment
- Student Enrollment Update
- 2021-2022 School Planning Update
- Personnel Update
- Policy Review
 - 1000's: Community Relations
 - 2000's: Administration
 - 3000's: Business Operations

- **No further discussion on these items.**

13. Closed Session

14. Adjournment

- The meeting was adjourned at 8:40 p.m.

Chairperson

Superintendent

**SUPERINTENDENT'S REPORT
REGULAR BOARD MEETING:
Designated Bill Summaries**

Date: April 12th, 2021

TO: Palmyra District OR-1 BOE

From: Michael Hart

Re: BOE meeting notes for March 8, 2021

- Next month's regular meeting is scheduled for **Monday, May 10th 2021 at 7:00p.m.**

A. Consent Agenda Expenditures

OCPUF Claims:

- none this month

Depreciation Fund Claims:

- none this month

Bond Fund:

- none this month

Special Building Claims:

- none this month

General Fund Claims: Total claims: **\$113,319.30**

- **Baxter Auto: \$413.39** – Vehicle repair
- **BEST: \$19,008.74** – High school SPED contracted services
- **Cornhusker International: \$1,753.09** – Bus servicing and maintenance
- **Casey's: \$1,744.37**– Fuel expenses / misc.
- **Daktronics: \$386.00** – Portable scoreboard (tire grant)
- **Egan Supply Co: \$1,169.58** – Custodial supplies
- **Ekstrum Auto: \$1,414.60** - Vehicle maintenance and repair
- **Hamilton Service: \$5,310.85**– Repairs and maintenance for elementary and high school
- **High Standards Cleaning Services (formerly Skyler Enterprises): \$ 5,250.00** - Night cleaning services
- **John Henry's Plumbing: \$ 1,370.58**– Restroom repair at the high school and replaced boiler feed at the high school
- **JourneyED: \$2,789.38** – High School technology software
- **Lang Safety Consulting: \$500.00:** Annual Safety and Security Audit expenses
- **Mattice Lock and Safe: \$106.25** – Olson Complex Keys (tire grant)
- **Menards: \$626.45** – Custodial supplies
- **NASB: \$825.00** – School Board, Office Staff, and Superintendent Professional Development and Materials
- **Nebraska City Utilities: \$9,905.63** – utilities
- **Southwest Auto: \$9,856.09** – Bus repair and maintenance
- **Symmetry (NJUMP): \$ 5,513.76** – Natural gas deliveries
- **Syncb/Amazon: \$ 1,520.28** – REAP (elementary and high school computer equipment), HS textbooks
- **TCA Outdoor Power: \$11,820.99** – Olson Complex power equipment (tire grant)

- **Unite Private Networks: \$ 1,118.66** – Internet and technology services
- **Village of Bennet: \$529.59** – water, electricity, and sewer bill
- **Village of Palmyra: \$414.00** – water and sewer bill
- **Whitehead Oil: \$2,510.19** - Fuel and mixture for buses

04/08/2021 11:32 AM

Posted - All; Check Date 04/12/2021; Fund Number 01

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Checking Account ID	1	Fund Number 01	GENERAL FUND	
	29026016	Access Systems Leasing	04/12/2021	2,672.85
01 1100 440 001		HS Copier Lease		1,336.42
01 1100 440 003		Elem Copier Lease		1,336.43
Total	Access Systems Leasing			2,672.85
	7769 - 032021	BAXTER	04/12/2021	413.39
01 2730 431 000		BUS & VEHICLE SERVICING & MAINTENANCE		413.39
Total	BAXTER			413.39
	3RD QRT 2021	BEST	04/12/2021	19,008.74
01 1200 320 001		Sped HS Contracted Service		19,008.74
Total	BEST			19,008.74
	2021 QRT3 MILEAGE BB	Brown, Burke	04/12/2021	191.52
01 1100 333 003		Elem Mileage		191.52
Total	Brown, Burke			191.52
	902 - BUS FUEL	CALFEE, TODD	04/12/2021	43.89
01 2710 626 000		Bus Gas and Oil		43.89
	980274885	CALFEE, TODD	04/12/2021	59.10
01 2710 890 000		Bus Misc. Expenses		59.10
Total	CALFEE, TODD			102.99
	DN046 MARCH2021	CASEY'S BUSINESS MASTERCARD	04/12/2021	1,744.37
01 2710 626 000		Bus Gas and Oil		1,744.37
Total	CASEY'S BUSINESS MASTERCARD			1,744.37
	57137685	Comfort Inn	04/12/2021	79.95
01 2320 580 000		Superintendent Travel		79.95
	57141376	Comfort Inn	04/12/2021	79.95
01 2310 580 000		BOE Travel Expenses		79.95
Total	Comfort Inn			159.90
	MARCH2021 DOT AH	COMPLETE CHIROPRACTIC & WELLNESS CENTER	04/12/2021	65.00
01 2710 890 000		Bus Misc. Expenses		65.00
	MARCH2021 DOT DK	COMPLETE CHIROPRACTIC & WELLNESS CENTER	04/12/2021	65.00
01 2710 890 000		Bus Misc. Expenses		65.00
	MARCH2021 DOT VH	COMPLETE CHIROPRACTIC & WELLNESS CENTER	04/12/2021	65.00
01 2710 890 000		Bus Misc. Expenses		65.00
Total	COMPLETE CHIROPRACTIC & WELLNESS CENTER			195.00
	3358812	CORNHUSKER INTERNATIONAL TRUCKS, INC.	04/12/2021	1,676.05
01 2730 431 000		BUS & VEHICLE SERVICING & MAINTENANCE		1,676.05
	3360129	CORNHUSKER INTERNATIONAL TRUCKS, INC.	04/12/2021	77.04
01 2730 431 000		BUS & VEHICLE SERVICING & MAINTENANCE		77.04
Total	CORNHUSKER INTERNATIONAL TRUCKS, INC.			1,753.09

04/08/2021 11:32 AM

Posted - All; Check Date 04/12/2021; Fund Number 01

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	6924006	DAKTRONICS, INC	04/12/2021	386.00
01 5690		OTHER NON-REVENUE RECEIPTS		386.00
Total		DAKTRONICS, INC		386.00
	1258528	DAS State ACCTG-Central Finance	04/12/2021	232.49
01 2224 530 000		Internet Service		232.49
Total		DAS State ACCTG-Central Finance		232.49
	MARCH 2021 - PHS	DFC Inc. Decker's Food Center	04/12/2021	202.07
01 1100 610 001		HS General Supplies		23.29
01 1200 610 001		Sped HS Supplies		31.64
01 1100 610 001		HS General Supplies		22.40
01 1100 610 001		HS General Supplies		23.99
01 1100 610 001		HS General Supplies		100.75
Total		DFC Inc. Decker's Food Center		202.07
	FA6265-0	DIETZE MUSIC HOUSE	04/12/2021	150.24
01 1100 610 001 2 102		HS INSTRUMENTAL SUPPLIES		150.24
	FA7762	DIETZE MUSIC HOUSE	04/12/2021	18.54
01 1100 610 001 2 102		HS INSTRUMENTAL SUPPLIES		18.54
Total		DIETZE MUSIC HOUSE		168.78
	10340	DIVERSIFIED DRUG TESTING LLC	04/12/2021	297.50
01 1100 320 001		HS Services/Assessments		297.50
	9430	DIVERSIFIED DRUG TESTING LLC	04/12/2021	297.50
01 1100 320 001		HS Services/Assessments		297.50
	9884	DIVERSIFIED DRUG TESTING LLC	04/12/2021	247.50
01 1100 320 001		HS Services/Assessments		247.50
Total		DIVERSIFIED DRUG TESTING LLC		842.50
	660501 - MARCH 15 21	EDUCATIONAL SERVICE UNIT #4	04/12/2021	2,982.93
01 6408 591 000		EARLY CHILDHOOD SERVICES ESU/DISTRICT		199.95
01 1291 591 003		Sped Director ages 3-5 Elem		99.98
01 6408 591 000		EARLY CHILDHOOD SERVICES ESU/DISTRICT		40.00
01 6406 591 003		AD/ECH SERVICES FROM ESU/DISTRICT		40.00
01 6408 591 000		EARLY CHILDHOOD SERVICES ESU/DISTRICT		91.67
01 6406 591 003		AD/ECH SERVICES FROM ESU/DISTRICT		91.66
01 1200 591 003		ELEM SPED DIRECTOR		899.77
01 1200 591 001		HS SPED DIRECTOR		799.80
01 2151 591 003		ELEM AUDIOLOGY SERVICES ESU/DISTRICT		360.05
01 2151 591 001		HS AUDIOLOGY SERVICE FROM ESU/DISTRICT		360.05
Total		EDUCATIONAL SERVICE UNIT #4		2,982.93
	14781	EDUCATIONAL SERVICE UNIT #6	04/12/2021	398.36
01 2224 530 000		Internet Service		398.36
	15011	EDUCATIONAL SERVICE UNIT #6	04/12/2021	398.36
01 2224 530 000		Internet Service		398.36

04/08/2021 11:32 AM

Posted - All; Check Date 04/12/2021; Fund Number 01

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Total EDUCATIONAL SERVICE UNIT #6				796.72
	333615	EGAN SUPPLY CO	04/12/2021	1,169.58
01 2610 610 001		HS Custodian Supplies		1,169.58
Total EGAN SUPPLY CO				1,169.58
	16453	EKSTRUM AUTO TECH INC.	04/12/2021	47.50
01 2730 431 000		BUS & VEHICLE SERVICING & MAINTENANCE		47.50
	16455	EKSTRUM AUTO TECH INC.	04/12/2021	158.35
01 2730 431 000		BUS & VEHICLE SERVICING & MAINTENANCE		158.35
	16456	EKSTRUM AUTO TECH INC.	04/12/2021	155.00
01 2730 431 000		BUS & VEHICLE SERVICING & MAINTENANCE		155.00
	16461	EKSTRUM AUTO TECH INC.	04/12/2021	50.00
01 2730 431 000		BUS & VEHICLE SERVICING & MAINTENANCE		50.00
	16465	EKSTRUM AUTO TECH INC.	04/12/2021	158.10
01 2730 431 000		BUS & VEHICLE SERVICING & MAINTENANCE		158.10
	16473	EKSTRUM AUTO TECH INC.	04/12/2021	292.50
01 2730 431 000		BUS & VEHICLE SERVICING & MAINTENANCE		292.50
	16474	EKSTRUM AUTO TECH INC.	04/12/2021	103.50
01 2730 431 000		BUS & VEHICLE SERVICING & MAINTENANCE		103.50
	16476	EKSTRUM AUTO TECH INC.	04/12/2021	23.60
01 2730 431 000		BUS & VEHICLE SERVICING & MAINTENANCE		23.60
	16477	EKSTRUM AUTO TECH INC.	04/12/2021	78.25
01 2730 431 000		BUS & VEHICLE SERVICING & MAINTENANCE		78.25
	16485	EKSTRUM AUTO TECH INC.	04/12/2021	347.80
01 2730 431 000		BUS & VEHICLE SERVICING & MAINTENANCE		347.80
Total EKSTRUM AUTO TECH INC.				1,414.60
	11981	ELECTRONIC CONTRACTING COMPANY	04/12/2021	87.00
01 2620 431 001		HS Repairs & Maintenance		87.00
	11982	ELECTRONIC CONTRACTING COMPANY	04/12/2021	87.00
01 2620 431 001		HS Repairs & Maintenance		87.00
Total ELECTRONIC CONTRACTING COMPANY				174.00
	83 - PALMYRA	EWELL EDUCATIONAL SERVICES	04/12/2021	175.00
01 2900 610 001 0 006		FFA		175.00
Total EWELL EDUCATIONAL SERVICES				175.00
	34875	FIRST CONCORD BENEFITS	04/12/2021	225.00
01 2510 890 000		Superintendent Secretary Misc. Expenses		225.00
	MARCH2021 PLAYFLEX	FIRST CONCORD BENEFITS	04/12/2021	100.00
01 2510 890 000		Superintendent Secretary Misc. Expenses		100.00
Total FIRST CONCORD BENEFITS				325.00
	003888	FRONTIER COOPERATIVE	04/12/2021	55.00
01 2610 610 001		HS Custodian Supplies		55.00

04/08/2021 11:32 AM

Posted - All; Check Date 04/12/2021; Fund Number 01

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Total FRONTIER COOPERATIVE				55.00
	143129	HAMILTON SERVICE CO	04/12/2021	2,241.25
01 2620 431 001		HS Repairs & Maintenance		2,241.25
	146327	HAMILTON SERVICE CO	04/12/2021	1,163.39
01 2620 431 003		Elem Repairs & Maintenance		1,163.39
	146494	HAMILTON SERVICE CO	04/12/2021	1,146.21
01 2620 431 003		Elem Repairs & Maintenance		1,146.21
	147070	HAMILTON SERVICE CO	04/12/2021	403.75
01 2620 431 001		HS Repairs & Maintenance		403.75
	147122	HAMILTON SERVICE CO	04/12/2021	166.25
01 2620 431 001		HS Repairs & Maintenance		166.25
	147135	HAMILTON SERVICE CO	04/12/2021	190.00
01 2620 431 003		Elem Repairs & Maintenance		190.00
Total HAMILTON SERVICE CO				5,310.85
	1011	HIGH STANDARDS CLEANING SERVICES	04/12/2021	1,900.00
01 2620 420 003		Elem Cleaning Service		1,550.00
01 6996 420 003		COVID19 ELEM CLEANING SERVICES		350.00
	1014	HIGH STANDARDS CLEANING SERVICES	04/12/2021	3,350.00
01 2620 420 001		HS Cleaning Service		2,700.00
01 6996 420 001		COVID19 HS CLEANING SERVICES		650.00
Total HIGH STANDARDS CLEANING SERVICES				5,250.00
	79080	HOLIDAY INN KEARNEY	04/12/2021	114.95
01 2320 580 000		Superintendent Travel		114.95
Total HOLIDAY INN KEARNEY				114.95
	604324178	HOME DEPOT PRO, THE	04/12/2021	990.07
01 2610 610 003		Elem Custodian Supplies		990.07
Total HOME DEPOT PRO, THE				990.07
	363117188	J.W. PEPPER & SON INC.	04/12/2021	23.04
01 1100 610 001 2 103		HS VOCAL SUPPLIES		23.04
	363156409	J.W. PEPPER & SON INC.	04/12/2021	66.74
01 1100 610 001 2 103		HS VOCAL SUPPLIES		66.74
	363159419	J.W. PEPPER & SON INC.	04/12/2021	51.99
01 1100 610 001 2 103		HS VOCAL SUPPLIES		51.99
	363211696	J.W. PEPPER & SON INC.	04/12/2021	90.64
01 1100 610 001 2 103		HS VOCAL SUPPLIES		90.64
	363211985	J.W. PEPPER & SON INC.	04/12/2021	39.10
01 1100 610 001 2 103		HS VOCAL SUPPLIES		39.10
	363247448	J.W. PEPPER & SON INC.	04/12/2021	38.59
01 1100 610 001 2 103		HS VOCAL SUPPLIES		38.59
	363299970	J.W. PEPPER & SON INC.	04/12/2021	29.99
01 1100 610 001 2 102		HS INSTRUMENTAL SUPPLIES		29.99
	363300223	J.W. PEPPER & SON INC.	04/12/2021	15.00
01 1100 610 001 2 102		HS INSTRUMENTAL SUPPLIES		15.00
Total J.W. PEPPER & SON INC.				355.09
	377922	JOHN HENRY'S PLUMBING-HEATING-AIR	04/12/2021	1,035.70
01 2620 431 001		HS Repairs & Maintenance		1,035.70
	383055	JOHN HENRY'S PLUMBING-HEATING-AIR	04/12/2021	334.88
01 2620 431 001		HS Repairs & Maintenance		334.88

04/08/2021 11:32 AM

Posted - All; Check Date 04/12/2021; Fund Number 01

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Total	JOHN HENRY'S PLUMBING-HEATING-AIR			1,370.58
01 2900 610 001 2	25908293	JOSTENS, INC Commencement	04/12/2021	54.00
01 2900 610 001 2	25947496	JOSTENS, INC Commencement	04/12/2021	108.00
Total	JOSTENS, INC			162.00
01 1100 735 001	10420268	JourneyEd.com, Inc. HS Technology Software	04/12/2021	1,394.69
01 1100 735 003		Elem Technology Software		1,394.69
Total	JourneyEd.com, Inc.			2,789.38
01 2620 431 003	173606	Kidwell Inc Elem Repairs & Maintenance	04/12/2021	1,064.80
Total	Kidwell Inc			1,064.80
01 1100 650 001	INV119021	KNOWBE4, INC HS Technology Supplies	04/12/2021	695.38
01 1100 650 003		Elem Technology Supplies		695.39
Total	KNOWBE4, INC			1,390.77
01 1100 333 003	MARCH 2021 MILEAGE	Knutson, Denise Elem Mileage	04/12/2021	60.48
Total	Knutson, Denise			60.48
01 2610 431 003	INV585802	KURITA AMERICA INC Elem Upkeep of Building	04/12/2021	340.00
Total	KURITA AMERICA INC			340.00
01 2660 340 000	2021 ANNUAL SAFETY A	LANG SAFETY CONSULTING Security Service	04/12/2021	500.00
Total	LANG SAFETY CONSULTING			500.00
01 2220 640 001	118-00053552 3/21	Lincoln Journal Star HS Library Books/Periodicals	04/12/2021	565.99
Total	Lincoln Journal Star			565.99
01 2620 431 001	0057643	MAIN STREET SHARPENING HS Repairs & Maintenance	04/12/2021	25.56
Total	MAIN STREET SHARPENING			25.56
01 1100 610 001	51772790	MATHESON-TRI-GAS INC HS General Supplies	04/12/2021	50.15
Total	MATHESON-TRI-GAS INC			50.15
01 5690	7330	MATTICE LOCK & SAFE OTHER NON-REVENUE RECEIPTS	04/12/2021	106.25
Total	MATTICE LOCK & SAFE			106.25

04/08/2021 11:32 AM

Posted - All; Check Date 04/12/2021; Fund Number 01

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	21QRT3 MILEAGE BM	McCreight, Beth	04/12/2021	176.40
01 1100 333 001		HS Mileage		176.40
Total	McCreight, Beth			176.40
	56440	MENARDS	04/12/2021	149.58
01 2610 610 001		HS Custodian Supplies		149.58
	56467	MENARDS	04/12/2021	71.25
01 2610 610 001		HS Custodian Supplies		71.25
	57195	MENARDS	04/12/2021	177.86
01 2610 610 001		HS Custodian Supplies		177.86
	57348	MENARDS	04/12/2021	227.76
01 2610 610 001		HS Custodian Supplies		227.76
Total	MENARDS			626.45
	21QRT3 MILEAGE SMR	Murphy-Robb, Sandra	04/12/2021	196.56
01 1100 333 003		Elem Mileage		196.56
Total	Murphy-Robb, Sandra			196.56
	O-698	NCECBVI	04/12/2021	328.80
01 2181 591 001		HS VISUALLY IMPAIRED SERVICES		328.80
Total	NCECBVI			328.80
	INV-070894- Q4H7B5	NE ASSOCIATION OF SCHOOL BOARDS	04/12/2021	100.00
01 2510 890 000		Superintendent Secretary Misc. Expenses		100.00
	INV-07230- B1B8J0	NE ASSOCIATION OF SCHOOL BOARDS	04/12/2021	300.00
01 2310 890 000		BOE Misc. Expenses		150.00
01 2320 330 000		Superintendent Professional Development		150.00
	INV-07526- L8X9Z8	NE ASSOCIATION OF SCHOOL BOARDS	04/12/2021	195.00
01 2310 890 000		BOE Misc. Expenses		65.00
01 2320 330 000		Superintendent Professional Development		130.00
	INV-07532- Q6X7C8	NE ASSOCIATION OF SCHOOL BOARDS	04/12/2021	65.00
01 2310 890 000		BOE Misc. Expenses		65.00
	INV-07606- G5F5R0	NE ASSOCIATION OF SCHOOL BOARDS	04/12/2021	65.00
01 2310 890 000		BOE Misc. Expenses		65.00
	INV-07679- V8W6H8	NE ASSOCIATION OF SCHOOL BOARDS	04/12/2021	50.00
01 2510 890 000		Superintendent Secretary Misc. Expenses		50.00
	INV-07680- L4S9B6	NE ASSOCIATION OF SCHOOL BOARDS	04/12/2021	50.00
01 2510 890 000		Superintendent Secretary Misc. Expenses		50.00
Total	NE ASSOCIATION OF SCHOOL BOARDS			825.00
	57-8536	NE SAFETY CENTER @ UNK	04/12/2021	125.00
01 2710 890 000		Bus Misc. Expenses		125.00
Total	NE SAFETY CENTER @ UNK			125.00
	0388205-IN	NEBRASKA AIR FILTER, INC	04/12/2021	643.73
01 2610 610 001		HS Custodian Supplies		643.73
Total	NEBRASKA AIR FILTER, INC			643.73

04/08/2021 11:32 AM

Posted - All; Check Date 04/12/2021; Fund Number 01

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	1546 - MARCH2021	NEBRASKA CITY UTILITIES	04/12/2021	75.38
01 2610 621 001		HS Utilities		75.38
	3273 - MARCH2021	NEBRASKA CITY UTILITIES	04/12/2021	4,809.85
01 2610 621 003		Elem Utilities		4,809.85
	3321 - MARCH2021	NEBRASKA CITY UTILITIES	04/12/2021	4,245.34
01 2610 621 001		HS Utilities		4,245.34
	39368 - MARCH2021	NEBRASKA CITY UTILITIES	04/12/2021	28.35
01 2610 621 001		HS Utilities		28.35
	43577 - MARCH2021	NEBRASKA CITY UTILITIES	04/12/2021	76.87
01 2610 621 001		HS Utilities		76.87
	43679 - MARCH2021	NEBRASKA CITY UTILITIES	04/12/2021	40.05
01 2610 621 001		HS Utilities		40.05
	44277 - MARCH2021	NEBRASKA CITY UTILITIES	04/12/2021	155.74
01 2610 621 001		HS Utilities		155.74
	44718 - MARCH2021	NEBRASKA CITY UTILITIES	04/12/2021	474.05
01 2610 621 001		HS Utilities		474.05
Total NEBRASKA CITY UTILITIES				<u>9,905.63</u>
	2021 MUSIC DISTRICTS	NSAA DISTRICT II	04/12/2021	375.00
01 2900 610 001 0 003		Music		375.00
Total NSAA DISTRICT II				<u>375.00</u>
	7000002033	O'KEEFE ELEVATOR CO, INC	04/12/2021	295.00
01 2620 431 001		HS Repairs & Maintenance		295.00
Total O'KEEFE ELEVATOR CO, INC				<u>295.00</u>
	MARCH2021 PT	O'Neil, Jan	04/12/2021	4,004.69
01 6408 320 000		IDEA Part B Birth-4 Pre-diagnosis		630.45
01 6406 320 003		IDEA Preschool Professional Service		1,446.19
01 2171 320 003		Physical Therapy Elem Contracted Service		1,928.05
Total O'Neil, Jan				<u>4,004.69</u>
	1502-20210331	ONE SOURCE THE BACKGROUND CHECK COMPANY	04/12/2021	135.00
01 2310 890 000		BOE Misc. Expenses		135.00
Total ONE SOURCE THE BACKGROUND CHECK COMPANY				<u>135.00</u>
	0321 REIMBURSEMEN T	PALMYRA ACTIVITY FUND	04/12/2021	675.00
01 1100 610 001 2 102		HS INSTRUMENTAL SUPPLIES		75.00
01 1100 610 001 2 103		HS VOCAL SUPPLIES		75.00
01 1100 610 003 1 302		ELEM MUSIC SUPPLIES		75.00
01 2900 610 001 0 012		National Honor Society		450.00
Total PALMYRA ACTIVITY FUND				<u>675.00</u>

04/08/2021 11:32 AM

Posted - All; Check Date 04/12/2021; Fund Number 01

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2330 317 000	69	Perry, Guthery, Hasse & Gessford, P.C., L.L.O. District Legal Services	04/12/2021	249.00
01 2330 317 000	70	Perry, Guthery, Hasse & Gessford, P.C., L.L.O. District Legal Services	04/12/2021	75.00
Total		Perry, Guthery, Hasse & Gessford, P.C., L.L.O.		324.00
01 2510 440 000	3313289765	PITNEY BOWS GLOBAL FINANCIAL SERVICES LL Superintendent Copier/Mail Lease	04/12/2021	162.66
Total		PITNEY BOWS GLOBAL FINANCIAL SERVICES LL		162.66
01 2161 333 001	2021 QRT3 MILEAGE LP	POHLEN, ELIZABETH SPED HS OT MILEAGE	04/12/2021	57.80
Total		POHLEN, ELIZABETH		57.80
01 2220 640 001	70661034	PROQUEST LLC HS Library Books/Periodicals	04/12/2021	1,478.26
Total		PROQUEST LLC		1,478.26
01 6996.610 003	15217038	QUILL COVID19 ELEM GENERAL SUPPLIES	04/12/2021	117.73
Total		QUILL		117.73
01 2610 431 001	MARCH2021 PHS	RECYCLING ENTERPRISES OF NE, INC. HS Upkeep of Building	04/12/2021	90.00
Total		RECYCLING ENTERPRISES OF NE, INC.		90.00
01 1920	L-36403	SCC Business Office EDUCATION QUEST FOUNDATION	04/12/2021	128.25
Total		SCC Business Office		128.25
01 2730 431 000	21-0259	SHAFFER COMMUNICATIONS BUS & VEHICLE SERVICING & MAINTENANCE	04/12/2021	48.54
Total		SHAFFER COMMUNICATIONS		48.54
01 2730 431 000	155290	Southwest Auto BUS & VEHICLE SERVICING & MAINTENANCE	04/12/2021	2,930.30
01 2730 431 000	155422	Southwest Auto BUS & VEHICLE SERVICING & MAINTENANCE	04/12/2021	5,008.93
01 2730 431 000	155459	Southwest Auto BUS & VEHICLE SERVICING & MAINTENANCE	04/12/2021	1,155.81
01 2730 431 000	155480	Southwest Auto BUS & VEHICLE SERVICING & MAINTENANCE	04/12/2021	533.05
01 2730 431 000	155501	Southwest Auto BUS & VEHICLE SERVICING & MAINTENANCE	04/12/2021	228.00
Total		Southwest Auto		9,856.09
	21 QRT 3 MILEAGE SS	Swartzendruber, Sarah	04/12/2021	186.48

04/08/2021 11:32 AM

Posted - All; Check Date 04/12/2021; Fund Number 01

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 1100 333 001		HS Mileage		186.48
Total Swartzendruber, Sarah				186.48
	9701864	SYMMETRY ENERGY SOLUTIONS LLC	04/12/2021	5,513.76
01 2610 621 003		Elem Utilities		1,389.81
01 2610 621 001		HS Utilities		737.24
01 2610 621 001		HS Utilities		3,376.67
01 2610 621 003		Elem Utilities		10.04
Total SYMMETRY ENERGY SOLUTIONS LLC				5,513.76
	444437364749	SYNCB/AMAZON	04/12/2021	13.98
01 6992 734 001		REAP Secondary Computer Equipment		13.98
	454936797558	SYNCB/AMAZON	04/12/2021	546.83
01 6992 734 001		REAP Secondary Computer Equipment		546.83
	554946665484	SYNCB/AMAZON	04/12/2021	359.97
01 6992 734 003		REAP Elementary Computer Equipment		359.97
	637856634345	SYNCB/AMAZON	04/12/2021	44.12
01 2620 720 001		HS Building Improvements		44.12
	674898644476	SYNCB/AMAZON	04/12/2021	458.15
01 1100 640 001		HS Textbooks		458.15
	868869338438	SYNCB/AMAZON	04/12/2021	97.23
01 1100 640 001		HS Textbooks		97.23
Total SYNCB/AMAZON				1,520.28
	7306	TCA OUTDOOR POWER	04/12/2021	275.70
01 2610 431 001		HS Upkeep of Building		137.85
01 2610 431 003		Elem Upkeep of Building		137.85
	7394	TCA OUTDOOR POWER	04/12/2021	11,820.99
01 5690		OTHER NON-REVENUE RECEIPTS		11,820.99
Total TCA OUTDOOR POWER				12,096.69
	SO85169/03	TEACHER DIRECT	04/12/2021	80.70
01 3540 610 003		Preschool Supplies		80.70
	SO85479/22	TEACHER DIRECT	04/12/2021	592.88
01 1100 610 003		Elem General Supplies		592.88
Total TEACHER DIRECT				673.58
	SI-21-006216	UNITE PRIVATE NETWORKS LLC	04/12/2021	1,118.66
01 2224 382 001		HS Distant Learning Connection		559.33
01 2224 382 003		Elem Distant Learning Connection		559.33
Total UNITE PRIVATE NETWORKS LLC				1,118.66
	FFA -2021	UNIVERSITY OF NEBRASKA LINCOLN	04/12/2021	102.00
01 2900 610 001 0 006		FFA		102.00
Total UNIVERSITY OF NEBRASKA LINCOLN				102.00
	366212	Uribe Refuse Services, Inc.	04/12/2021	356.00
01 2610 431 003		Elem Upkeep of Building		356.00
Total Uribe Refuse Services, Inc.				356.00
	61700	VILLAGE OF BENNET	04/12/2021	529.59
01 2610 410 003		Elem Water & Sewer		493.03
01 2610 621 003		Elem Utilities		36.56
Total VILLAGE OF BENNET				529.59

04/08/2021 11:32 AM

Posted - All; Check Date 04/12/2021; Fund Number 01

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	107003 - 227-3262021	VILLAGE OF PALMYRA	04/12/2021	26.00
01 2610 410 001		HS Water & Sewer		26.00
	230001 - 227-3262021	VILLAGE OF PALMYRA	04/12/2021	26.00
01 2610 410 001		HS Water & Sewer		26.00
	257001 - 227-3262021	VILLAGE OF PALMYRA	04/12/2021	193.50
01 2610 410 001		HS Water & Sewer		193.50
	274001 - 227-3262021	VILLAGE OF PALMYRA	04/12/2021	26.00
01 2610 410 001		HS Water & Sewer		26.00
	286002 - 227-3262021	VILLAGE OF PALMYRA	04/12/2021	142.50
01 2610 410 001		HS Water & Sewer		142.50
Total	VILLAGE OF PALMYRA			414.00
	3002585	VOICE NEWS	04/12/2021	6.73
01 2310 540 000		BOE Advertising		6.73
	3002586	VOICE NEWS	04/12/2021	6.73
01 2310 540 000		BOE Advertising		6.73
	3002591	VOICE NEWS	04/12/2021	116.00
01 2310 540 000		BOE Advertising		116.00
	3002592	VOICE NEWS	04/12/2021	116.00
01 2310 540 000		BOE Advertising		116.00
	3002593	VOICE NEWS	04/12/2021	116.00
01 2310 540 000		BOE Advertising		116.00
	3002779	VOICE NEWS	04/12/2021	116.00
01 2310 540 000		BOE Advertising		116.00
	3002780	VOICE NEWS	04/12/2021	116.00
01 2310 540 000		BOE Advertising		116.00
	3002810	VOICE NEWS	04/12/2021	6.73
01 2310 540 000		BOE Advertising		6.73
	3003068	VOICE NEWS	04/12/2021	38.29
01 2310 540 000		BOE Advertising		38.29
Total	VOICE NEWS			638.48
	0047450	VOLLI COMMUNICATIONS, INC	04/12/2021	113.63
01 2510 382 001		HS Telephone		56.81
01 2510 382 003		Elem Telephone		56.82
Total	VOLLI COMMUNICATIONS, INC			113.63
	10204813-00	VOSS LIGHTING	04/12/2021	264.00
01 2610 610 001		HS Custodian Supplies		264.00
Total	VOSS LIGHTING			264.00
	1728055	WASTE CONNECTIONS OF NEBRASKA	04/12/2021	810.21
01 2610 431 001		HS Upkeep of Building		810.21
Total	WASTE CONNECTIONS OF NEBRASKA			810.21
	INV-10934	WHITEHEAD OIL CO	04/12/2021	2,510.19
01 2710 626 000		Bus Gas and Oil		2,510.19
Total	WHITEHEAD OIL CO			2,510.19

04/08/2021 11:32 AM

Posted - All; Check Date 04/12/2021; Fund Number 01

User ID: KFH

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	21QRT3 MILEAGE JW	WHYMAN, JEN	04/12/2021	171.36
01 1200 333 000		Sped Mileage Paid to Staff		171.36
Total	WHYMAN, JEN			171.36
	091969071 - 3/29/21	WINDSTREAM	04/12/2021	111.36
01 2510 382 001		HS Telephone		111.36
Total	WINDSTREAM			111.36
Fund Number	01			113,319.30
Checking Account ID	1			113,319.30

Payroll March 15, 2021 \$502008.49

Bills April 12, 2021 \$113319.30

Total \$615327.79

Expenditure Report by Function/Object - Summary

04/08/2021 11:31 AM

Regular: Processing Month 03/2021; Fund Number 01

User ID: KFH

Function Number	Revised Budget	Expended During Month	Expensures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
4600	ARRA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4610	ARRA: IDEA PART B(611) ENROLL/POV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4630	ARRA: IDEA PRESCHOOL(619) ENROLL/POV	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4690	OTHER FED NON-CAT EXPENDITURES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4700	BUILDING IMPROVEMENTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4730	PERKINS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4955	ARRA ESEA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4980	TITLE IV, PART A NCLB -SAFE & DRUG FREE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4985	TITLE II, PART D NCLB TECHNOLOGY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4994	SPEED CONTINUOUS IMPROVEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5000	DEBT SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6200	TITLE I IMPROVING PROGRAMS FEDERAL SERVI	69,173.85	5,093.65	51.80	33,338.97	0.00	0.00	33,338.97
6310	NCLB TITLE II PART A	45,008.00	0.00	0.00	45,008.00	0.00	0.00	45,008.00
6330	REAP GRANT	40,000.00	0.00	0.00	40,000.00	0.00	0.00	40,000.00
6406	IDEA PRESCHOOL	22,396.00	1,921.13	62.72	8,348.74	0.00	0.00	8,348.74
6408	IDEA ENROLLMENT/POVERTY	152,317.96	11,319.96	53.75	70,453.09	0.00	0.00	70,453.09
6411	IDEA EARLY INTERVENING SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6412	IDEA PART B PORPORTIONATE SHARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6810	TITLE I, ESSA ACCOUNTABILITY IMPROVING	10,090.85	0.00	0.00	10,090.85	0.00	0.00	10,090.85
6969	TITLE IV PART A	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6992	REAP	45,001.00	0.00	53.86	20,764.28	0.00	0.00	20,764.28
6996	COVID-19	0.00	1,379.44	0.00	(48,365.81)	0.00	0.00	(48,365.81)
8000	TRANSFERS (OUTGOING)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01	GENERAL FUND	7,796,694.52	603,910.95	57.25	3,333,236.92	0.00	0.00	3,333,236.92

TEACHER'S CONTRACT

THIS CONTRACT is made by and between the Board of Education of Otoe County School District 0501, a/k/a Palmyra District OR-1 Public Schools ("District") and **Jordan Linke** ("Teacher"). That the Board of Education agrees to employ the Teacher as follows:

School Year: School Year begins on or about August 9, 2021 and ends on or about May 20, 2022 subject to Board modification.

Days of Service: Teacher shall be employed for 185 days of service, subject to terms of the negotiated agreement.

Full Time Equivalency: Teacher shall be employed for a full-time equivalency (FTE) of 1.0

Salary Schedule Placement: Teacher's salary schedule placement is subject to final terms of the negotiated agreement for the applicable contract year between the Board and the bargaining unit representing the certificated employees of the District. The Teacher's salary schedule placement and other terms of employment for the 2021-2022 contract year may be set forth on the Annual Supplemental Renewal form to be executed subsequent to this Teacher's Contract.

FIRST: Salary. The salary of the Teacher shall be payable in twelve (12) equal installments. The first installment shall be payable on the 15th day of September, 2021, and the remaining installments shall be payable on same day of each month thereafter. 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. This contract shall conform to the regulations governing deductions with reference to Withholding Tax, Social Security and Teacher's Retirement. Other deductions may be withheld as agreed to by the parties to this contract. Upon termination of this contract by the Board or the Teacher, the compensation shall be an amount which bears the same ratio to the yearly salary herein specified as the number of days of service to the date of such termination bears to the number of days of service in the applicable contract year. Any unearned fractional portion of an installment paid but not earned prior to termination of the contract shall be refunded by the Teacher.

SECOND: Duties. The Teacher hereby agrees to be governed by the policies of the Board of Education of the District. The duties to be performed by the Teacher shall be subject to assignment by the Superintendent or the Board. Days of service may be adjusted from year to year by the Board. The Teacher further agrees to devote full time during days of school to the Teacher's position and in all respects to diligently and faithfully perform the assigned duties to the best of the Teacher's professional ability. Regular dependable attendance is an essential function of the Teacher's position.

THIRD: Extra Duty Assignments. In addition to the normal duties traditionally required of certificated employees, the Teacher may be assigned "extra duty" assignments by the District. Such assignments 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 the Teacher shall not unreasonably refuse to accept such assignments. Duty assignments which do not require a teaching or administrative certificate are on an at-will basis, shall be subject to removal without cause and shall not be subject to continuation or renewal as part of this Teacher's Contract.

FOURTH: Contract Termination. To the extent this Contract is subject to the continuing contract statutes, this Contract may be amended, cancelled or terminated subject to required procedures in the event the Teacher violates any of the provisions of this Contract, 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 (1) becoming legally disqualified to teach in the State of Nebraska; (2) participation in any fraud; (3) causing any intentional damage to property; (4) engaging in any unlawful act; (5) just cause, including: (a) incompetency, which includes, but is not limited to, demonstrated deficiencies or shortcomings in knowledge of subject matter or teaching or administrative skills; (b) neglect of duty; (c) unprofessional conduct; (d) insubordination; (e) immorality; (f) physical or mental incapacity; (g) failure to give evidence of professional growth as required by law; or (h) other conduct which interferes substantially with the continued performance of duties. Non-renewal, suspension or other disciplinary action may be enforced in accordance with applicable law. To the extent this Contract is not subject to the continuing contract statutes, it shall be terminable at will, without cause or hearing.

FIFTH: Legal Requirements. The Teacher affirms that: (1) Teacher holds or will hold a valid and appropriate certificate to act as a certificated employee in the State of Nebraska to perform the assigned duties throughout the term of this Contract and any extensions of this Contract; (2) the required certificate to perform the assigned duties shall be registered as required by law; it being understood and agreed that this contract is not valid until the required certificate is registered in accordance with law and that the Teacher shall not be compensated for services performed prior to the date of registration of this certificate; (3) Teacher is not under contract with another board of education within the State of Nebraska covering any part of or all of the same time of performance as provided for in this Contract and (4) there shall be no penalty for release or resignation by Teacher from this Contract; provided no resignation shall become effective until expiration of the remaining term of the Contract unless the Board fixes an earlier effective date. It is understood that this Contract is also subject to provisions of the School Teachers Retirement Act.

SIXTH: Renewal. 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. Said Renewal agreement shall not be required to be signed by the Teacher prior to March 16. Failure to return the Renewal Agreement or an intent card by the required date shall constitute grounds for termination.

The failure to return a signed copy of this contract to the Secretary of the Board of Education or the Superintendent of the District on or before **4:00 p.m. on April 8th, 2021** shall constitute a rejection by the Teacher of the offer of employment.

Executed this ____ day of _____, 2021	Executed this ____ day of _____, 2021
_____ Teacher	Board of Education of Otoe County School District 0501, a/k/a Palmyra District OR-1 Public Schools By: _____ Attest: _____ President Secretary

Monthly; Processing Month 03/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 01 GENERAL FUND				
<u>Current Assets</u>				
01 101	CASH IN BANK	2,166,490.29	(226,788.15)	1,939,702.14
01 900	Cash County Treasurer	848,892.22	0.00	848,892.22
	Current Assets Subtotal:	<u>3,015,382.51</u>	<u>(226,788.15)</u>	<u>2,788,594.36</u>
<u>Other Assets</u>				
01 390	Budgeted Revenue	7,216,649.00	0.00	7,216,649.00
01 392	Less: Revenue Received	(3,714,112.90)	(377,122.80)	(4,091,235.70)
	Other Assets Subtotal:	<u>3,502,536.10</u>	<u>(377,122.80)</u>	<u>3,125,413.30</u>
	Total Assets and Deferred Outflows of Resources:	<u><u>6,517,918.61</u></u>	<u><u>(603,910.95)</u></u>	<u><u>5,914,007.66</u></u>
<u>Current Liabilities</u>				
01 450	PAYROLL DEDUCTION PAYABLE	0.00	0.00	0.00
01 451	FICA PAYABLE	0.00	0.00	0.00
01 452	FIT PAYABLE	0.00	0.00	0.00
01 453	INSURANCE PAYABLE	(3,854.71)	0.00	(3,854.71)
01 454	RETIREMENT PAYABLE	0.00	0.00	0.00
01 455	SIT PAYABLE	0.00	0.00	0.00
	Current Liabilities Subtotal:	<u>(3,854.71)</u>	<u>0.00</u>	<u>(3,854.71)</u>
<u>Other Liabilities</u>				
01 690	Budgeted Expenditures	7,796,694.52	0.00	7,796,694.52
01 692	Less: Expenditures to Date	(3,859,546.65)	(603,910.95)	(4,463,457.60)
	Other Liabilities Subtotal:	<u>3,937,147.87</u>	<u>(603,910.95)</u>	<u>3,333,236.92</u>
<u>Fund Balance</u>				
01 704	Fund Balance - Regular Unspent	3,164,670.97	0.00	3,164,670.97
01 705	Budgeted Fund Balance	(580,045.52)	0.00	(580,045.52)
	Fund Balance Subtotal:	<u>2,584,625.45</u>	<u>0.00</u>	<u>2,584,625.45</u>
	Total Liabilities, Deferred Inflows of Resources, and Fund Equity:	<u><u>6,517,918.61</u></u>	<u><u>(603,910.95)</u></u>	<u><u>5,914,007.66</u></u>

Monthly; Processing Month 03/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 02 Depreciation				
<u>Current Assets</u>				
02 101	CASH	208,971.04	43.95	209,014.99
	Current Assets Subtotal:	208,971.04	43.95	209,014.99
<u>Other Assets</u>				
02 392	LESS: REVENUE RECEIVED	(168.88)	(43.95)	(212.83)
	Other Assets Subtotal:	(168.88)	(43.95)	(212.83)
Total Assets and Deferred Outflows of Resources:		208,802.16	0.00	208,802.16
<u>Other Liabilities</u>				
02 692	LESS: EXPENDITURES TO DATE	(69,128.16)	0.00	(69,128.16)
	Other Liabilities Subtotal:	(69,128.16)	0.00	(69,128.16)
<u>Fund Balance</u>				
02 704	FUND BALANCE	277,930.32	0.00	277,930.32
	Fund Balance Subtotal:	277,930.32	0.00	277,930.32
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		208,802.16	0.00	208,802.16

Monthly; Processing Month 03/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 03 Unemployment				
<u>Current Assets</u>				
03 101	CASH	19,031.08	7.65	19,038.73
03 106	SAVINGS CERTIFICATES	20,000.00	0.00	20,000.00
	Current Assets Subtotal:	<u>39,031.08</u>	<u>7.65</u>	<u>39,038.73</u>
<u>Other Assets</u>				
03 392	LESS: REVENUE RECEIVED	(33.65)	(7.65)	(41.30)
	Other Assets Subtotal:	<u>(33.65)</u>	<u>(7.65)</u>	<u>(41.30)</u>
Total Assets and Deferred Outflows of Resources:		<u>38,997.43</u>	<u>0.00</u>	<u>38,997.43</u>
<u>Fund Balance</u>				
03 704	FUND BALANCE	38,997.43	0.00	38,997.43
	Fund Balance Subtotal:	<u>38,997.43</u>	<u>0.00</u>	<u>38,997.43</u>
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		<u>38,997.43</u>	<u>0.00</u>	<u>38,997.43</u>

Monthly; Processing Month 03/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 05	Activity Fund			
<u>Current Assets</u>				
05 101	CASH	132,676.32	(1,721.68)	130,954.64
	Current Assets Subtotal:	132,676.32	(1,721.68)	130,954.64
<u>Other Assets</u>				
05 392	LESS: REVENUE RECEIVED	(81,916.21)	(7,490.87)	(89,407.08)
	Other Assets Subtotal:	(81,916.21)	(7,490.87)	(89,407.08)
Total Assets and Deferred Outflows of Resources:		50,760.11	(9,212.55)	41,547.56

Annual; Processing Month 03/2021; Accounts to Include Accounts with Activity; Fund Number 05

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 05	Activity Fund			
<u>Current Assets</u>				
05 101	CASH	132,676.32	(1,721.68)	130,954.64
	Current Assets Subtotal:	132,676.32	(1,721.68)	130,954.64
Total Assets and Deferred Outflows of Resources:		132,676.32	(1,721.68)	130,954.64

Fund Balance

05 704 0001	ATHLETICS	14,613.20	(2,541.02)	12,072.18
05 704 0002	ANNUAL	5,823.08	80.00	5,903.08
05 704 0003	MUSIC	1,240.80	995.33	2,236.13
05 704 0004	ELEMENTARY UNIT	11,917.13	(31.96)	11,885.17
05 704 0005	STUDENT COUNCIL	3,840.96	0.00	3,840.96
05 704 0006	FFA	7,379.52	(30.14)	7,349.38
05 704 0007	HIGH SCHOOL UNIT	4,593.04	(126.94)	4,466.10
05 704 0008	LIFE SKILLS	588.91	0.00	588.91
05 704 0009	FCCLA	2,880.29	(247.89)	2,632.40
05 704 0010	MISC ACCOUNT	1,358.06	(84.96)	1,273.10
05 704 0011	ART CLUB	214.48	0.00	214.48
05 704 0012	NATIONAL HONOR SOCIETY	452.28	0.00	452.28
05 704 0013	SPEECH	503.28	0.00	503.28
05 704 0014	1ST GRADE	621.48	0.00	621.48
05 704 0015	BOYS BASKETBALL	1,682.46	0.00	1,682.46
05 704 0016	CONCESSIONS	4,676.04	(400.61)	4,275.43
05 704 0017	GIRLS BASKETBALL	1,464.20	(73.50)	1,390.70
05 704 0019	INTEREST	493.90	5.73	499.63
05 704 0020	UNION BANK	3,067.38	0.00	3,067.38
05 704 0022	FIELDS SCHOLARSHIP	4,263.80	0.00	4,263.80
05 704 0023	CROSS COUNTRY	1,881.60	0.00	1,881.60
05 704 0024	INDUSTRIAL ARTS SHOP	534.69	0.00	534.69
05 704 0025	LIBRARY	1,475.35	(145.30)	1,330.05
05 704 0026	PARTY GROUP	1,132.31	0.00	1,132.31
05 704 0027	CLASS OF 2021	1,215.72	(715.72)	500.00
05 704 0028	MUSICAL/DRAMA	2,390.46	0.00	2,390.46
05 704 0029	WRESTLING	196.11	0.00	196.11
05 704 0030	GENERAL FUND REIMBURSEMENT	(1,490.30)	1,265.30	(225.00)
05 704 0031	6TH GRADE	734.13	0.00	734.13
05 704 0032	WEIGHTS	3,452.54	0.00	3,452.54
05 704 0033	VOLLEYBALL ACCOUNT	1,926.14	330.00	2,256.14
05 704 0034	IMPREST FUND	2,000.00	0.00	2,000.00
05 704 0035	BENNET BOOSTERS	1,589.67	0.00	1,589.67
05 704 0036	CHEERLEADING	1,744.40	0.00	1,744.40
05 704 0037	BENNET BACK-PACK PROGRAM	833.21	0.00	833.21
05 704 0038	CLASS OF 2020	904.49	0.00	904.49

Balance Sheet

Period Ending: March 2021

Annual; Processing Month 03/2021; Accounts to Include Accounts with Activity; Fund Number 05

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
05 704 0039	FAMILY PASSES	4,830.00	0.00	4,830.00
05 704 0040	STUDENT FEES	4,620.00	0.00	4,620.00
05 704 0041	QUIZ BOWL	600.08	0.00	600.08
05 704 0042	JR HIGH BASKETBALL	81.50	0.00	81.50
05 704 0044	SPANISH	44.55	0.00	44.55
05 704 0045	ENGLISH/PSYCHOLOGY	62.01	0.00	62.01
05 704 0046	NEW BAND UNIFORMS	0.00	0.00	0.00
05 704 0047	NATIONAL BREAST CANCER FOUNDATION	0.01	0.00	0.01
05 704 0049	SHOW CHOIR	1,064.93	0.00	1,064.93
05 704 0050	CHROMEBOOK INSURANCE	28,313.85	0.00	28,313.85
05 704 0052	CIRCLE OF FRIENDS	864.58	0.00	864.58
Fund Balance Subtotal:		132,676.32	(1,721.68)	130,954.64
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		132,676.32	(1,721.68)	130,954.64

Monthly; Processing Month 03/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 06 Hot Lunch				
<u>Current Assets</u>				
06 101	CASH	74,348.89	37,632.93	111,981.82
	Current Assets Subtotal:	74,348.89	37,632.93	111,981.82
<u>Other Assets</u>				
06 392	LESS: REVENUE RECEIVED	(190,267.06)	(75,323.70)	(265,590.76)
	Other Assets Subtotal:	(190,267.06)	(75,323.70)	(265,590.76)
Total Assets and Deferred Outflows of Resources:		(115,918.17)	(37,690.77)	(153,608.94)
<u>Other Liabilities</u>				
06 692	LESS: EXPENDITURES TO DATE	(199,147.94)	(37,690.77)	(236,838.71)
	Other Liabilities Subtotal:	(199,147.94)	(37,690.77)	(236,838.71)
<u>Fund Balance</u>				
06 704	FUND BALANCE	83,229.77	0.00	83,229.77
	Fund Balance Subtotal:	83,229.77	0.00	83,229.77
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		(115,918.17)	(37,690.77)	(153,608.94)

Monthly; Processing Month 03/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 07 Bond				
<u>Current Assets</u>				
07 101	CASH	125,991.51	35,700.51	161,692.02
07 900	Cash County Treasurer	131,855.65	0.00	131,855.65
	Current Assets Subtotal:	<u>257,847.16</u>	<u>35,700.51</u>	<u>293,547.67</u>
<u>Other Assets</u>				
07 392	LESS: REVENUE RECEIVED	(368,596.72)	(35,700.51)	(404,297.23)
	Other Assets Subtotal:	<u>(368,596.72)</u>	<u>(35,700.51)</u>	<u>(404,297.23)</u>
Total Assets and Deferred Outflows of Resources:		<u>(110,749.56)</u>	<u>0.00</u>	<u>(110,749.56)</u>
<u>Other Liabilities</u>				
07 692	LESS: EXPENDITURES TO DATE	(619,642.50)	0.00	(619,642.50)
	Other Liabilities Subtotal:	<u>(619,642.50)</u>	<u>0.00</u>	<u>(619,642.50)</u>
<u>Fund Balance</u>				
07 704	FUND BALANCE	508,892.94	0.00	508,892.94
	Fund Balance Subtotal:	<u>508,892.94</u>	<u>0.00</u>	<u>508,892.94</u>
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		<u>(110,749.56)</u>	<u>0.00</u>	<u>(110,749.56)</u>

Monthly; Processing Month 03/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 08 Special Building Fund				
<u>Current Assets</u>				
08 101	CASH	628,137.16	2,204.15	630,341.31
08 106	SAVINGS CERTIFICATES	50,000.00	0.00	50,000.00
08 900	Cash County Treasurer	51,637.03	0.00	51,637.03
	Current Assets Subtotal:	729,774.19	2,204.15	731,978.34
<u>Other Assets</u>				
08 392	LESS: REVENUE RECEIVED	(80,573.41)	(2,204.15)	(82,777.56)
	Other Assets Subtotal:	(80,573.41)	(2,204.15)	(82,777.56)
Total Assets and Deferred Outflows of Resources:		649,200.78	0.00	649,200.78
<u>Other Liabilities</u>				
08 692	LESS: EXPENDITURES TO DATE	(10,130.87)	0.00	(10,130.87)
	Other Liabilities Subtotal:	(10,130.87)	0.00	(10,130.87)
<u>Fund Balance</u>				
08 704	FUND BALANCE	659,331.65	0.00	659,331.65
	Fund Balance Subtotal:	659,331.65	0.00	659,331.65
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		649,200.78	0.00	649,200.78

Monthly; Processing Month 03/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 09 Qualified Capital Purpose Fund				
<u>Current Assets</u>				
09 101	CASH	42,216.39	4,596.55	46,812.94
	Current Assets Subtotal:	42,216.39	4,596.55	46,812.94
<u>Other Assets</u>				
09 392	LESS: REVENUE RECEIVED	(66,448.84)	(4,596.55)	(71,045.39)
09 900	Cash County Treasurer	27,013.01	0.00	27,013.01
	Other Assets Subtotal:	(39,435.83)	(4,596.55)	(44,032.38)
Total Assets and Deferred Outflows of Resources:		2,780.56	0.00	2,780.56
<u>Other Liabilities</u>				
09 692	LESS: EXPENDITURES TO DATE	(128,001.25)	0.00	(128,001.25)
	Other Liabilities Subtotal:	(128,001.25)	0.00	(128,001.25)
<u>Fund Balance</u>				
09 704	FUND BALANCE	130,781.81	0.00	130,781.81
	Fund Balance Subtotal:	130,781.81	0.00	130,781.81
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		2,780.56	0.00	2,780.56

Monthly; Processing Month 03/2021; Accounts to Include Accounts with Activity

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 12 Student Fee Fund				
<u>Current Assets</u>				
12 101	CASH	0.00	0.00	0.00
	Current Assets Subtotal:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<u>Other Assets</u>				
12 392	LESS: REVENUE RECEIVED	0.00	0.00	0.00
	Other Assets Subtotal:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Total Assets and Deferred Outflows of Resources:		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>

Fund: 01 GENERAL FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
01 1100	LOCAL PROPERTY TAXES	5,018,990.00	114,150.24	1,999,052.78	39.83	3,019,937.22
01 1115	CARLINE TAX	0.00	0.00	0.00	0.00	0.00
01 1120	In-Lieu 1957 Levy Tax	0.00	0.00	0.00	0.00	0.00
01 1125	MOTOR VEHICLE TAXES	283,952.00	29,945.65	183,575.03	64.65	100,376.97
01 1140	Interest Levied Tax	0.00	0.00	0.00	0.00	0.00
01 1190	OTHER TAXES	0.00	0.00	0.00	0.00	0.00
01 1312	SUMMER SCHOOL TUITION	10,000.00	0.00	0.00	0.00	10,000.00
01 1312 1001	DRIVERS EDUCATION - SUMMER FEES	0.00	0.00	0.00	0.00	0.00
01 1315	TUITION FROM DISTRICTS - SENCAP	0.00	0.00	50.00	0.00	(50.00)
01 1370	PRESCHOOL TUITION & FEES	10,000.00	4,300.00	20,375.00	203.75	(10,375.00)
01 1421	TRANSPORTATION OTHER DISTRICTS	0.00	0.00	0.00	0.00	0.00
01 1510	INTEREST ON INVESTMENTS	0.00	90.71	570.27	0.00	(570.27)
01 1800	REC PROGRAM - COMMUNITY SERVICES	25,000.00	3,101.27	17,116.35	68.47	7,883.65
01 1910	RENTAL OF SCHOOL FACILITY	200.00	0.00	100.00	50.00	100.00
01 1911	LOCAL LICENSE FEES	0.00	0.00	1,734.78	0.00	(1,734.78)
01 1920	EDUCATION QUEST FOUNDATION	0.00	0.00	651.57	0.00	(651.57)
01 1990	OTHER LOCAL RECEIPTS	0.00	0.00	30.00	0.00	(30.00)
	Subtotal: LOCAL RECIEPTS	5,348,142.00	151,587.87	2,223,255.78	41.57	3,124,886.22
01 2110	COUNTY FINES & LICENSE FEES	20,000.00	2,884.57	14,117.88	70.59	5,882.12
01 2130	OTHER COUNTY RECEIPTS	0.00	0.00	0.00	0.00	0.00
01 2150 0002	SAFETY & SECURITY	0.00	0.00	0.00	0.00	0.00
01 2210	ESU RECEIPTS	5,000.00	0.00	7,246.60	144.93	(2,246.60)
	Subtotal: COUNTY AND ESU RECEIPTS	25,000.00	2,884.57	21,364.48	85.46	3,635.52
01 3110	STATE AID	1,303,507.00	129,817.00	914,061.00	70.12	389,446.00
01 3120	SPED SCHOOL AGE	200,000.00	60,474.00	243,839.00	121.92	(43,839.00)
01 3125	SPED TRANSPORTATION	1,500.00	0.00	0.00	0.00	1,500.00
01 3130	HOMESTEAD EXEMPTION	20,000.00	15,324.97	107,476.12	537.38	(87,476.12)
01 3131	PROPERTY TAX CREDIT	0.00	0.00	0.00	0.00	0.00
01 3132	Personal Property Tax Credit	0.00	0.00	0.00	0.00	0.00
01 3180	PRO-RATE MOTOR VEHICLE	7,000.00	0.00	0.00	0.00	7,000.00
01 3400	STATE APPORTIONMENT	52,000.00	0.00	70,264.06	135.12	(18,264.06)
01 3500	QUALITY ED INCENTIVE GRANT	0.00	0.00	0.00	0.00	0.00
01 3512	DISTANCE EDUCATON INCENTIVE PAYMENTS	0.00	0.00	0.00	0.00	0.00
01 3535	PAYMENTS FOR HIGH ABILITY LEARNERS	3,500.00	0.00	6,079.00	173.69	(2,579.00)
01 3540	STATE EARLY CHILDHOOD	60,000.00	0.00	42,348.00	70.58	17,652.00
01 3570	TEACHER DEVELOPMENT GRANT	0.00	0.00	0.00	0.00	0.00
01 3575	NEBRASKA INNOVATION GRANT PROGRAM	0.00	0.00	0.00	0.00	0.00
01 3800	REVENUE IN LIEU OF SCHOOL LAND TAX	0.00	0.00	0.00	0.00	0.00
01 3990	OTHER STATE RECEIPTS	25,000.00	0.00	0.00	0.00	25,000.00
	Subtotal: STATE RECEIPTS	1,672,507.00	205,615.97	1,384,067.18	82.75	288,439.82
01 4300	RESTRICTED GRANTS-IN-AID FROM FED GOV	5,000.00	0.00	0.00	0.00	5,000.00
01 4310	REAP	35,000.00	0.00	0.00	0.00	35,000.00
01 4500	GRANTS FROM THE FED GOV THROUGH STATE	0.00	0.00	0.00	0.00	0.00
01 4505	TITLE 1 PART A - CARRY OVER	0.00	0.00	0.00	0.00	0.00
01 4506	TITLE 1 PART A - CURRENT YEAR	32,000.00	0.00	0.00	0.00	32,000.00
01 4507	TITLE 1 SCHOOL IMPROVEMENTS	0.00	0.00	0.00	0.00	0.00
01 4509	Title II, Part A ESSA Princ & Teach	0.00	0.00	0.00	0.00	0.00
01 4511	TITLE V, REAP RURAL LOW INCOME SCH GRANT	0.00	0.00	0.00	0.00	0.00
01 4512	IDEA PART B BASE ALLOCATIONS	0.00	0.00	0.00	0.00	0.00
01 4516	IDEA PRESCHOOL BASE/IDEA ENROL POVERTY	0.00	0.00	3,974.00	0.00	(3,974.00)
01 4519	IDEA ENROLLMENT/POVERTY	85,000.00	0.00	0.00	0.00	85,000.00

Revenue Summary Report
 Processing Month: 03/2021
 Regular; Processing Month 03/2021

Fund: 01 GENERAL FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
01 4521	IDEA PART B PROPORTIONATE	0.00	0.00	121,080.00	0.00	(121,080.00)
01 4524	OTHER FEDERAL NON-CATEGORICAL RECEIPTS	0.00	0.00	0.00	0.00	0.00
01 4525	FEDERAL VOCATIONAL & APPLIED TECH EDUC	0.00	0.00	0.00	0.00	0.00
01 4531	Title IV	0.00	0.00	0.00	0.00	0.00
01 4580	Ed Jobs	0.00	0.00	0.00	0.00	0.00
01 4599	Fed State Fiscal Stabilization ARRA	0.00	0.00	0.00	0.00	0.00
01 4610	ARRA: Idea Part B Enrollment /Pover	0.00	0.00	0.00	0.00	0.00
01 4630	ARRA Idea	0.00	0.00	0.00	0.00	0.00
01 4708	MEDICAID REIMBURSEMENT SPED	7,500.00	0.00	0.00	0.00	7,500.00
01 4709	MEDICAID ADMIN ACTIVITIES (MAAPS)	5,500.00	1,837.63	1,837.63	33.41	3,662.37
01 4750	School to Work	0.00	0.00	0.00	0.00	0.00
01 4810	ARRA TITLE 1	0.00	0.00	0.00	0.00	0.00
01 4900	OTHER FEDERAL RECEIPTS	0.00	0.00	0.00	0.00	0.00
01 4965	Goals.2000	0.00	0.00	0.00	0.00	0.00
01 4967	TITLE IV, PART A SSAE GRANT	0.00	0.00	0.00	0.00	0.00
01 4985	NCLB Title II Part D (Technology)	0.00	0.00	0.00	0.00	0.00
01 4994	SCIP	0.00	0.00	0.00	0.00	0.00
Subtotal: FEDERAL RECEIPTS		170,000.00	1,837.63	126,891.63	74.64	43,108.37
01 5200	FUND TRANSFERS	0.00	13,860.76	100,459.24	0.00	(100,459.24)
01 5300	SALE OF ASSETS	0.00	0.00	0.00	0.00	0.00
01 5301	INSURANCE ADJUSTMENTS	0.00	1,336.00	1,336.00	0.00	(1,336.00)
01 5400	LOAN PROCEEDS	0.00	0.00	0.00	0.00	0.00
01 5610	Art Class Receipts	0.00	0.00	0.00	0.00	0.00
01 5620	Industrial Arts Receipts	0.00	0.00	0.00	0.00	0.00
01 5690	OTHER NON-REVENUE RECEIPTS	1,000.00	0.00	125,847.39	12,584.74	(124,847.39)
Subtotal: NON-REVENUE RECEIPTS		1,000.00	15,196.76	227,642.63	22,764.26	(226,642.63)
01 6990	FEDERAL REVENUE	0.00	0.00	108,000.00	0.00	(108,000.00)
Subtotal: 6000		0.00	0.00	108,000.00	0.00	(108,000.00)
01 9000	NON-PROGRAMMED RECEIPTS	0.00	0.00	14.00	0.00	(14.00)
Subtotal: NON-PROGRAM RECEIPTS		0.00	0.00	14.00	0.00	(14.00)
Fund Total:		7,216,649.00	377,122.80	4,091,235.70	56.69	3,125,413.30



District OR-1 : Home of the Panthers!
SUPERINTENDENT'S NARRATIVE REPORT
REGULAR BOARD MEETING:

Information Items

Date: April 12, 2021

TO: Palmyra District OR-1 BOE

From: Michael Hart

COVID Numbers as of 4.9.2021:

- Including our new cases, here are the updated numbers for our district as of **4.9.2021**.
- **30** positive staff cases (12 HS/ 18 Elementary) since the beginning of school in August.
- **44** positive student cases (23 HS / 21 Elementary) since the beginning of school in August.
- Total positive COVID cases for the district since the beginning of school in August is now at **74**.
- ***Please note:*** *Although our overall positive case numbers have continued to decline over the past couple of months, we will stay vigilant in mitigating the virus by continuing to wear masks and adhering to the district protocols we have utilized throughout the school year.*

District Budget Update:

- As of the end of March we have expended 57% of our total budget for the school year and our general fund, bond, depreciation, food service, and building funds remain in a position of strength.
- We will continue to remain fiscally responsible, yet progressive in our expenditures as we finish out this school year and move into the next school year.
- I am recommending that we schedule a Budget Committee meeting prior to the May regular board meeting to provide input on the development of next year's district budget.

Grants:

- This is just a quick update on some of the grants and reimbursements that we have been able to access this school year.
 - **REAP Grant: \$46,176.00**
 - This grant helps rural districts that may lack the personnel and resources to compete effectively for federal competitive grants.
 - **Special Education/ IDEA: \$124,121**
 - This reimbursement provides funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs.
 - **Title 1: \$30,836**
 - This grant is utilized to address literacy needs at the elementary school level.
 - **ESSA: Cares Act: \$25,658**
 - This grant is used for COVID supplies and mitigation strategies related to the pandemic.



District OR-1 : Home of the Panthers!

- **CARES II Act: \$97,770**
 - This grant will be utilized to minimize the learning gaps exacerbated by COVID -19 and proactively address student socio-emotional needs.
- **GEERS: \$108,000**
 - This grant is intended to address technology and remote learning needs related to COVID-19.

COVID Vaccine Update for Educators:

- On Wednesday, April 14th our district staff will be receiving their second dose of the COVID -19 Moderna vaccine.
- We are very thankful for the collaboration between our staff and the Southeast District Health Department to bring this clinic to our school and community. Thank you!

Curriculum Update:

- We are still in the process of purchasing our science curriculum for this next school year. A decision from our science committee will be made before the end of the school year. We are down to two different options for material selection.

School Planning Update for 2021-2022:

- As we continue to make successful strides in mitigating the COVID -19 virus, we are making plans to begin the school year in as “normal” a way as possible in the fall. Staying vigilant of the current COVID conditions, we will plan to start school “in person” and continue to follow local health department guidelines to ensure the safety of all of our students and staff.
- 2021-2022 Staffing: To remain proactive in addressing our upcoming student needs, I will be providing a brief presentation to the board about some possible staff additions for the upcoming school year. These recommendations align with our district strategic goals and we will have this as an action item to consider later in the meeting.

CTE Meeting Review:

- On Wednesday, April 14th our CTE team will meet again to discuss curriculum ideas and expenditures needed for the next school year.
- The CTE team, made up of teachers from our Industrial Tech, Technology, FCS, and Agriculture content areas are committed to designing curriculum opportunities that maximize our student needs. This collaboration is another example of our district working in alignment with our strategic goals.



District OR-1 : Home of the Panthers!



Student Enrollment Update:

High School:

- 7th grade 46
- 8th grade 39
- 9th grade 37
- 10th grade 35
- 11th grade 30
- 12th grade 34
- Total: **221**

Bennet:

- Pre-school: 52
- Kindergarten: 63
- 1st Grade: 57
- 2nd Grade: 59
- 3rd Grade: 42
- 4th Grade: 50
- 5th Grade: 41
- 6th Grade: 50
- Total: **414**

Graduation: Board Representation:

- I would like all board members to be invited to the high school graduation on Saturday, May 8th beginning at 2:00 p.m. here at the high school.
- Please let me know if you are able to attend and we will reserve a chair and a spot for you at graduation!

Board Retreat:

- I would like to recommend that we schedule a Board Retreat for this summer. I am suggesting sometime the first week of June if that works for everyone.
- At the Board retreat, we can discuss (and complete) the Board Self Evaluation Document.

Building Issues to Note:

- **Palmyra High School:**
 - The water heater in the main kitchen maintenance room was replaced the week of March 22nd 2021.
- **Bennet Elementary Flagpole**
 - On Monday, February 15th the Bennet Elementary flagpole was knocked over and damaged by a vendor truck accidentally backing into it.



District OR-1 : Home of the Panthers!

- As the flagpole fell over, it landed on the front roof apron at the entrance to the school and caused some additional damage. Local contractors were able to quickly remove the flagpole and clear the debris to ensure the safety of our students and staff.
- An insurance claim was filed on this incident and the repairs are being completed in the next couple of weeks.
- **Bennet Elementary Gym Floor Follow Up:**
 - Just a reminder that a representative from FLRsanders is scheduled to return this spring to do some follow up to determine our next course of action to rectify this issue.
 - I will update the board on the results of the visit in the coming months.

NRSCA Conference Feedback:

- On **Thursday, March 25th** and **Friday, March 26th** I was able to attend the NRCSA conference in Kearney. The conference provided over 30 professional development sessions, including three keynote speakers. The “in person” conference was a great way to reconnect with other Superintendents and board members to discuss ways to improve education for rural districts across the state.
- Highlights from the conference included sessions on Teacher Recruitment and Sustainment, Policy Updates, School Finance, Instructional Leadership, Legislative Updates, and NDE Updates.
- The conference was well attended and organized and we will plan to return next year in March.

Legislation Update:

- Listed below are some legislative bills that could have a significant impact on education.
 - **LB 408/AM 371** (Sen. Briese): the bill would place a 3% cap on property tax asking on all political subdivisions. The amendment would allow for a 3% average over a 3-year period.
 - **LB 454** (Sen. Friesen): would provide for a property tax stabilization fund that would provide state funds to schools that depend on at least 70% of its needed revenues from property taxes. In ensuing years, the threshold drops to 65%, 60%, then 55%.
 - **LB 2** (Sen. Briese): would set ag land valuations at 50% of actual value in school bond elections. LB 79 was amended into LB 2. As amended, the bill would also put more funds to the Property Tax Credit Fund.
 - **LB 132** (Sen. DeBoer): this bill calls for a School Financing Review Committee which would report to the Unicameral every two years.
 - **LB 143** (Sen. Kolterman): would require DHHS to contact a school district before placing a foster child in the district.
 - **LB 364** (Sen. Linehan): Opportunity Scholarships Act, which would provide for income tax credits to those who provide scholarships for students to attend private schools.
 - **LB 210** (Sen. Murman): Would require districts to allow home school students to participate in extracurricular activities without having to take classes with the school.



District OR-1 : Home of the Panthers!

- **LB 388** (Sen. Friesen at the request of the Governor). Provides state funding for projects to increase availability of broadband in rural areas.



2020-21 NSAA Spring Season Guidelines

Effective: March 1, 2021

Circumstances related to the COVID-19 pandemic are constantly changing and vary from community to community. Decisions will have to be made from week to week or even day to day. The health and safety of students, staff, and local communities remain the priority of the NSAA as we provide opportunities to participate in the spring sports season.

Each school has the authority to determine if it will participate in the 2020-21 Spring Season. During the season it will be the responsibility of the host school to provide administrative oversight and compliance with established COVID-19 guidelines in accordance with their local health departments and facilities.

FOR ALL SPRING ACTIVITIES:

The NSAA is requiring the following of schools, officials and spectators for all spring season contests:

- Active participants are permitted, but not required, to wear face coverings during competition/performance.
- Spectators are required to wear face coverings for entrance to all activities. Face coverings may be removed if outside and 6 feet of physical distance can be maintained.
- Face coverings must cover the nose and mouth.
- Follow local/state DHM's for spectator attendance.
- The host school may establish additional requirements in consultation with local health departments. Additional requirements implemented by the host school must be the same for all schools, officials, judges, and spectators.

Recommended protocols for spring contest hosts:

- Coaches and non-active participants are encouraged to wear face coverings at all times
- Create separate points of entry and seating for home and visitor teams/spectators
- Provide no concession stands or separate/multiple concession stands
- Provide separate/multiple restrooms
- Use signage, stanchions, or field markings to ensure physical distancing of 6 feet at concession stands and restrooms
- Communicate availability of locker room space for the opposing team and officials
- Implement diligent and effective cleaning and disinfecting of frequently touched objects and surfaces

NSAA expects schools to play their regularly scheduled competitions unless a COVID-19 issue prevents them from playing. Member schools, in consultation with their local health department, shall be responsible for determining whether a scheduled game, match, contest, or other activity is cancelled or postponed due to a COVID-19 related issue. Member schools shall notify the NSAA of any cancellation or postponement.

The NSAA has great appreciation for all its member schools and their tireless efforts to provide opportunities for learning and participation in NSAA activities. Communication, flexibility, and patience will be key in supporting our high school student participants as they participate in activities this spring season.



2021 NSAA Track & Field
COVID-19 Regular Season Accommodations

These modifications are subject to change in response to COVID-19.

The host school should make every effort to mitigate risk and provide adequate opportunities for physical distancing procedures for the opposing teams, officials, and all spectators.

This may include but is not limited to:

- Restricting attendance / seating areas
- Separate points of entry for teams and spectators
- No concession stands, or multiple concession stands
- Multiple restrooms for spectators
- Adequate locker room space / outdoor space for the opposing teams
- Adequate locker room space / outdoor space for the officials
- Encouraging / requiring spectators to wear face coverings
- Implementing a diligent and effective cleaning / disinfecting procedure of frequently touched objects and surfaces

Competition Considerations:

- Minimize the number of teams or participants at the competition
- Recommend / require athletes to physical distance when not actively competing
- Recommend / require athletes to wear face coverings when not actively competing
- Disinfect implements before, during and after competition
- Recommend / require meet officials to wear face coverings
- Provide adequate space to physical distance in the clerking area



2021 NSAA Baseball Rules Modifications & Considerations

These modifications are subject to change in response to COVID-19.

- All NSAA member schools must follow their local [Directed Health Measures](#).
- The host administration must pre-communicate local protocols and activity requirements to participating school(s).

NSAA Approved Rulings:

Schedules

1. The deadline to submit varsity schedules to the NSAA has been extended to Thursday, March 18th.
2. Regular season games that are canceled due to COVID-19 will be considered a “no-contest.”
 - a. Wild card points will not be awarded for “no-contest” games.
 - b. Forfeits will not be issued for “no-contest” games.
3. Replacement games (not originally scheduled) may be scheduled at any time.
 - a. Wild card points will not be awarded.
 - b. Contest limitations may not be exceeded.

NSAA Baseball Rules Modifications:

- **Facial Coverings:** Players are not permitted to use white facial coverings and they cannot be distracting. Facial coverings should not have designs other than the school mascot/logo.
- **Offensive helmets** do not need to match.
- **Pregame conferences:** Limit attendees to one coach from each team plus the umpires. Coaches should stay outside the width of the batter’s box at home plate, maintaining six feet of distance between each person.
- **Lineups** should be handed to the umpire, and the umpire will verbally approve or ask any questions about the lineup. It is recommended that lineup cards be exchanged team to team and teams to scorekeeper to be shared via photo or text.
- **Pitch Counts** should be exchanged verbally after each game at each level of play.
- **Substitutions/Coaching:** The verbal exchange should occur six feet from the coach to scorer and opposing team when making lineup changes. Coaches who wish to discuss a rule or a ruling on the field must maintain at least six feet of distance from the umpire.
- **Bench & Field Conduct:** Players are not permitted to leave the dugout area to congratulate players when scoring or after home runs. Players and coaches should maintain six feet of social distance when possible. If extending the dugout, rule 1-2-4 shall be followed and the dugout extension should be outside of the field.
- **Conferences:** Conferences shall be limited to one coach attending with all persons involved maintaining at least six feet of social distance.
- **Press Box:** Limit the number of non-essential personnel who are in the press box throughout games.

General Considerations:

- Have hand sanitizer and wipes available at the field.
- Wash stations or sanitizer at each dugout.
- No one touches the score sheet except the scorer.
- Disinfect the bench/dugout prior to competition.
- Stagger seating of fans.
- The home team should provide the game balls.

- Provide a clean/dirty bucket.
- Clean/sanitize as needed.

Considerations for Coaches:

- Wear masks on and off the field.
- Eliminate handshakes post-game.
- Maintain six feet distance between players and umpires.
- Limit and shorten visits with Homeplate umpires between innings.
- No seeds, gum or spitting.
- Coaches are responsible for ensuring social/physical distancing is maintained between players as much as possible.

Considerations for Players:

- No seeds, gum or spitting.
- Players should clean and sanitize equipment after each game.
- Social distancing on the bench and/or dugout.
- No sharing of water bottles, helmets, catcher's equipment, or bats.
- Sanitize all equipment after each game.
- Eliminate handshakes post game.
- Eliminate handshakes with coaches/umpires pre-game.
- Carry hand sanitizer.

Considerations for Umpires:

- Wearing of facial coverings. Facial coverings should be one solid color and not distracting.
- Bring personal hand sanitizer. Wash hands frequently
- Don't share equipment.
- No touching of baseballs.
- Clean equipment after each game.
- Follow social distancing guidelines. Consider six feet minimum distance when talking to others (players, coaches, other umpires) at plate meeting.
- Do not shake hands and follow pre and post-game ceremony guidelines established by state associations.
- Consider facility size and spacing within umpire dressing rooms. They should be cleaned and sanitized.
- If umpires must enter the field through the dugout, the dugout should be empty with no players/coaches/team personnel.



2021 NSAA Soccer Rules Modifications & Considerations

These modifications are subject to change in response to COVID-19.

Participants, coaches, officials or spectators that feel sick or have been exposed to someone with a confirmed positive COVID-19 diagnosis in the last 14 days, should not attend or participate in practice or competition. The NSAA requires all non-active participants, coaches, and spectators to wear face coverings. Physical distancing should be practiced when possible.

NSAA Approved Ruling Modifications:

- **NSAA schedule deadline is extended from March 10th to March 19th**
- **Regular season games that are canceled due to COVID-19 will be considered a “no-contest.”**
 - **Wild card points will not be awarded for “no-contest” games.**
 - **Forfeits will not be issued for “no-contest” games.**
- **Replacement games (not originally scheduled) may be scheduled at any time.**
 - **Wild card points will not be awarded.**
 - **Contest limitations may not be exceeded.**
- **Attendance can be limited according to the respective DHM capacity restrictions**

Additional NFHS/NSAA Wrestling Rules Modification/Considerations

- Eliminate shaking hands with officials at any time
- Eliminate shaking hands with opposing team or coach before or after the contest
- Pregame conference
 - Limit attendees to head referee or center referee, the head coach from each team, and a single captain from each team.
 - All individuals maintain a social distance of 6 feet.
- Maintain social distancing of 6 feet between the substitute, officials and/or teammate(s) by encouraging substitutions to occur closer to the center line.
- Team benches should be more than 6 feet off of the out-of-bounds line to allow for the AR to freely move and keep socially distanced
- Limit the official’s table to essential personnel which includes: home team scorer, and timer with a recommended distance of 6 feet between individuals. Visiting team personnel (scorer, statisticians) are not deemed essential personnel and will need to be at an alternate location
- Consider percentage of capacity allowance for spectators – follow respective DHM’s for your area

ADDITIONAL CONSIDERATIONS

Practices

- No shared drinking facilities (individual water bottles)

Competitions

- Wash stations or sanitizer at each team bench.
- No one touches the score sheet except the scorer.
- Disinfect the benches prior to competition.
- Stagger seating of fans.
- The home team should provide the game balls
- Coaches need to wear face coverings at all times

- When not competing, players need to wear face coverings and physical distance
- Sanitary wipes and sanitizer available at the scoring/head tables
- Reduce the traveling parties to essential personnel only (competitors and coaches, medical personnel)

Venues, Workers and Spectators

- All staff, workers, and spectators wear a face covering
- Prepare field for physical distancing, where possible - follow respective DHM's for your area and follow capacity limitations
- Hand sanitizer and disinfectant wipes available at each scorer's table
- Writing utensils, when used, handled by one person or sanitized between uses by other workers
- Limit the number of workers at each table – only necessary personnel

Officials

- Officials are NOT responsible for monitoring activities on the sidelines, such as physical distancing, hand sanitizing, symptoms of illness and other such issues. This monitoring is the responsibility of the respective coaching staff and school personnel.
- Bring personal hand sanitizer. Wash hands frequently
- Follow social distancing guidelines. Consider six feet minimum distance when talking to others (players, coaches, other umpires) at plate meeting.
- Do not shake hands and follow pre and post-game ceremony guidelines established by state associations.
- Consider facility size and spacing within official's dressing rooms. They should be cleaned and sanitized.
- Face coverings required when arriving and departing and optional when actively officiating
- May wear disposable gloves
- Do not share equipment



2021 NSAA Boys Golf Rules Modifications & Considerations

These modifications are subject to change in response to COVID-19.

Equipment/Facility:

- Driving range is to be determined by golf course.
- Much of the facility information will come from the golf course.
- If bad weather occurs it is recommended that all should return to their vehicles rather than the clubhouse.
- It is recommended to not have award ceremonies.

Contest warm up:

- Driving range regulations determined by golf course.
- Consider having a rotation of use to limit number on the range at one time and putting green.

Competition:

- Communicate the details of the event prior to the day of the event. This way schools can plan their arrival and competition with minimal gatherings to discuss the event details.

Practice Areas - The policies below for the practice range and putting/chipping green(s) allows for players to practice prior to their start time on a limited basis. All players should have equal opportunity to practice before their round if the following are adhered to.

- **Practice Range**
 - Limitations to the number of players that may be on the range will be site specific based on the size of the range and the number of stations available using 6' social distancing.
 - Players only allowed on the practice range.
 - Players can be limited to only one bag of balls (approximately 50 balls) to hit on the range.
- **Putting/Chipping Greens**
 - Limitations to the number of players that may be on the practice putting green and/or chipping green will be site specific based on the size of the greens.
 - Players only allowed on or around the greens.
 - Players should be quick and efficient with their practice to ensure all players get time on the greens.

Starting Areas - Players should arrive at their assigned tee no more than 5 min before their assigned starting time.

- **Scoring** –
 - Digital scoring may be used when available.
 - Scorecards should be distributed to each player. Scorecards will not be exchanged or require signatures.
 - Upon completion of the round players will enter the designated scoring area to review and verify their scores verbally with the scoring official.

GOLF COURSE SET-UP & RULES OF GOLF MODIFICATIONS

- **Bunkers** - Limited number of bunker rakes could be available on the golf course.
 - Ball will be played as it lies in the bunker.
 - If a player feels their ball is in an abnormal ground condition they can ask for relief from a member of the Committee. If granted, the relief procedure will be followed as stated in the Rules of Golf.
- **Flagstick** - Attending and removal of flagsticks is permitted if allowed by the facility.
 - It is recommended that the player that removed the flagstick be the one to replace it.
- **Returned Scorecard** - A scorecard will be deemed returned when the player has verbally verified their hole-by-hole scores with their marker and the scoring official and left the designated scoring area.

NSAA Championships and District Contests.

- Scoring monitors will not be used at district and state championships.

NSAA Board approved changes

Schedules for Class A are now due March 17th.

Schools in Class A can replace a meet or tournament that is missed. Schools cannot exceed the individual contest limit. Meets or tournaments that are replacement meets or tournaments will not count towards an individual or team differential. Note: This does not refer to meets or tournaments that are rescheduled.



Palmyra

April, 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				Easter Break 1:30 dismissal- 1	No School Easter Break- 2	
4	No School Easter Break- 5	8:00am-1:00pm ACT- @ Palmyra High School 4:00pm Golf-B/Varsity Milford @ Woodland Hills Golf Course 6	NSCAS Testing Elementary- @ Bennet Elementary FFA State Convention- 10:00am Track-Varsity Malcolm vs. Multiple Schools @ Malcolm High School 7	NSCAS Testing Elementary- @ Bennet Elementary FFA State Convention- 6:30pm Main Stage Play- @ Palmyra High School Main West Gym 8	NSCAS Testing Elementary- @ Bennet Elementary FFA State Convention- 6:30pm Main Stage Play- @ Palmyra High School Main West Gym 9	
11 2:00pm Main Stage Play- @ Palmyra High School Main West Gym	NSCAS Testing Elementary- @ Bennet Elementary 6:00pm Jr/Sr High Music Concert- @ Palmyra High School Main West Gym 12	NSCAS Testing Elementary- @ Bennet Elementary 1:00pm Track-Varsity Yutan @ Yutan High School 13	NSCAS Testing Elementary- @ Bennet Elementary No School-Inservice- 9:30am Golf-B/Varsity Milford @ Thornridge GC 14	NSCAS Testing Elementary- @ Bennet Elementary 4:00pm Track-JH Raymond Central vs. Multiple Schools @ Raymond Central High School 15	NSCAS Testing Elementary- @ Bennet Elementary 2:50pm Band/Choir Performance to student body- @ Palmyra High School Main West Gym 16	Prom- @ Hidden Valley Golf Course 9:00am Track-JH Tri County vs. Multiple Schools @ Tri County Junior-Senior High School 17
18	1:00pm Mudecas JH Quiz Bowl- @ Bruning-Davenport 19	TBD Golf-B/Varsity Palmyra vs. Multiple Schools @ Crooked Creek Golf Course 9:30am Track-Varsity Falls City Sacred Heart @ Syracuse High School 20	NSCAS Testing Jr High- @ Palmyra High School FFA Banquet- @ Palmyra High School 10:00am Track-JH Freeman vs. Multiple Schools @ Freeman High School 21	NSCAS Testing Jr High- @ Palmyra High School 22	District Music Contest- @ Auburn High School NSCAS Testing Jr High- @ Palmyra High School 23	9:00am Track-Varsity Pawnee City vs. Multiple Schools @ Pawnee City High School 24
25	NSCAS Testing Jr High- @ Palmyra High School 2:00pm Golf-B/Varsity Palmyra vs. Multiple Schools @ Woodland Hills Golf Course 26	NSCAS Testing Jr High- @ Palmyra High School 9:30am Track-Varsity Conestoga Cougars @ Conestoga Jr./Sr. High School 27	NSCAS Testing Jr High- @ Palmyra High School 8:30am Golf-B/Varsity Palmyra vs. Multiple Schools @ Woodland Hills Golf Course - Eagle, NE 5:30pm National Honor Society Induction- @ Palmyra High School Main West Gym 28	NSCAS Testing Jr High- @ Palmyra High School 1:00pm Track-JH Johnson County Central vs. Multiple Schools @ Johnson County Central High School 29	NSCAS Testing Jr High- @ Palmyra High School 7:00pm Dodge Ball Tournament- @ Palmyra High School Main West Gym 30	

Administrative Team Board Report for April 12, 2021

Bennet Elementary and PHS:

1. NSCAS Testing (Nebraska Student Centered Assessment System) has begun at the Elementary. The HS will begin once the elementary has finished.
2. Next COVID cleaning and collaboration day will be April 14th. The focus of this day will be on Staff Development, Canvas updates, Professional Growth Plans, and cleaning of classrooms.
3. Bennet Elementary will have KDG Round Up on Friday, April 16th. We will be having a parent orientation meeting on Monday, April 12th for parents in the Bennet gym.
4. Bennet Elementary will offer Summer Enrichment for students entering Kindergarten to Fifth grade from June 7th-24th. Registration will end April 16th.
5. Band and Bennet Singers Spring Concert will be Monday, May 3rd at 6:00 PM. The concert will be at the Palmyra High School.
6. Seniors' last day is April 30th.
7. Graduation is May 8th @ 2:00 pm. We are still waiting for guidance from SEHD for guidance on our ceremony.
8. Prom is scheduled for April 17th from 8-10:30pm at Hidden Valley Golf Course.

April Activities Board Report

47-JH Track Participants

30-HS Track Participants

Band & Choir-earned straight Superior ratings at Malcolm Music Contest

HS Quiz Bowl Team-MUDECAS Champions, ECNC Champions & ESU 4 Champions. Qualified for State Quiz Bowl in

Gwen Leuschen-State Speech Qualifier

STRATEGIC PLANNING TIMELINE-2021

NEBRASKA ASSOCIATION
OF SCHOOL BOARDS



CONTACTS:

MARCIA HERRING

KORI STANOSHECK



Project Phase	Online/In Person	Starting	Ending
PHASE 1: DATA COLLECTION AND STAKEHOLDER ENGAGEMENT			
DISTRICT OR-1 ADMINISTRATOR INTERVIEWS (5)	IN PERSON/PHONE	JUNE 2021	JULY 2021
DISTRICT OR-1 BOARD MEMBER INDIVIDUAL INTERVIEWS (6)	IN PERSON/PHONE	JUNE 2021	JULY 2021
STRATEGIC OVERVIEW COMMITTEE (SOC) MEETING REVIEW MISSION/VISION/BELIEFS-VALUES COMPLETE SWOT ANALYSIS AND COMMUNITY ASSESSMENT	IN PERSON	AUGUST 2021	AUGUST 2021
COMMUNITY ENGAGEMENT/BUSINESS LEADERS INPUT MEETING – PARENTS, COMMUNITY MEMBERS, ETC.	IN PERSON	SEPTEMBER 2021	SEPTEMBER 2021
SURVEY CERTIFIED STAFF, CLASSIFIED STAFF, PARENTS, AND STUDENTS	ONLINE	SEPTEMBER 2021	SEPTEMBER 2021
ADMINISTRATORS COMPLETES COMPREHENSIVE NEEDS INDEX	ONLINE	JUNE 2021	JUNE 2021
PHASE 2: NEEDS ANALYSIS, PRIORITIZATION, STRATEGIC PLAN ADOPTION			
REVIEW OF NEEDS ANALYSIS DATA REPORT WITH ADMINISTRATION AND BOARD	IN PERSON	OCTOBER 2021 – SPECIAL MEETING	OCTOBER 2021
DRAFT STRATEGIC PLAN PRESENTED TO ADMINISTRATION AND BOARD	IN PERSON	JANUARY 2022	JANUARY 2022
ADMINISTRATION COMPLETES THE STRATEGY PRIORITIZATION RANKING	ONLINE	FEBRUARY 2022	FEBRUARY 2022
ALIGN PLAN STRATEGIES TO THE REQUIREMENTS OF AQUESTT AND COGNIA	NASB COMPLETES	FEBRUARY 2022	APRIL 2022
BOARD FORMALLY ADOPTS DISTRICT STRATEGIC PLAN	BOARD	MAY 2022	MAY 2022

K & J Elite Sports Turf

Consultation, Renovation & Construction

Josh Klute: 402-430-3999

Jeremy Johnson: 402-802-8290

Customer:

Palmyra Baseball

Qty.	Description	Unit Price	Total
	Project Outlook: K&J Elite will construct pitching mound at 60'6" distance. Mound will constructed with mound clay and clay bricks, have a 9' radius, and pitching rubber will be reset to height of 10" above home plate.		
	Mound Construction		\$3,000.00
	Materials		\$2,518.00
	66 Clay bricks	\$132.00	
	160 bags Diamond Pro Mound clay	\$1,936.00	
	Poly Mound and Plate tarp w/ nails	\$450.00	
	Equipment mobilization		\$300.00
	Misc		\$100.00
	Any left over materials can returned and refunded, or kept		
	Total		\$5,918.00

EXHIBIT "E"
REQUEST OF RECIPIENT FOR PAYMENT OF INVOICE/CONTRACT

THE LELAND J. AND DORTHY H. OLSON CHARITABLE FOUNDATION
REQUEST OF RECIPIENT FOR PAYMENT OF INVOICE/CONTRACT

NOTICE: Pursuant to the Grant and Escrow Agreement, request may be made only for payment of invoices to construct certain improvements to the land of Recipients and install certain facilities thereon, as more particularly described in the Grant and Escrow Agreement.

DATE: April 12, 2021

The above name Recipients, being the Recipients of the Olson Foundation under the Grant and Escrow Agreement, hereby jointly request payment of the invoice/contract attached hereto directly to the Payee.

PAYEE: As Listed Below:

DESCRIPTION OF GOODS OR SERVICES TO BE PURCHASED: [Attach copy of invoice]

Firm	Amount
K& J Elite Sports Turf	\$5,918.00

DATE PAYMENT ON INVOICE/CONTRACT DUE: April 2021

DATE OF DELIVERY OF CONVEYANCE, SERVICES,
WORK OR GOODS: Completed

The undersigned hereby certifies that the foregoing request for payment of invoice/contract is duly authorized and for the purchase of items authorized by the Grant and Escrow Agreement and for amounts owed pursuant to the terms and conditions of the Project Contracts, as such term is defined in the Grant and Escrow Agreement.

/s/ Michael T. Hart: Secretary

7.2. Presentation, discussion and or official action with regard to the Olson Foundation Project for the construction of certain improvements on property of the School District and Village for athletic and recreational facilities to benefit the Palmyra, Nebraska Community (Project) to approve the Applications for Payment and billing statements related to the Project, including, but not limited to the cost of the legal services, architectural design and planning, and site preparation costs.

Motion to Approve the Applications for Payment and billing statements related to the Olson Foundation Project for the construction of certain improvements on property of the School District and Village for athletic and recreational facilities to benefit the Palmyra, Nebraska Community (Project) as presented

AGENDA ITEM

*Village of Palmyra, Nebraska
Board of Trustees
Meeting of April 8, 2021*

Discuss, consider and take all necessary action with regard to the Olson Foundation Project (Project) for the construction of certain improvements on property of the School District and Village for athletic and recreational facilities to benefit the Palmyra, Nebraska Community, to approve the Applications for Payment and Billing Statements related to the Project, including, but not limited to the cost of the legal services, architectural design and planning, and site preparation costs.

Motion regarding the Olson Foundation Project (Project) for the construction of certain improvements on property of the School District and Village for athletic and recreational facilities to benefit the Palmyra, Nebraska Community, to approve the Applications for Payment and Billing Statements related to the Project

*Meeting of Village Board of Trustees of Palmyra, Nebraska,
April 8, 2021*

Motion by Jared Kerkman of the Palmyra Village Board (Village) that such Palmyra Village Board should and does hereby:

Approve the Applications for Payment and Billing Statements related to the Olson Foundation Project (Project) for the construction of certain improvements on property of the School District and Village for athletic and recreational facilities to benefit the Palmyra, Nebraska Community as follows:

<u>Firm</u>	<u>Amount</u>
K & J Elite Sports Turf	\$5,918.00

Such Applications for Payment and Billing Statements being attached hereto, a copy of which has been placed on file in the records of the Village; and further hereby authorizes the Palmyra Village Board Chairman to sign, execute and deliver this Motion along with The Leland J. And Dorothy H. Olson Charitable Foundation - Request of Recipient for Payment of Invoice/Contract, and to take all other action necessary to carry the provisions of this Motion into effect.

Board Member Hannah Perdue seconded the Motion. After discussion and on roll call vote the following members voted in favor of passage and adoption of the above Resolution: Larry Bennett, Rick Wilen, Hannah Perdue, Bill Thomas, Jared Kerkman.

The following members voted against same: None

The following members were absent or not voting: None.

The above Motion having been:

[XXX] consented to by a majority of the members of the Palmyra Village Board, was declared as passed and adopted by the Chairman,

not consented to by a majority of the members of the Palmyra Village Board, was declared as not passed and not adopted by the Chairman,

at a duly held and lawfully convened meeting in full compliance with the Nebraska Open Meetings Law.

The above Motion having been consented to by more than a majority of the members of the Palmyra Village Board of Trustees, was declared as:

[XXX] passed and adopted

not passed and not adopted

by the presiding officer of the Village of Palmyra, at a duly held and lawfully convened meeting in full compliance with the Nebraska Open Meetings Law.

DATED this 8th day of April, 2021

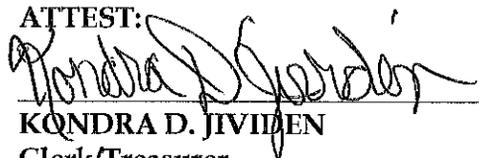
**VILLAGE OF PALMYRA
BOARD OF TRUSTEES**

BY:



JARED KERKMAN
Chairperson

ATTEST:



KONDRA D. JIVIDEN
Clerk/Treasurer



EXHIBIT "E"
REQUEST OF RECIPIENT FOR PAYMENT OF INVOICE/CONTRACT

THE LELAND J. AND DORTHY H. OLSON CHARITABLE FOUNDATION
REQUEST OF RECIPIENT FOR PAYMENT OF INVOICE/CONTRACT

NOTICE: Pursuant to the Grant and Escrow Agreement, request may be made only for payment of invoices to construct certain improvements to the land of Recipients and install certain facilities thereon, as more particularly described in the Grant and Escrow Agreement.

DATE: April 8, 2021

The above-named Recipients, being the Recipients of the Olson Foundation under the Grant and Escrow Agreement, hereby jointly request payment of the invoice/contract attached hereto directly to the Payee.

PAYEE: As Listed Below:

DESCRIPTION OF GOODS OR SERVICES TO BE PURCHASED: [Attach copy of invoice]

DATE PAYMENT ON INVOICE/CONTRACT DUE:

<u>Firm</u>	<u>Amount</u>
K & J Elite Sports Turf	\$5,918.00

Completed:

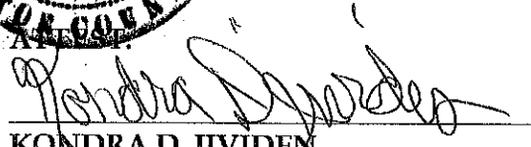
DATE OF DELIVERY OF CONVEYANCE, SERVICES,
WORK OR GOODS: Completed

The undersigned hereby certifies that the foregoing request for payment of invoice/contract is duly authorized and for the purchase of items authorized by the Grant and Escrow Agreement and for amounts owed pursuant to the terms and conditions of the Project Contracts, as such term is defined in the Grant and Escrow Agreement.



VILLAGE OF PALMYRA
BOARD OF TRUSTEES

BY: _____
JARED KERKMAN
Chairperson



KONDRA D. JIVIDEN
Clerk/Treasurer

**CORE SERVICES
RESOLUTION**

WHEREAS, *District OR-1 Public Schools – Otoe County School District No. 501* is desirous of availing itself of core services provided for and funded through Educational Service Unit 4 to the full extent allowed by law; and

WHEREAS, *District OR-1 Public Schools – Otoe County School District No. 501*'s student population for fiscal year 2021-2022 is estimated to be 641.

NOW BE IT THEREFORE RESOLVED, that the Board of *District OR-1 Public Schools – Otoe County School District No. 501* by majority vote of the Board, expresses its approval for Educational Service Unit 4 to make use of any and all funds provided by the Nebraska Department of Education to provide core services to this District for fiscal year 2021-2022, and that the Board of Educational Service Unit 4 should so carry out the wishes of this School District to the full extent allowed by the law;

BE IT FURTHER RESOLVED, that the Board of *District OR-1 Public Schools – Otoe County School District No. 501* appoints Michael T. Hart as its representative in matters dealing with the provision of core services by Educational Service Unit 4 to this District and he/she shall continue in this representative capacity until he/she leaves his/her office, or until his/her appointment is rescinded by this Board.

ROLL CALL VOTE as follows this 12th day of April, 2021.

	YES	NO
<u>Jaimi Calfee</u>	_____	_____
<u>Doug Church</u>	_____	_____
<u>Brandon Desh</u>	_____	_____
<u>Clayton Maahs</u>	_____	_____
<u>Josh Penterman</u>	_____	_____
<u>Lisa Wilen</u>	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

DISTRICT OR-1 POLICY REVIEW SCHEDULE: 2021-2022:

updated January 11, 2021

Proposed Policy Review Process and Schedule

<u>Policy Series</u>	<u>Topic</u>	<u>Date of Last Review</u>	<u>New Review Date</u>	<u>Status</u>
1000	Community Relations	April 16, 2018	April 12, 2021	
2000	Administration	April 16, 2018	April 12, 2021	
3000	Business Operations	April 16, 2018	April 12, 2021	
4000	Personnel	March 12, 2018	July 12, 2021	
5000	Students	March 12, 2018	July 12, 2021	
6000	Instruction	May 14, 2018	September 13, 2021	
7000	New Construction	May 14, 2018	September 13, 2021	
8000	Internal Board Policies	February 12, 2018	February 8, 2021	Completed.2.8.21
9000	Bylaws of the Board	February 12, 2018	February 8, 2021	Completed.2.8.21

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

The policy of District OR-1 Public Schools is to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

District OR-1 Public Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of District OR-1 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:** District OR-1 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, District OR-1 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 sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

- a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

- b. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

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

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

2. **Procedures:**

- a. Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.
- b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, please report your complaint to the Superintendent of District OR-1 Public Schools.

- c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.
- d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an appropriate resolution so the discrimination or harassment can be remedied and put to an end.
- e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.
- f. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken.
- g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

Legal Reference: Title VI, 42 U.S.C. § 2000d, Title VII, 42 U.S.C. § 2000e, Title IX; 20 U.S.C. § 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. §48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. §621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. §48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. § 12101 et seq.
Section 504 of the Rehabilitation Act of 1973 (Section 504)
Pregnancy Discrimination Act, 42 U.S.C. § 2000e(k)
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. § 4301 et seq.
Neb. Rev. Stat. § 79-2,115, et seq

Date of Adoption: June 12, 2017
Reviewed: April 12, 2021

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: May 8, 2017
Reviewed: April 12, 2021

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.

_____.

Date of Adoption: May 8, 2017
Reviewed: April 12, 2021

Community RelationsAdvertising and Promotion

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

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

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

Date of Adoption: May 8, 2017
Reviewed: April 12, 2021

Community RelationsPublications, Radio, and Television

The board of education welcomes the active participation of print and electronic mass media in promoting educational programs of District OR-1 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: May 8, 2017
Reviewed: April 12, 2021

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: May 8, 2017
Reviewed: April 12, 2021

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. Depending on the length or type of event the school district may require a custodian to be on site at the expense of the applicant.
- 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. Depending on the length or type of event the school district may require food service personnel to be on site at the expense of the applicant.
- 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: May 8, 2017
Reviewed: April 12, 2021

**APPLICATION FOR USE OF SCHOOL FACILITIES
District OR-1 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	
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

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 District OR-1 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: May 8, 2017
Reviewed: April 12, 2021

Community RelationsRecording of Others

To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted or (2) the Superintendent or Superintendent's designee. This prohibition applies to all persons, including staff, students and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

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

Date of Adoption: July 16, 2018
Reviewed: April 12, 2021

Community Relations

Bulletin Boards, Display Case, and Posted Material

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

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

Date of Adoption: May 8, 2017
Reviewed: April 12, 2021

Community RelationsTobacco Policy

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

For purposes of this policy, tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. This does not preclude adults from wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

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

Date of Adoption: May 8, 2017

Date of Revision: June 10, 2019

Reviewed: April 12, 2021

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

The policy of District OR-1 Public Schools is to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

District OR-1 Public Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of District OR-1 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:** District OR-1 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, District OR-1 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 sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

- a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

- b. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

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

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

2. **Procedures:**

- a. Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.
- b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, please report your complaint to the Superintendent of District OR-1 Public Schools.

- c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.
- d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an appropriate resolution so the discrimination or harassment can be remedied and put to an end.
- e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.
- f. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken.
- g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

Legal Reference: Title VI, 42 U.S.C. § 2000d, Title VII, 42 U.S.C. § 2000e, Title IX; 20 U.S.C. § 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. §48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. §621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. §48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. § 12101 et seq.
Section 504 of the Rehabilitation Act of 1973 (Section 504)
Pregnancy Discrimination Act, 42 U.S.C. § 2000e(k)
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. § 4301 et seq.
Neb. Rev. Stat. § 79-2,115, et seq

Date of Adoption: June 12, 2017
Reviewed: April 12, 2021

Community RelationsTitle IX - Discrimination

District OR-1 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: May 8, 2017
Reviewed: April 12, 2021

Community RelationsTitle IX--Procedure For Informal/Formal Hearing

In accordance with Title IX, the Board of Education of District OR-1 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: May 8, 2017

Reviewed: April 12, 2021

Community Relations

Form For Filing Complaints

Otoe County School District 66-0501
District OR-1 Public Schools
425 F Street
PO Box 130
Palmyra, NE 68418-0130

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: May 8, 2017
Reviewed: April 12, 2021

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: May 8, 2017
Reviewed: April 12, 2021

Community RelationsDesignation of Coordinator

District OR-1 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 District OR-1 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: May 8, 2017
Reviewed: April 12, 2021

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: May 8, 2017
Reviewed: April 12, 2021

Community RelationsFund Raising Activities

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

A. General Guidelines.

The School Board of District OR-1 Public Schools recognizes a desire and a need for ongoing fundraising support. The school board also recognizes a need for restraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.

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

B. Student Organization Fundraising.

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

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

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

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

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

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

C. Fundraising by Outside Organizations.

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

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

D. Charitable Giving Campaigns.

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

Any fund-raising activity conducted by any such organization using District OR-1 Public Schools' facilities or using the District's name in solicitation of donations must have prior approval of the District OR-1 Board of Education. If the request is approved, the organization shall include a statement that the District OR-1 Public Schools is not endorsing the organization or campaign and has no affiliation with the event.

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

Date of Adoption: May 8, 2017
Reviewed: April 12, 2021

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 District OR-1 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 District OR-1 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: May 8, 2017
Reviewed: April 12, 2021

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: May 8, 2017
Reviewed: April 12, 2021

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: May 8, 2017
Reviewed: April 12, 2021

Levels of Volunteers

Level I – Someone who volunteers occasionally and in a highly public setting with little or no contact with students and who are under supervision by District personnel will not be required to complete a volunteer application or a criminal background check.

Level II – Regular volunteers with student contact under supervision by District staff must complete a volunteer application. A volunteer fitting this description might include a room parent, class readers, front office volunteers and chaperones at middle and high school levels where students will be supervised by District employees.

Level III – Volunteers who have unsupervised contact with students on or off campus will be required to complete a volunteer application and have a criminal background check completed before they are authorized to volunteer at any District school or at any District student activity.

DISTRICT OR-1 PUBLIC SCHOOLS

School _____

VOLUNTEER APPLICATION FORM

NAME: _____
(Print) Last First MI

ADDRESS: _____ CITY _____ ZIP _____

PHONE: _____ OTHER _____ FAX _____

INDICATE YOUR STATUS Parent/Guardian of Student Relative of Student
 College Student Neighbor of School
 Corporate Volunteer* Current Employee
 Other _____

*Employer or Organization Presented: _____

PLEASE INDICATE VOLUNTEER PREFERENCE:

Academic Tutor Classroom Reading Aide
 Office/Clerical Aide Room Parent PTA/PTO
 Library Student Mentor Intern
 Club Sponsor Field Trip/Chaperone Sporting Event
 Other _____

Read Carefully Before Signing:

I certify that the information contained in this volunteer application is true, complete, and accurate to the best of my knowledge. I understand that falsification of information will be cause of disqualification.
My signature below authorizes the school district to conduct a background investigation and authorizes release of information.

Volunteer Applicant Signature _____ Date _____
DD MM YYYY

SCHOOL:

Volunteer Applicant's SSN and Date of Birth Required for Level II's Not Known by School and All Level III's.

APPLICANT'S SOCIAL SECURITY NUMBER: _____ DATE OF BIRTH _____
DD MM YYYY

Principal's Signature _____ Date _____
DD MM YYYY

INTERNAL USE ONLY:

Background Checks Made: Local Outstanding Warrants Sex Registry National
Approved to Volunteer: Yes No School Notified Date _____
DD MM YYYY

Reason For Disapproval: _____

Security Signature: _____

PERSONAL DISCLOSURE

Respond to EACH item. If there is no response to any item, or if the required attachments do not accompany your application, your application WILL BE REMOVED FROM CONSIDERATION. Information provided in this disclosure will not automatically bar you from employment but will be considered in view of all relevant circumstances.

- 1. Have you ever received a ticket, been charged with an offense, or been arrested for anything other than a minor traffic violation? (If you are unsure if a ticket, a charge or an arrest was for a minor traffic violation, answer "Yes")
Yes___ No ___
- 2. If you answered "Yes" to Question #1 above, you must explain each situation including location(s), date(s), agency(ies) involved, and the outcome of the each ticket, charge, or arrest (use an attachment if needed):

- 3. Have you ever had any license, permit, or certificate terminated, revoked, suspended, received a private or public reprimand or admonishment from a licensing agency (e.g., Nebraska Department of Education) or been subject to a judicial restraining or contempt order? Yes___ No ___
- 4. If you answered "Yes" to Question #3 above, you must attach an explanation of each situation including location(s), date(s), agency(ies) involved, and the outcome of the each situation(use an attachment if needed):

- 5. I affirm that none of the information identified in Items # 1 to # 4 in any way involved any of the following: (a) a felony; (b) rape, including statutory rape, or any other sexual assault; (c) sexual conduct with a minor of any kind; (d) abuse of a minor or child of any kind; (e) endangerment of a child or debauching a minor; (f) public indecency; (g) prostitution, pandering, or keeping a place of prostitution; (h) assault or battery; (i) kidnapping, false imprisonment or abduction; (j) child pornography; or (k) any offense in which a minor was a victim or a witness.
___True ___Not True (If not True, explain fully in Item #2 or Item #4)

VERIFICATION

I certify that I have made true, correct and complete answers and statements on this application in the knowledge that they may be relied upon in considering my application. I understand it is my responsibility to immediately provide updated, correct information if any of the information changes at any time. I understand that any omission, falsification or misrepresentation made by me on this application or any supplement to it will be sufficient grounds to not allow me to volunteer. I understand that disclosure of my social security number is optional. It will be used to conduct background checks for volunteering purposes.

Legal Signature of Applicant

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: May 8, 2017
Reviewed: April 12, 2021

Community RelationsUtilizing Community Resources

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

Date of Adoption: May 8, 2017
Reviewed: April 12, 2021

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: May 8, 2017
Reviewed: April 12, 2021

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: May 8, 2017
Reviewed: April 12, 2021

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: May 8, 2017
Reviewed: April 12, 2021

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: May 8, 2017
Reviewed: April 12, 2021

Community RelationsEmergency Closure of School Buildings

If the Superintendent or Superintendent's designee determines that a building or buildings should be closed due to health or safety concerns, then the Superintendent or Superintendent's designee is authorized to close a school building or buildings until the Superintendent or Superintendent's designee determines that such building or buildings should be reopened.

In determining whether a building or buildings should be closed, the Superintendent or Superintendent's designee is encouraged to receive input from law enforcement, health officials and other experts.

If the Superintendent or Superintendent's designee makes the decision to close a school building or buildings, then the Superintendent or Superintendent's designee shall communicate such decision to students, parents, staff, community members and area media outlets as soon as practical.

If a school building is closed, then no person shall be allowed to enter such building unless the Superintendent permits such person to enter such building.

Date of Adoption: March 9, 2020

Reviewed: April 12, 2021

Community RelationsEmergency Exclusion of Persons from School

If the Superintendent or Superintendent's designee determines that a person may pose a health or safety risk to others, the Superintendent may exclude such person from school property. If such person is a student, then the Superintendent or Superintendent's designee may refer to the emergency exclusion provisions of Policy 5101. If such person is a staff member, then the Superintendent or Superintendent's designee may place said staff member on paid or unpaid leave. If such person is not a student or staff member, then the Superintendent or Superintendent's designee shall inform such person as soon as possible that they are not permitted on school property until further notice from the Superintendent or Superintendent's designee.

The Superintendent may consult with law enforcement, health officials or other experts in determining whether such exclusion should occur.

Date of Adoption: March 9, 2020

Reviewed: April 12, 2021

TABLE OF CONTENTS

	POLICY
1. School Communications	
Statement of Intent	1000
Visiting School	1010
Citizen Communication to the Board of Education	1020
Parent/Patron Comment Forms	1030
Parent/Patron Comment Form	1030A
Annual Report and School Improvement	1040
Public Access to School Records	1050
Form for Denial of Access to Records	Regulation 1050A
Form for Explanation of Delay in Fulfilling Request for Records	Regulation 1050B
Advertising and Promotion	1060
Publications, Radio, and Television	1070
School Directory	1080
2. Community Use of School Facilities.....	
Community Use of School Facilities.....	1100
Form for Application for Use of School Facilities	
Use of School Facilities: Student Groups and Boy Scouts	1101
Recording of Others	1102
Bulletin Boards, Display Case, and Posted Material.....	1110
Tobacco Policy	1120
3. Anti-Discrimination Policies	
Anti-Discrimination, Designation of Coordinator and Grievance Policy	1200
Title IX–Discrimination	1210
Title IX Procedure for Informal/Formal Hearing.....	1220
Form for Filing Complaints.....	Regulation 1220
ADA and Section 504 Grievance Procedure	1240
ADA–Designation of Coordinator	1250
Service Animals	1260
4. Fund Raising and Gifts.....	
Fund Raising Activities	1300
Gifts to the School District.....	1310
5. School and Community Organizations.....	1400
Parent Organizations	1410
Citizens’ Advisory Committees	1420
Utilizing Community Resources	1430
Staff Participation in Community Affairs	1440
School Personnel and the Public	1450
Student Production of Goods and Services	1460
Public Performances by Students	1470
6. Emergency Closing	1500
Emergency Exclusions	1501

Community Relations

Statement of Intent

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

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

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

Methods of Communication

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

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

Date of Adoption: May 8, 2017
Reviewed: April 12, 2021

Community RelationsVisiting School

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

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

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

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

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

Date of Adoption: May 8, 2017
Reviewed: April 12, 2021

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: May 8, 2017
Reviewed: April 12, 2021

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: May 8, 2017
Reviewed: April 12, 2021

DISTRICT OR-1 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



DISTRICT OR-1 POLICY REVIEW SCHEDULE: 2021-2022

updated January 11, 2021

Proposed Policy Review Process and Schedule

<u>Policy Series</u>	<u>Topic</u>	<u>Date of Last Review</u>	<u>New Review Date</u>	<u>Status</u>
1000	Community Relations	April 16, 2018	April 12, 2021	Completed 4.12.2021
2000	Administration	April 16, 2018	April 12, 2021	Completed 4.12.2021
3000	Business Operations	April 16, 2018	April 12, 2021	Completed 4.12.2021
4000	Personnel	March 12, 2018	July 12, 2021	
5000	Students	March 12, 2018	July 12, 2021	
6000	Instruction	May 14, 2018	September 13, 2021	
7000	New Construction	May 14, 2018	September 13, 2021	
8000	Internal Board Policies	February 12, 2018	February 8, 2021	Completed.2.8.21
9000	Bylaws of the Board	February 12, 2018	February 8, 2021	Completed.2.8.21

TABLE OF CONTENTS

POLICY

1. Administrative Program.....

 Functional Principle of Administration2000

 Election of Administrative Personnel2010

2. Superintendent

 Superintendent of Schools2100

 Duties of the Superintendent of Schools.....2110

 Job Description for Superintendent Regulation 2110A

3. Principals.....

 Principalship2200

 Duties of the Principal2210

 Job Description for Principal Regulation 2210A

4. Evaluation of Principals and Other Certificated Administrative Personnel2230

 Evaluation Instrument of Superintendent Regulation 2231

 Evaluation Instrument for Principal..... Regulation 2232A

 Principal Professional Development Plan..... Regulation 2232B

5. Administrative Programs.

 Line of Authority2400

 Administrative Actions in Emergencies2410

 Staff Handbooks.....2420

 Attendance at Professional Growth Meetings.....2430

 Administrative Action in Absence of Policy2440

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: April 10, 2017
Reviewed: April 12, 2021

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: April 10, 2017
Reviewed: April 12, 2021

AdministrationThe Superintendent of Schools

The Superintendent of Schools shall be the chief executive officer of the District OR-1 Public Schools. As chief executive officer of the District OR-1 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 District OR-1 Public Schools as duties of the Superintendent.

Date of Adoption: April 10, 2017
Reviewed: April 12, 2021

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 District OR-1 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 the Friday before each regular board meeting.
10. Prepares for monthly and special board of education meetings.
11. Keeps the board informed concerning the total school program.
12. Keeps up-to-date on trends and laws in education by attending local, district, state, and national meetings or conferences with prior board of education approval. (The expenses incurred by attending these meetings will be paid by the school district).
13. Directs the annual audit of school district funds: General Fund, Depreciation Fund, Activity Fund, School Lunch Fund, Special Building Fund, Qualified Capital Purpose Undertaking Fund, Employee Benefit Fund, Bond Fund, Cooperative Fund, Student Fee Fund, all Federal Programs, and the Special Education Program.

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

27. Completes, or oversees the completion of, all forms required by the State Department of Education and sees that they are sent in before the due date.
28. Is responsible for the over-all upkeep and maintenance of the school facilities, grounds, and equipment and sees to their maintenance and safety.
29. Is responsible for all long-range and short term planning concerning school facilities.
30. Shall have a census taken each year of all people under the age of twenty-one whose parents or guardians live within the boundaries of Otoe County School District # 66-0501.
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: April 10, 2017

Reviewed: April 12, 2021

DISTRICT OR-1 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				

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: April 10, 2017
Reviewed: April 12, 2021

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: April 10, 2017
Reviewed: April 12, 2021

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 (and updating) of job descriptions for all positions
 - iv. Analysis of achievement test data

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

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

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

5. Conditions of Employment

Except as may be otherwise established by the Board:

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

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

Date of Adoption: April 10, 2017

Reviewed: April 12, 2021

DISTRICT OR-1 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 and Other Certificated Administrative Personnel

1. Objectives

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

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

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

2. General Procedures

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

3. Appraisal Cycle

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

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

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

4. Appraisal Process

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

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

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

5. Final Formal Summative Evaluation

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

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

See: Evaluation instruments for each administrative position.

Date of Adoption: April 10, 2017

Date of Review: November 13, 2017

Reviewed: April 12, 2021

**SCHOOL DISTRICT OR-1
SUPERINTENDENT APPRAISAL INSTRUMENT**

Name _____

Date _____ Evaluation _____

Please review the indicators in each category below. Place an "x" in front of each indicator that is being met.

Add up the number of "x" for the category. Place the total number under the category on the "Total" line.

Place an "x" on the box under the rating which corresponds with the category total.

If you feel that you do not have adequate information, or do not have an opinion regarding a particular area, please indicate this in the "Comments" section.

If items are unsatisfactory, please provide specific rationale in the "Comments" section.

Please return this completed evaluation instrument on or before November 1, 2016 so that it can be tabulated for the November BOE meeting.

Thank you in advance: R. Hanger

Board of Education	Distinguished	Proficient	Basic	Unsatisfactory	Comments
<p>Educates and communicates with Board Members by....</p> <p><input type="checkbox"/> monthly updates regarding district matters</p> <p><input type="checkbox"/> appropriate reading materials</p> <p><input type="checkbox"/> notification of workshops and conferences</p> <p><input type="checkbox"/> opportunities to learn about function of schools and programs</p> <p style="text-align: right;">Total</p>	<p>Meets or exceeds all 4 indicators</p>	<p>Meets 3 indicators</p>	<p>Meets 2 indicators</p>	<p>Does not educate Board members</p>	
<p>Implements meeting responsibilities by.....</p> <p><input type="checkbox"/> preparing agenda</p> <p><input type="checkbox"/> attending and participating in Board meetings</p> <p><input type="checkbox"/> serving as ex-officio member for committees (this item not applicable)</p> <p><input type="checkbox"/> offering professional guidance, recommendations, or assistance</p> <p style="text-align: right;">Total</p>	<p>Meets or exceeds all 4 indicators</p>	<p>Meets 3 indicators</p>	<p>Meets 2 indicators</p>	<p>Does not implement meeting responsibilities</p>	
<p>Implements Superintendent goals as established by....</p> <p><input type="checkbox"/> working with Board to establish long- and short-range goals</p> <p><input type="checkbox"/> aligning goals with district mission</p> <p><input type="checkbox"/> developing strategies to implement goals</p> <p><input type="checkbox"/> executing strategies and goals</p> <p><input type="checkbox"/> reporting progress to Board and staff</p> <p style="text-align: right;">Total</p>	<p>Meets or exceeds all 5 indicators</p>	<p>Meets 4 indicators</p>	<p>Meets 3 indicators</p>	<p>Does not implement Superintendent goals</p>	
<p>Implements district goals as established by.....</p> <p><input type="checkbox"/> working with Board to establish long- and short-range goals</p> <p><input type="checkbox"/> aligning goals with district mission</p> <p><input type="checkbox"/> developing strategies to implement goals</p> <p><input type="checkbox"/> executing strategies and goals</p> <p><input type="checkbox"/> reporting progress to Board, staff and community</p> <p style="text-align: right;">Total</p>	<p>Meets or exceeds all 5 indicators</p>	<p>Meets 4 indicators</p>	<p>Meets 3 indicators</p>	<p>Does not implement district goals</p>	
<p>Communicates information regarding.....</p> <p><input type="checkbox"/> programs</p> <p><input type="checkbox"/> procedures</p> <p><input type="checkbox"/> personnel</p> <p><input type="checkbox"/> district needs</p> <p><input type="checkbox"/> district concerns</p> <p><input type="checkbox"/> community concerns</p> <p style="text-align: right;">Total</p>	<p>Meets or exceeds all 6 indicators</p>	<p>Meets 4-5 indicators</p>	<p>Meets 2-3 indicators</p>	<p>Does not communicate information</p>	

<p>Supports Board of Education decisions to.....</p> <p>___ community ___ staff ___ administrative team</p> <p style="text-align: right;">Total</p>	<p>Meets or exceeds all 3 indicators</p>	<p>Meets 2 indicators</p>	<p>Meets 1 indicator</p>	<p>Does not support Board of Education decisions</p>
<p>Communication with Staff, Media, Community</p>	<p>Distinguished</p>	<p>Proficient</p>	<p>Basic</p>	<p>Unsatisfactory</p>
<p>Communicates effectively with staff regarding current and new trends in education, programs, procedures, and policies by.....</p> <p>___ relaying necessary information to appropriate staff ___ communicating information from the Board of Education ___ promoting sense of well-being in staff</p> <p style="text-align: right;">Total</p>	<p>Meets or exceeds all 3 indicators</p>	<p>Meets 2 indicators</p>	<p>Meets 1 indicator</p>	<p>Does not communicate effectively with staff</p>
<p>Maintains a presence in the community and communicates with the community regarding promotion of district, programs, procedures, personnel, district needs, district concerns and community concerns by.....</p> <p>___ relaying necessary information to community ___ communicating information via the newsletter ___ promoting a sense of well-being in community members ___ dealing effectively with concerns of parents and patrons</p> <p style="text-align: right;">Total</p>	<p>Meets or exceeds all 4 indicators</p>	<p>Meets 3 indicators</p>	<p>Meets 2 indicators</p>	<p>Does not communicate effectively with community</p>
<p>Displays oral and written communication skills by providing communications which are.....</p> <p>___ pertinent ___ clear ___ concise ___ timely</p> <p style="text-align: right;">Total</p>	<p>Meets or exceeds all 4 indicators</p>	<p>Meets 3 indicators</p>	<p>Meets 2 indicators</p>	<p>Does not display appropriate oral and written communication skills</p>
<p>Instructional Leadership</p>	<p>Distinguished</p>	<p>Proficient</p>	<p>Basic</p>	<p>Unsatisfactory</p>
<p>Completes budgeting process by.....</p> <p>___ demonstration of clear working knowledge of state and federal guidelines relating to budget process. ___ appropriate and efficient completion, reporting, and management of budget which reflects district goals. ___ demonstration of flexibility in budget process ___ view of budget as an on-going process ___ search for outside funding</p> <p style="text-align: right;">Total</p>	<p>Meets or exceeds all 5 indicators</p>	<p>Meets 3-4 indicators</p>	<p>Meets 1-2 indicators</p>	<p>Does not complete budgeting process</p>

<p>Completes staffing by.....</p> <p><input type="checkbox"/> staffing configuration based on district goals <input type="checkbox"/> organized assignments <input type="checkbox"/> delegated assignments <input type="checkbox"/> communications of assignments to the Board and staff <input type="checkbox"/> high expectations</p> <p style="text-align: center;">Total</p>	<p>Meets or exceeds all 5 indicators</p>	<p>Meets 3-4 indicators</p>	<p>Meets 1-2 indicators</p>	<p>Does not complete staffing</p>
<p>Supervises personnel evaluations by.....</p> <p><input type="checkbox"/> assignment of administrators to conduct appraisals <input type="checkbox"/> provision for accountability of staff for completion of the appraisal process <input type="checkbox"/> report appraisal process results to the Board</p> <p style="text-align: center;">Total</p>	<p>Meets or exceeds all 3 indicators</p>	<p>Meets 2 indicators</p>	<p>Meets 1 indicator</p>	<p>Does not supervise personnel evaluations</p>
<p>Supervises curriculum and instruction by.....</p> <p><input type="checkbox"/> integral participation in development, adoption, implementation, and evaluation of curriculum-based district goals through the curriculum steering committee <input type="checkbox"/> standards-based curriculum design <input type="checkbox"/> exploration and sharing of new, creative 21st century curriculum ideas <input type="checkbox"/> development of budget reflecting curriculum needs</p> <p style="text-align: center;">Total</p>	<p>Meets or exceeds all 4 indicators</p>	<p>Meets 3 indicators</p>	<p>Meets 2 indicators</p>	<p>Does not supervise curriculum and instruction of staff</p>
<p>Maintains facilities by.....</p> <p><input type="checkbox"/> developing a short and long range building plan with achievable goals <input type="checkbox"/> recommendations for a tax structure in the building fund to achieve goals <input type="checkbox"/> follows through in building repairs both major and minor <input type="checkbox"/> follows procedures for conducting business as directed by the Board <input type="checkbox"/> keeps the buildings in compliance with state and federal regulations</p> <p style="text-align: center;">Total</p>	<p>Meets or exceeds all 5 indicators</p>	<p>Meets 3-4 indicators</p>	<p>Meets 1-2 indicators</p>	<p>Does not maintain facilities</p>
<p>Demonstrates personnel management skills by.....</p> <p><input type="checkbox"/> performance expectations, including mentoring new teachers and staff <input type="checkbox"/> developing teacher evaluation programs <input type="checkbox"/> maintaining open communication lines <input type="checkbox"/> evidence of clear and consistent feedback regarding the progress toward goals <input type="checkbox"/> gains feedback from the administrative team concerning remediation</p> <p style="text-align: center;">Total</p>	<p>Meets or exceeds all 5 indicators</p>	<p>Meets 3-4 indicators</p>	<p>Meets 1-2 indicators</p>	<p>Does not demonstrate personnel management skills</p>
<p>Demonstrates problem solving skills by.....</p> <p><input type="checkbox"/> being perceptive in identifying problems <input type="checkbox"/> addressing problems expediently <input type="checkbox"/> using appropriate combination of fact finding and decision-making to achieve resolution</p> <p style="text-align: center;">Total</p>	<p>Meets or exceeds all 3 indicators</p>	<p>Meets 2 indicators</p>	<p>Meets 1 indicator</p>	<p>Does not demonstrate problem solving skills</p>

Provides positive district climate regularly and consistently by.....

<input type="checkbox"/> empowering staff <input type="checkbox"/> modeling respectfulness <input type="checkbox"/> providing supportive atmosphere <input type="checkbox"/> focusing on the welfare of children <input type="checkbox"/> developing activities to bring K-12 staff together <p style="text-align: center;">Total</p>	Meets or exceeds all 5 indicators	Meets 3-4 indicators	Meets 1-2 indicators	Does not provide positive district climate
---	-----------------------------------	----------------------	----------------------	--

Demonstrates decision making skills through.....

<input type="checkbox"/> expressing view of the "big picture" of district, community, and state <input type="checkbox"/> taking responsibility for decision-making <input type="checkbox"/> demonstrating ability to make decisions which may be viewed as controversial <p style="text-align: center;">Total</p>	Meets or exceeds all 3 indicators	Meets 2 indicators	Meets 1 indicator	Does not demonstrate decision making skills
---	-----------------------------------	--------------------	-------------------	---

Completes professional growth activities by.....

<input type="checkbox"/> participating in appropriate national and/or state conferences <input type="checkbox"/> attending activities which are directly related to district and/or professional goals <input type="checkbox"/> communicating new information to Board and staff <p style="text-align: center;">Total</p>	Meets or exceeds all 3 indicators	Meets 2 indicators	Meets 1 indicator	Does not complete professional growth activities
---	-----------------------------------	--------------------	-------------------	--

Leadership Qualities

	Distinguished	Proficient	Basic	Unsatisfactory
Displays diplomacy by.....				
<input type="checkbox"/> demonstrating ability to present positive feedback to Board, staff and community <input type="checkbox"/> demonstrating ability to present negative feedback to Board, staff and community <input type="checkbox"/> creating a comfortable working relationship where it is okay to disagree <p style="text-align: center;">Total</p>	Meets or exceeds all 3 indicators	Meets 2 indicators	Meets 1 indicator	Does not display diplomacy

Engages community in education by.....

<input type="checkbox"/> developing and promoting process for attracting community interest in education <input type="checkbox"/> actively seeking community involvement in education <input type="checkbox"/> maintaining good human relationships <p style="text-align: center;">Total</p>	Meets or exceeds all 3 indicators	Meets 2 indicators	Meets 1 indicator	Does not engage community in education
--	-----------------------------------	--------------------	-------------------	--

Personal Qualities

	Asset	Satisfactory	Detriment	No Opinion
<p><i>Please consider each characteristic below in relationship to the performance of the Superintendent. Place an "X" in the column of the appropriate ranking for each characteristic.</i></p> <p>Is self directed Is self confident Is assertive Has integrity Works well with individual's differences Uses appropriate sense of humor Insures confidentiality Is moral Is genuine Is creative Is ethical</p>				

Comments

Administration

PRINCIPAL EVALUATION INSTRUMENT

District OR-1

“In many ways, the school principal is the most important and influential in any school. It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability, one can almost always point to the principal’s leadership as the key to success.”

United States Senate Report

Directions:

This instrument was developed by the Leadership Team in collaboration with the Nebraska Department of Education and the National Panel for Principal Evaluation. This instrument is based on standards and criteria for principal evaluation that have been adopted by the State Board of Education. It is required that school districts use the standards, criteria, and procedures adopted by the State Board of Education for the purpose of evaluating all principals at least once every three years. Principals will be rated on each standard by checking the category that most appropriately describes the principal’s performance for that particular standard. Evidence that documents performance should be described. After completing the instrument, the rating for each standard should be transferred to the rating profile on the appropriate summative evaluation sheet.

Name of Principal

Date

Name of Superintendent/Designee

Date

Standard 1: Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criteria: Performance criteria below describe the observed levels of proficiency for the vision standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district’s mission and vision. • Uses a variety of resources and data to evaluate current practices that shape and refine the vision and mission of the school. • Communicates the school’s vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis. • Implements, evaluates, and refines the plan of action for achieving the school’s vision. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Involves some stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district’s mission and vision. • Uses a portion of resources and data to evaluate current practices that shape and refine the vision and mission of the school. • Communicates the school’s vision, goals, plans, and priorities to staff, students, parents, and community. • Implements, evaluates, and refines selected portions of the plan of action for achieving the school’s vision. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Involves few stakeholders (e.g. school and district personnel, students, families, and community members), does not have a broad vision for the school, or does not have a vision that is compatible with the district’s mission and vision. • Uses a few resources and data to evaluate current practices that shape and refine the vision and mission of the school. • Communicates the school’s vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis. • Fails to implement, evaluate or refine the plan of action for achieving the school’s vision. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching, learning and continuous school improvement.

Criteria: Performance criteria below describe the observed levels of proficiency for the instructional leadership standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<p style="text-align: center;">☐ Exemplary</p>	<p style="text-align: center;">☐ Proficient</p>	<p style="text-align: center;">☐ Improvement Needed</p>
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates proficiency in analyzing research and assessment data. • Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning. • Monitors and evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Generally sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates some proficiency in analyzing research and assessment data. • Ensures the use of data from most state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Routinely observes staff and/or assists in the implementation of effective teaching and assessment strategies to promote student learning. • Monitors and evaluates the effectiveness of most instructional programs to promote student learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Rarely sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates little proficiency in analyzing research and assessment data. • Rarely ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Infrequently observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning. • Rarely monitors or evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____ _____ _____</p>

Evaluator is required to list student achievement/student growth data used as evidence to evaluate principal performance on Standard 2: _____

Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria: Performance criteria below describe the observed levels of proficiency for the effective management standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<p style="text-align: center;"><input type="checkbox"/> Exemplary</p>	<p style="text-align: center;"><input type="checkbox"/> Proficient</p>	<p style="text-align: center;"><input type="checkbox"/> Improvement Needed</p>
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Seeks and allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements • Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements. • Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students. • Ensures the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Often seeks, and/or adequately allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing according to most local, state, and federal requirements. • Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs information and assessment data . • Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students. • Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Rarely seeks and/or adequately allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing, with little attention to local, state, and federal requirements. • Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements. • Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students. • Does not ensure the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing and sustaining a positive school climate.

Criteria: Performance criteria below describe the observed levels of proficiency for the climate standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<p>☐ Exemplary</p>	<p>☐ Proficient</p>	<p>☐ Improvement Needed</p>
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Initiates and maintains strategies to promote collegiality and collaboration among the staff. • Involves parents, students, and the community in efforts to create and maintain a positive learning environment. • Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students. • Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements. • Manages conflict and crisis situations in an effective and timely manner. • Deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time. • Involves some parents, students, and community members in efforts to create and maintain a positive learning environment. • Establishes and adequately supervises programs that promote positive social, emotional, and intellectual growth for all students. • Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements. • Manages conflict and crisis situations in an effective and timely manner the majority of the time. • Usually deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff.. • Involves few parents, students, or the community in efforts to create and maintain a positive learning environment. • Does not establish or adequately supervise programs that promote positive social, emotional, and intellectual growth for all students. • Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements. • Rarely manages conflict and crisis situations in an effective and timely manner. • Infrequently deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 5: School/Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

Criteria: Performance criteria below describe the observed levels of proficiency for the school/community standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<p style="text-align: center;"><input type="checkbox"/> Exemplary</p>	<p style="text-align: center;"><input type="checkbox"/> Proficient</p>	<p style="text-align: center;"><input type="checkbox"/> Improvement Needed</p>
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops an effective and interactive communications plan and public relations program. • Participates in school community activities. • Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. • Responds to diverse community interests and needs. • Creates and sustains a variety of opportunities for parent and community involvement in school activities. • Collaborates with staff to develop effective strategies for parents and the community to support students’ learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops a somewhat effective and interactive communications plan and public relations program. • Participates in selected school community activities. • Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. • Responds to diverse community interests and needs in most cases. • Creates and sustains some opportunities for parent and community involvement in school activities. • Collaborates with staff to develop strategies for parents and the community to support students’ learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Does not develop an effective and interactive communications plan and public relations program. • Rarely participates in school community activities. • Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, or decision making for school improvement. • Rarely considers diverse community interests and needs. • Misses opportunities for involving parents and the community in school activities. • Seldom collaborates with staff to develop strategies for parents and the community to support students’ learning. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

Criteria: Performance criteria below describe the observed levels of proficiency for the ethical behavior standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Models respect, understanding, sensitivity, and appreciation for all people. • Adheres to local, state, and federal requirements. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Models respect, understanding, sensitivity, and appreciation in most circumstances. • Adheres to local, state, and federal requirements <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Inconsistently models respect, understanding, sensitivity, and appreciation for all people. • Usually adheres to local, state, and federal requirements. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency for the interpersonal skills standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Demonstrates respect for others. • Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. • Communicates effectively with stakeholders to support school and district goals. • Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. • Uses appropriate oral and written communication skills. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Demonstrates respect for others with few exceptions. • Typically elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. • Typically communicates effectively with stakeholders to support school and district goals. • Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. • Uses appropriate oral and written communication skills on most occasions. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Inconsistently demonstrates respect for others. • Seldom elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. • Usually does not communicate effectively with stakeholders to support school and district goals. • Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. • Oral and/or written communication skills hinder effective interactions with stakeholders. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 8: Staff Development

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Criteria: Performance criteria below describe the observed levels of proficiency for the staff development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth. • Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Encourages staff to set goals for professional growth. • Shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth. • Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Typically encourages staff to set goals for professional growth. • Usually shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Collaborates with staff to create and implement a staff development plan, however, the plan does not contain activities relevant to the achievement of school goals and staff growth. • Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Inconsistently encourages staff to set goals for professional growth. • Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 9: Principal’s Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

Criteria: Performance criteria below describe the observed levels of proficiency for the principal’s professional development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<p>☐ Exemplary</p>	<p>☐ Proficient</p>	<p>☐ Improvement Needed</p>
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops and implements an appropriate plan for professional development consistent with school and district goals. • Establishes and maintains a professional network with other administrators. • Complies with district and state professional development requirements. • Participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops and implements a plan for professional development. • Establishes and maintains a limited professional network with other administrators. • Complies with district and state professional development requirements. • Typically participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops and implements an inappropriate plan for professional development. • Does not establish or maintain a professional network with other administrators. • Complies with district and state professional development requirements some of the time. • Infrequently participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Principal Summative Evaluation Form

Principal's Name: _____

School Year: _____

School: _____

District: _____

Performance Standard	Rating Profile		
	Exemplary	Proficient	Improvement Needed
1. Vision			
2. Instructional Leadership			
3. Effective Management			
4. Climate			
5. School/Community Relations			
6. Ethical Behavior			
7. Interpersonal Skills			
8. Staff Development			
Principal's Professional Development			

	Exemplary	Proficient	Improvement Needed
Overall Rating			

Signature of Principal

Date

Signature of Evaluator

Date

NOTE: The signature of the principal above indicates that the evaluation has been reviewed with her/him. It does not imply agreement with the evaluation.

DISTRICT OR-1 PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

Academic School Year: _____

District: _____

Name of School: _____

Name of Principal _____

Name of Evaluator _____ Position _____

PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

GOAL #1:

NOTE: GOALS are not achieved without careful planning. Be specific and clear.

1. STRATEGIES/ACTIVITIES-WHAT SHOULD I <u>DO</u> TO ACCOMPLISH MY GOAL?	
2. PROGRESS-HOW WILL I <u>MEASURE</u> PROGRESS? BY WHAT <u>DATE</u> WILL THIS GOAL BE COMPLETED?	
3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACCOMPLISH MY GOAL?	
4. SUPPORTERS-<u>WHO</u> CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE “BUY-IN”?	
5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?	

<p>6. RESOURCES-WHAT INTERNAL/EXTERNAL RESOURCES WILL I USE?</p>	
<p>7. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?</p>	

PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

GOAL #2

NOTE: GOALS are not achieved without careful planning. Be specific and clear.

<p>1. STRATEGIES/ACTIVITIES-WHAT SHOULD I <u>DO</u> TO ACCOMPLISH MY GOAL?</p>	
<p>2. PROGRESS-HOW WILL I <u>MEASURE</u> PROGRESS? BY WHAT <u>DATE</u> WILL THIS GOAL BE COMPLETED?</p>	
<p>3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACHIEVE MY GOAL?</p>	
<p>4. SUPPORTERS-<u>WHO</u> CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE “BUY-IN”?</p>	

5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?	
6. RESOURCES-WHAT INTERNAL/EXTERNAL RESOURCES WILL I USE?	
7. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?	

PAGE THREE

Check the appropriate box that best relates your specific GOAL to evaluation results and/or school/district needs:

GOAL #1

- Assessment Results
- Principal Summative Evaluation
- School Renewal Plan
- District Strategic Plan

GOAL #2

- Assessment Results
- Principal Summative Evaluation
- School Renewal Plan
- District Strategic Plan

MONITORING STAGES	PRINCIPAL'S SIGNATURE	EVALUATOR'S SIGNATURE
IMPLEMENTATION (Pre-Conference)	<hr style="border: 0.5px solid black;"/> PRINCIPAL'S SIGNATURE Today's date: _____	<hr style="border: 0.5px solid black;"/> EVALUATOR'S SIGNATURE Today's date: _____

FEEDBACK (Mid-Year Conference)	_____ PRINCIPAL'S SIGNATURE Today's date: _____	_____ EVALUATOR'S SIGNATURE Today's date: _____
END-OF-THE-YEAR	_____ PRINCIPAL'S SIGNATURE Today's date: _____	_____ EVALUATOR'S SIGNATURE Today's date: _____
COMMENTS: _____ _____		

**DISTRICT OR-1
PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN**

Academic School Year: _____

District: _____

Name of School: _____

Name of Principal _____

Name of Evaluator _____ Position _____

PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

GOAL #1:

NOTE: GOALS are not achieved without careful planning. Be specific and clear.

1. STRATEGIES/ACTIVITIES-WHAT SHOULD I <u>DO</u> TO ACCOMPLISH MY GOAL?	
2. PROGRESS-HOW WILL I <u>MEASURE</u> PROGRESS? BY WHAT <u>DATE</u> WILL THIS GOAL BE COMPLETED?	
3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACCOMPLISH MY GOAL?	
4. SUPPORTERS-<u>WHO</u> CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE “BUY-IN”?	
5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?	

6. RESOURCES-WHAT INTERNAL/EXTERNAL RESOURCES WILL I USE?	
7. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?	

PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

GOAL #2

NOTE: GOALS are not achieved without careful planning. Be specific and clear.

1. STRATEGIES/ACTIVITIES-WHAT SHOULD I <u>DO</u> TO ACCOMPLISH MY GOAL?	
2. PROGRESS-HOW WILL I <u>MEASURE</u> PROGRESS? BY WHAT <u>DATE</u> WILL THIS GOAL BE COMPLETED?	
3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACHIEVE MY GOAL?	
4. SUPPORTERS-<u>WHO</u> CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE “BUY-IN”?	

<p>5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?</p>	
<p>6. RESOURCES-WHAT INTERNAL/EXTERNAL RESOURCES WILL I USE?</p>	
<p>7. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?</p>	

PAGE THREE

Check the appropriate box that best relates your specific GOAL to evaluation results and/or school/district needs:

GOAL #1

- Assessment Results
- Principal Summative Evaluation
- School Renewal Plan
- District Strategic Plan

GOAL #2

- Assessment Results
- Principal Summative Evaluation
- School Renewal Plan
- District Strategic Plan

<p>MONITORING STAGES</p>	<p>PRINCIPAL'S SIGNATURE</p>	<p>EVALUATOR'S SIGNATURE</p>
<p>IMPLEMENTATION (Pre-Conference)</p>	<p>_____</p> <p>PRINCIPAL'S SIGNATURE</p> <p>Today's date: _____</p>	<p>_____</p> <p>EVALUATOR'S SIGNATURE</p> <p>Today's date: _____</p>

FEEDBACK (Mid-Year Conference)	_____ PRINCIPAL'S SIGNATURE Today's date: _____	_____ EVALUATOR'S SIGNATURE Today's date: _____
END-OF-THE-YEAR	_____ PRINCIPAL'S SIGNATURE Today's date: _____	_____ EVALUATOR'S SIGNATURE Today's date: _____
COMMENTS: _____ _____		

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: April 10, 2017
Reviewed: April 12, 2021

Administration

Administrative Actions in Emergencies

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

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

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

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

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

attempt to balance funeral accommodations with the need to convene school with minimal disruption.

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

Date of Adoption: April 10, 2017
Reviewed: April 12, 2021

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: April 10, 2017
Reviewed: April 12, 2021

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: April 10, 2017
Reviewed: April 12, 2021

Administration

Administrative Actions in Emergencies

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

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

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

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

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

attempt to balance funeral accommodations with the need to convene school with minimal disruption.

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

Date of Adoption: April 10, 2017

Reviewed: April 12, 2021

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: April 10, 2017
Reviewed: April 12, 2021

AdministrationAttendance at Professional Growth Meetings

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

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

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

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

The expenses of the spouse of the administrator, accompanying the administrator on the convention trip, shall be borne by the administrator.

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

Date of Adoption: April 10, 2017

Reviewed: April 12, 2021

Administration

Administrative Action in Absence of Policy

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

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

Date of Adoption: April 10, 2017
Reviewed: April 12, 2021

TABLE OF CONTENTS

	POLICY
1. Budget Planning.....	3010
2. Fund Balance Reporting	3011
3. Public Review of Budget	3020
4. Transfer of Funds Between Categories.....	3030
5. Budget as Spending Plan – Budgeted Items	3040
6. Tuition Fees	3050
7. Materials Fees	3060
8. Summer School Fees.....	3070
9. Federal Funds.....	3080
10. Sale and Disposal of Books, Equipment and Supplies	3090
11. Leasing.....	3100
12. Short-Term Investing.....	3110
13. Depository.....	3120
Resolution	
14. Purchasing Policies	3130
15. Procurement Plan – School Food Authorities.....	3131
Procurement Plan – Code of Conduct.....	3131.1
16. Contracting for Services	3140
17. Paying for Goods and Services	3150
18. Report of Treasurer	3160
19. Periodic Audit	3170
20. System of Accounts	3180
21. Inventory of Equipment.....	3190
22. Monies in School Buildings.....	3200
23. Bonds	3210
24. Educational Service Units – Designated Representative	3220
25. Security	3230
26. Video Surveillance.....	3231
27. Risk Management and Safety Committee.....	3240
28. Trespassers.....	3250
29. Safe Driving Record Standard for Drivers.....	3410
Driver Certification Form	
Drivers – First Aid Procedures	
Emergency Evacuation Procedures – Small Vehicles	
30. Transportation.....	3520
31. Procedures – Bidding Construction Projects	3540
32. Rebates to School Personnel.....	3550
33. Records Management and Disposition	3560
34. ESSA.....	3570
35. Meal Charges	3571
36. Insufficient Funds	3580
37. Unmanned Aircraft Systems (Drones).....	3600

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: April 10, 2017

Reviewed: April 12, 2021

Business OperationsFund Balance Reporting

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

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

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

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

The five classifications of governmental fund balances are as follows:

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

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

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

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

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

Date of Adoption: April 10, 2017
Reviewed: April 12, 2021

Business OperationsPublic Review of Budget

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

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

Date of Adoption: April 10, 2017

Reviewed: April 12, 2021

Business OperationsTransfer of Funds Between Categories

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

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

Date of Adoption: April 10, 2017

Reviewed: April 12, 2021

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: April 10, 2017
Reviewed: April 12, 2021

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

Date of Adoption: April 10, 2017
Reviewed: April 12, 2021

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: April 10, 2017
Reviewed: April 12, 2021

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: April 10, 2017
Reviewed: April 12, 2021

Business OperationsSummer 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 District OR-1 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: April 10, 2017
Reviewed: April 12, 2021

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: April 10, 2017
Reviewed: April 12, 2021

Business OperationsSale and Disposal of School Property

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

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

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

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

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

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

Date of Adoption: April 10, 2017

Reviewed: April 12, 2021

Business OperationsLeasing

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

Date of Adoption: April 10, 2017
Reviewed: April 12, 2021

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: April 10, 2017

Reviewed: April 12, 2021

Business OperationsDepository

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

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

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

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

Date of Adoption: April 10, 2017

Reviewed: April 12, 2021

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____.

Palmyra District OR-1 Public Schools

BY: _____
President

Attest:

Secretary

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

Date of Adoption: April 10, 2017

Reviewed: April 12, 2021

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 \$10,000. 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 \$10,000 up to \$90,000. 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. Since this is a proposal system, not a bidding process, the school district in no way shall be obligated to arbitrarily award the contract to the lowest proposal, but shall reserve the right to reject any and all proposals or to waive any informality in any proposal it deems advisable, and to award to the proposer which, in its opinion, is most desirable.
3. Purchases of \$90,000 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.
6. The District need not comply with the bidding requirements if the District purchases property from the Nebraska State Purchasing Bureau, so long as the Nebraska State Purchasing Bureau competitively bid the purchase of property.

Credit Card Purchasing Program

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

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

Date of Adoption: April 10, 2017
Reviewed: April 12, 2021

Date of Revision: June 10, 2019

Business OperationsProcurement Plan – Code of Conduct

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

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

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

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

Date of Adoption: July 17, 2017
Reviewed: April 12, 2021

Business Operations

Procurement Plan – School Food Authorities

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

Procurement Policy

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

- When the annual total for food service program related items is less than \$250,000 (small purchase threshold) per procurement event or in aggregate purchases this organization will follow the informal Small Purchase Procedures.
- When the annual total for food service program related items is greater than \$250,000 (small purchase threshold) per year per procurement event or in aggregate purchases this organization will follow the Formal Competitive Solicitation Procedures.

Micro-Purchase Procedures

Micro-Purchases may be used for single purchases under \$10,000 made with a vendor [2 CFR 200.320(a)].

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

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

Small Purchase Procedures

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

1. Contact a reasonable number of qualified vendors.
2. Write specifications for goods and services.
3. Document each vendor's quoted price. (ex. log sheet)
4. Select the company that provides the lowest, most responsive, and responsible bid.
5. Document supplier who was awarded the quote.
6. Manage orders by confirming product and prices match quotes.

Formal Competitive Solicitation Procedures

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

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

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

Procurement Summary

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

- A. Competition: We shall demonstrate our goods and services are procured in an openly competitive manner. Competition will not be unreasonably restricted. [7 CFR 210.21(c)(1)] [2 CFR Part 200.319(a)(1-7)]
- B. Comparability: We recognize for true competition to take place, we must maintain reasonable product specifications to adequately describe the products to be purchased and the volume of planned purchases based upon pre-planned menu cycles. [2 CFR 200.319(a)(6)]
- C. Documentation: We shall maintain for the current year and the preceding three years all significant materials that will serve to document our policies and procedures. [2 CFR 200.318(i)]

- D. Code of Conduct: This program shall be governed by the attached Code of Conduct and it shall apply to all personnel, employees, directors, agents, officers, volunteers or any person(s) acting in any capacity concerning the food service procurement program. [2 CFR 200.318(c)(1)]
- E. Contract Administration: Purchases shall be checked or verified by designated staff to assure that all goods and services are received and prices verified. All invoices and receipts shall be signed, dated, and maintained in the documentation file. [2 CFR Part 200.318(b)]
- G. General Requirements:
1. Small, minority and women's businesses enterprises and labor surplus firms are used when possible. [2 CFR 200.321]
 2. Ensure compliance with the Buy American Provision when purchasing food 7 CRF 210.21(d).
 3. A cost or price analysis in connection with every procurement action in excess of the Small Purchase Threshold including contract modifications. [2 CFR 200.323(a)]
 4. Documented Procurement Procedures and activities will be maintained. [2 CFR 200.318(a)]
- H. Duties of Food Service Supervisor:
1. Plan the goods or services needed for the school food service program for the school year based on planned menus through needs assessment, forecasting and budgeting.
 2. Develop written specifications for food/supplies needed. Include details such as descriptions and product requirements (e.g. packaging, weight, pack size, etc.) for needed goods or services.
 3. Compare product specifications among all vendors/contractors. Information for prices obtained from grocery stores, farmer's markets, etc.
 4. Make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service, and price.
 5. Place and confirm orders with vendors or make plans to purchase the required items.
 6. To make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service and price.
 7. To work with vendors on a fair and equal basis.
 8. To conduct an in-house procurement review once per year.

Date of Adoption: July 17, 2017
Reviewed: April 12, 2021

Date of Revision: June 10, 2019

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 District OR-1 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: April 10, 2017

Reviewed: April 12, 2021

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: April 10, 2017
Reviewed: April 12, 2021

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: April 10, 2017
Reviewed: April 12, 2021

Business OperationsPeriodic Audit

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

Legal Reference: Neb. Rev. Stat. Sec. 79-1229
NDE Rule 1
Date of Adoption: April 10, 2017
Reviewed: April 12, 2021

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: April 10, 2017
Reviewed: April 12, 2021

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: April 10, 2017
Reviewed: April 12, 2021

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: April 10, 2017
Reviewed: April 12, 2021

Business OperationsBonds

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

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

Date of Adoption: April 10, 2017

Reviewed: April 12, 2021

Business Operations

Educational Service Units - Designated Representative

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

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

Date of Adoption: April 10, 2017
Reviewed: April 12, 2021

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: April 10, 2017
Reviewed: April 12, 2021

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: April 10, 2017
 Reviewed: April 12, 2021

Business OperationsRisk Management and Safety Committee

District OR-1 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. Sec. 48-443 to 48-445

Date of Adoption: April 10, 2017

Reviewed: April 12, 2021

Business OperationsTrespassers

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

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

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

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

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

Date of Adoption: April 10, 2017

Reviewed: April 12, 2021

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

Date of Adoption: April 10, 2017
Reviewed: April 12, 2021

**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__.

Reviewed: April 12, 2021

Driver

Reviewed:

April 12, 2021

Basic First Aid Procedures

The information supplied is provided by the Nebraska Department of Education. District OR-1 and its employees disclaim any liability for losses that may incur as a result of the information provided in this policy. While employees are provided access to this information they are not required to be trained in first aid. The information available in this policy is for emergency guidance only and supplemental to examination by and advice of medical professionals. Any information regarding first aid treatments is not meant to replace the advice of medical professionals including physicians, paramedics, emergency room attendants, nurses or other licensed medical personnel.

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.

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

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

Bleeding

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

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

	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. The individual may be unaware of the seriousness of the injury and then suddenly collapse.

Control of shock

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

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

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

Burns

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

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

Be Prepared--Learn Cardiopulmonary Resuscitation (CPR)

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

1. Call 911 immediately or ask someone else to do so.
2. Try to get the person to respond; if he doesn't, roll the person on his or her back.
3. Start chest compressions. Place the heel of your hand on the center of the victim's chest. Put your other hand on top of the first with your fingers interlaced.
4. Press down so you compress the chest at least 2 inches in adults and children and 1.5 inches in infants. One hundred times a minute or even a little faster is optimal. (That's about the same rhythm as the beat of the Bee Gee's song "Stayin' Alive.")
5. If you're been trained in CPR, you can now open the airway with a head tilt and chin lift.
6. Pinch closed the nose of the victim. Take a normal breath, cover the victim's mouth with yours to create an airtight seal, and then give two, one-second breaths as you watch for the chest to rise.
7. Continue compressions and breaths -- 30 compressions, two breaths -- until help arrives.

Epilepsy

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

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

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

Choking

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

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

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

Reviewed:

April 12, 2021

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

A Vehicle Must Be Evacuated In These Situations:

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

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

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

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

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

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

Business OperationsTransportation

District OR-1 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: April 10, 2017
Reviewed: April 12, 2021

Business OperationsProcedures—Bidding Construction Projects

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

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

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred thousand dollars (\$100,000), as adjusted from time to time by § 81-3445 or other applicable law.

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

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

Date of Adoption: April 10, 2017

Reviewed: April 12, 2021

Business OperationsRebates to School Personnel

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

Legal Reference: Neb. Rev. Stat. Sec. 79-520
Date of Adoption: April 10, 2017
Reviewed: April 12, 2021

Business OperationsRecords Management and Disposition

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

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

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

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

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

4. Electronic Records

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

5. Litigation Holds

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

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

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

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

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

6. Settlement Agreements

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

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

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

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

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

Date of Adoption: April 10, 2017
Reviewed: April 12, 2021

Business OperationsESSA

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

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

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

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

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

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

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

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

Legal Reference: ESSA

Date of Adoption: June 12, 2017
Reviewed: April 12, 2021

Date of Revision June 11, 2018

Meal Charge Policy

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

Student Eligibility

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

Meal Account Balances

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

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

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

Student Confidentiality

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

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

Distribution Annually

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

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

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

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

Date of Adoption: April 10, 2017
Reviewed: April 12, 2021

Business OperationsInsufficient Funds

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

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

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

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

Date of Adoption: July 16, 2018
Reviewed: April 12, 2021

Business Operations

Unmanned Aircraft Systems (Drones)

Unmanned Aircraft Systems (UAS), also called unmanned aerial vehicles or “drones,” are considered aircraft according to the National Transportation Safety Board (NTSB). All aircraft operating in the National Airspace System must follow Federal Aviation Administration (FAA) rules and regulations. Rapid advances in technology provide opportunities for the use of UAS as a tool for education, research and outreach. The purpose of this regulation is to provide clarity and a framework for UAS operations on District OR-1 Public Schools (District OR-1) property, or at or in connection with District OR-1 programs or activities (the “UAS Program”).

The goals of this regulation and the UAS Program are to: (1) support the use of UAS in education, research and outreach within current laws and rules, and (2) protect the safety of the school community; and ensure appropriate oversight for risk management of UAS operations at or in connection with District OR-1 as provided herein. This policy applies to both, District OR-1 owned and non-owned UAS when operated by:

- District OR-1 employees, students and other individuals as part of District OR-1 programs or activities on District OR-1 property or at any location (District OR-1 User)
- Individuals performing contracted services for District OR-1 under FAA civil and governmental use at any location (Commercial Civil UAS User) and
- Hobbyists for recreation on or above District OR-1 property

Hobbyists are not permitted to operate UAS on or above District OR-1 property and any such use is deemed a trespass. Use approval protocols, applications and/or checklist documents are to be developed for District OR-1 Users and Commercial Civil UAS Users by the Superintendent or designee (the “Program Administrator”) who is hereby designated and delegated the authority to issue approvals and otherwise operate and administer the District OR-1 UAS Program as provided herein.

Building administrators and staff shall work with the Program Administrator, personnel in business affairs, instruction, risk management, security and other areas to develop the protocols, procedures and documents to implement this policy, including additional restrictions and sanctions for unauthorized operations on District OR-1 owned or controlled property.

Requirements for UAS Operation

UAS Operations by District OR-1 User

Prior to operating a UAS as part of any District OR-1 activities at any location, the project leader must complete, sign and submit all required information to the Program Administrator and receive approval for UAS flights in support of a specific project. If approved, the UAS operator must follow all District OR-1 policies, state and federal laws and FAA rules and regulations (<https://www.faa.gov/uas/>) including FAA authorization through a Certificate of Waiver or Authorization (COA), Section 333 exemption, and/or other procedures as required by the FAA.

UAS operations outside the United States as part of District OR-1 programs or activities also require a special approval and export controls review.

Civil and Governmental UAS Operations

Individuals conducting civil and governmental UAS operations on behalf of District OR-1, including performing contracted services, must comply with state and federal laws, FAA rules and regulations, and this policy including submission of the required information and receipt of approval by the Program Administrator. Anyone operating a UAS not owned by District OR-1 must provide a COA, Section 333 exemption, and/or other evidence issued by the FAA authorizing them to perform the proposed flight, as applicable. Such operators must also provide credentials and a certificate of insurance to be approved by the Program Administrator which shows adequate UAS liability insurance coverage and names the District OR-1 Public Schools as an additional insured.

Prohibited UAS Operations

1. UAS operations by District OR-1 Users or Commercial Civil UAS User without submission of all required information and approval by the Program Administrator are prohibited.
2. UAS outdoor or indoor operations, on or above property owned or controlled by District OR-1, that is unsafe or that creates an undue hazard to the school community or the public is prohibited.
3. UAS operations, on or above property owned or controlled by District OR-1, that monitors or records sensitive institutional or personal information or that invades or violates the privacy rights of others is prohibited, including: an individual's workspace or computer; restrooms; changing, dressing or locker rooms; residential rooms, hallways or lounges; health treatment rooms; or daycare facilities.
4. UAS operations above or in proximity of stadiums, sporting events, playfields or green spaces owned or controlled by District OR-1 is prohibited unless the operator obtains any applicable FAA airspace waiver and the operator is granted an exception by the District OR-1 Program Administrator.

Penalties for Violation of Policy

Any violations of District OR-1 policies or student code of conduct by an individual will be administered in accordance with applicable District OR-1 discipline protocols, policies and procedures. Individuals who violate this policy may be subject to civil or criminal penalties including trespass and the seizure of the UAS by police or District OR-1 security. Fines, damages and claims against individuals who violate this policy may be the responsibility of that individual.

Date of Adoption: December 9, 2019

Reviewed: April 12, 2021

The President of the Board publicly stated to all in attendance that a current and complete copy of the Open Meetings Act was available for review and indicated the location of such copy in the room where the meeting was being held. All proceedings hereafter shown were taken while the meeting was open to the attendance of the public.

* * * * *

(Other Business)

* * * * *

Board Member _____ then introduced the following resolution and moved for its adoption, the full text of which is attached hereto as Attachment 3:

A RESOLUTION OF THE BOARD OF EDUCATION OF OTOE COUNTY SCHOOL DISTRICT 0501 (PALMYRA DISTRICT OR-1) IN THE STATE OF NEBRASKA AUTHORIZING THE EARLY REDEMPTION OF THE DISTRICT'S GENERAL OBLIGATION SCHOOL BUILDING BONDS, SERIES 2015, IN SUCH AMOUNTS AND FROM SUCH MATURITIES AS SHALL BE DETERMINED BY THE AUTHORIZED OFFICIALS OF THE DISTRICT.

The foregoing Resolution having been read, Board Member _____ seconded the motion for its passage and adoption, and after discussion, the roll was called and the following Board Members voted in favor of the passage and adoption of said Resolution:

_____.

The following Board Members voted against the same: _____.

The following Board Members were absent or did not vote: _____.

Said Resolution having been voted upon favorably by a majority of the Board, the same was by the President declared passed and adopted.

Board Member _____ then introduced the following resolution and moved for its adoption, the full text of which is attached hereto as Attachment 4:

A RESOLUTION AUTHORIZING THE ISSUANCE BY OTOE COUNTY SCHOOL DISTRICT 0501 (PALMYRA DISTRICT OR-1) IN THE STATE OF NEBRASKA OF ITS GENERAL OBLIGATION REFUNDING BONDS, SERIES 2020, IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED ONE MILLION TWO HUNDRED THOUSAND DOLLARS (\$1,200,000) FOR THE PURPOSE OF REFUNDING CERTAIN OUTSTANDING BONDS OF THE DISTRICT; PRESCRIBING THE FORM AND DETAILS OF SUCH BONDS; AUTHORIZING CERTAIN OFFICIALS TO DETERMINE THE FINAL AGGREGATE PRINCIPAL AMOUNT, MATURITIES, RATES, REDEMPTION PROVISIONS, TERMS AND OTHER DETAILS OF SUCH BONDS; IMPOSING AN AD VALOREM TAX ON ALL TAXABLE PROPERTY WITHIN THE DISTRICT TO PAY THE PRINCIPAL OF, PREMIUM, IF ANY, AND THE INTEREST ON SUCH BONDS; DESIGNATING THE BONDS AS QUALIFIED TAX-EXEMPT OBLIGATIONS; AUTHORIZING THE SALE AND DELIVERY OF THE BONDS TO THE PURCHASER THEREOF; ADOPTING CERTAIN POST-ISSUANCE TAX COMPLIANCE AND DISCLOSURE POLICIES AND PROCEDURES WITH RESPECT TO THE BONDS; AUTHORIZING CERTAIN ACTIONS AND DOCUMENTS; AND PRESCRIBING OTHER MATTERS RELATING THERETO.

The foregoing Resolution having been read, Board Member _____ seconded the motion for its passage and adoption, and after discussion the roll was called and the following Board Members voted in favor of the passage and adoption of said Resolution:

_____.

The following Board Members voted against the same: _____.

The following Board Members were absent or did not vote: _____.

Said Resolution having been voted upon favorably by a majority of the Board, the same was by the President declared passed and adopted.

* * * * *

(Other Business)

* * * * *

CERTIFICATE OF POSTING

The undersigned certifies that Notice of a Meeting of the Board of Education of Otoe County School District 0501 (Palmyra District OR-1) in the State of Nebraska (the “District”), held at 7:00 p.m. on Monday, April 12, 2021, in the Long Distance Learning Room of the High School located at 425 F Street, Palmyra, Nebraska, such notice being in the form attached hereto, was caused to be posted in the public places in the District listed below on the _____ day of _____, 2021.

DATED April 12, 2021.

Title: _____

NOTE: Attach a copy of the Notice of Meeting, as posted, if such Notice is posted.

**ACKNOWLEDGMENT OF RECEIPT
OF ADVANCE NOTICE OF MEETING**

The undersigned Members of the Board of Education of Otoe County School District 0501 (Palmyra District OR-1) in the State of Nebraska acknowledge receipt of advance notice of a meeting of said body, and the agenda for such meeting, held at 7:00 p.m. on Monday, April 12, 2021, in the Long Distance Learning Room of the High School located at 425 F Street, Palmyra, Nebraska.

DATED April 12, 2021.

April 12, 2021
Palmyra, Nebraska

A meeting of the Board of Education (the "Board") of Otoe County School District 0501 (Palmyra District OR-1) in the State of Nebraska (the "District") was held at 7:00 p.m. on Monday, April 12, 2021, in the Long Distance Learning Room of the High School located at 425 F Street, Palmyra, Nebraska. Advance publicized notice of such meeting was given in strict accordance with the provisions of Article 14, Chapter 84, Reissue Revised Statutes of Nebraska, as amended (the "Open Meetings Act"), and set forth (a) the time, date and place of this meeting, (b) that this meeting would be open to the attendance of the public and (c) that an agenda of then known subjects to be taken up at the meeting could be obtained from the office of the Superintendent of Schools (the "Superintendent"). A copy of said advance publicized notice was ordered annexed to the minutes of this meeting as Attachment 1. Each Board Member was previously furnished with a copy of said advance publicized notice, the same having been transmitted to each Board Member simultaneously with its publicizing, and a copy of their collective acknowledgment of receipt of such advance notice is attached to these minutes as Attachment 2. Additionally, reasonable efforts were made to provide advance notification of the meeting to all news media requesting the same of the time, date and place of the meeting.

The President of the Board, _____, presided, and the Secretary of the Board, _____, recorded the proceedings. On roll call the following Board Members were present: _____

_____.

The following Board Members were absent: _____.

A quorum being present and the meeting duly commenced, the following proceedings were had and done.

The President of the Board publicly stated to all in attendance that a current and complete copy of the Open Meetings Act was available for review and indicated the location of such copy in the room where the meeting was being held. All proceedings hereafter shown were taken while the meeting was open to the attendance of the public.

* * * * *

(Other Business)

* * * * *

Board Member _____ then introduced the following resolution and moved for its adoption, the full text of which is attached hereto as Attachment 3:

A RESOLUTION OF THE BOARD OF EDUCATION OF OTOE COUNTY SCHOOL DISTRICT 0501 (PALMYRA DISTRICT OR-1) IN THE STATE OF NEBRASKA AUTHORIZING THE EARLY REDEMPTION OF THE DISTRICT'S GENERAL OBLIGATION SCHOOL BUILDING BONDS, SERIES 2016, IN SUCH AMOUNTS AND FROM SUCH MATURITIES AS SHALL BE DETERMINED BY THE AUTHORIZED OFFICIALS OF THE DISTRICT.

The foregoing Resolution having been read, Board Member _____ seconded the motion for its passage and adoption, and after discussion, the roll was called and the following Board Members voted in favor of the passage and adoption of said Resolution:

_____.

The following Board Members voted against the same: _____.

The following Board Members were absent or did not vote: _____.

Said Resolution having been voted upon favorably by a majority of the Board, the same was by the President declared passed and adopted.

Board Member _____ then introduced the following resolution and moved for its adoption, the full text of which is attached hereto as Attachment 4:

A RESOLUTION AUTHORIZING THE ISSUANCE BY OTOE COUNTY SCHOOL DISTRICT 0501 (PALMYRA DISTRICT OR-1) IN THE STATE OF NEBRASKA OF ITS GENERAL OBLIGATION REFUNDING BONDS, SERIES 2021B, IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED EIGHT MILLION TWO HUNDRED THOUSAND DOLLARS (\$8,200,000) FOR THE PURPOSE OF REFUNDING CERTAIN OUTSTANDING BONDS OF THE DISTRICT; PRESCRIBING THE FORM AND DETAILS OF SUCH BONDS; AUTHORIZING CERTAIN OFFICIALS TO DETERMINE THE FINAL AGGREGATE PRINCIPAL AMOUNT, MATURITIES, RATES, REDEMPTION PROVISIONS, TERMS AND OTHER DETAILS OF SUCH BONDS; IMPOSING AN AD VALOREM TAX ON ALL TAXABLE PROPERTY WITHIN THE DISTRICT TO PAY THE PRINCIPAL OF, PREMIUM, IF ANY, AND THE INTEREST ON SUCH BONDS; DESIGNATING THE BONDS AS QUALIFIED TAX-EXEMPT OBLIGATIONS; AUTHORIZING THE SALE AND DELIVERY OF THE BONDS TO THE PURCHASER THEREOF; ADOPTING CERTAIN POST-ISSUANCE TAX COMPLIANCE AND DISCLOSURE POLICIES AND PROCEDURES WITH RESPECT TO THE BONDS; AUTHORIZING CERTAIN ACTIONS AND DOCUMENTS; AND PRESCRIBING OTHER MATTERS RELATING THERETO.

The foregoing Resolution having been read, Board Member _____ seconded the motion for its passage and adoption, and after discussion the roll was called and the following Board Members voted in favor of the passage and adoption of said Resolution:

_____.

The following Board Members voted against the same: _____.

The following Board Members were absent or did not vote: _____.

Said Resolution having been voted upon favorably by a majority of the Board, the same was by the President declared passed and adopted.

* * * * *

(Other Business)

* * * * *

Motion to adjourn.

DATED April 12, 2021.

ATTEST:

President, Board of Education

Secretary, Board of Education

ATTACHMENT 1
ADVANCE PUBLICIZED NOTICE OF MEETING

ATTACHMENT 2

ACKNOWLEDGMENT OF RECEIPT OF ADVANCE NOTICE OF MEETING

ATTACHMENT 3
CALL RESOLUTION

See Tab #3

A RESOLUTION OF THE BOARD OF EDUCATION OF OTOE COUNTY SCHOOL DISTRICT 0501 (PALMYRA DISTRICT OR-1) IN THE STATE OF NEBRASKA AUTHORIZING THE EARLY REDEMPTION OF THE DISTRICT'S GENERAL OBLIGATION SCHOOL BUILDING BONDS, SERIES 2016, IN SUCH AMOUNTS AND FROM SUCH MATURITIES AS SHALL BE DETERMINED BY THE AUTHORIZED OFFICIALS OF THE DISTRICT.

BE IT RESOLVED BY THE BOARD OF EDUCATION OF OTOE COUNTY SCHOOL DISTRICT 0501 (PALMYRA DISTRICT OR-1) IN THE STATE OF NEBRASKA AS FOLLOWS:

Section 1. Otoe County School District 0501 (Palmyra District OR-1) in the State of Nebraska (the “**District**”) previously issued its General Obligation School Building Bonds, Series 2016, dated August 17, 2016, in the original aggregate principal amount of \$9,435,000 (the “**Series 2016 Bonds**”), of which \$8,275,000 in aggregate principal amount are presently outstanding. The District issued the Series 2016 Bonds pursuant to a resolution (the “**Series 2016 Resolution**”) duly passed and adopted by the District’s Board of Education (the “**Board**”), which Series 2016 Bonds were authorized by the required majority of the qualified voters of the District voting at an election held by the District on November 10, 2015, to (i) finance the costs of (i) renovating, rehabilitating and improving the District’s existing elementary school building in Bennet, Nebraska, constructing one or more additions to and related site improvements for such building, and acquiring and installing necessary furniture, equipment, and apparatus for such school building and additions, and (ii) renovating, rehabilitating and improving the District’s existing high school in Palmyra, Nebraska, constructing one or more additions to and related site improvements for such building, including career center classrooms, a new gymnasium and fine arts space, and acquiring and installing necessary furniture, equipment and apparatus for such school building and additions, and (ii) pay the costs of issuing such bonds.

Section 2. As set forth in the Series 2016 Resolution, the Series 2016 Bonds maturing on December 15, 2021 and thereafter are subject to redemption and prepayment at any time on or after August 17, 2021, as a whole or in part, at a redemption price equal to the principal amount of the Series 2016 Bonds called for redemption, plus accrued interest on such principal amount being redeemed to the date of redemption.

Section 3. Subject to the conditions set forth herein, the Board hereby authorizes the redemption of the following outstanding Series 2016 Bonds (the “**Refunded Bonds**”), and the payment of the redemption price of such bonds on August 17, 2021 (the “**Redemption Date**”), or such other date as shall be determined by the President of the Board or the Superintendent of Schools (each, including any person authorized to act on his or her behalf, an “**Authorized Officer**”), all in accordance with redemption provisions set forth in the Series 2016 Resolution, after which date interest on such bonds shall cease:

Type	Maturity Date	Principal Amount	Interest Rate	CUSIP
Serial	December 15, 2022	\$ 425,000	1.35%	68905W EA6
Serial	December 15, 2023	365,000	1.45	68905W EB4
Serial	December 15, 2024	390,000	1.60	68905W EC2

Serial	December 15, 2025	395,000	1.75	68905W ED0
Serial	December 15, 2026	450,000	1.85	68905W EE8
Serial	December 15, 2027	550,000	2.00	68905W EF5
Serial	December 15, 2028	550,000	3.00	68905W EG3
Serial	December 15, 2029	580,000	3.00	68905W EH1
Serial	December 15, 2030	585,000	3.00	68905W EJ7
Serial	December 15, 2031	505,000	3.00	68905W EK4
Term	December 15, 2036	3,190,000	3.00	68905W EL2

The Series 2016 Bonds maturing on December 15, 2021 shall be paid at maturity. Any Authorized Officer may determine that one or more maturities of the Refunded Bonds listed above shall not be redeemed on the Redemption Date. Such determinations shall be set forth in a certificate of such Authorized Officer.

Section 4. On the Redemption Date, the principal of the Refunded Bonds, together with all accrued interest to but not including the Redemption Date, shall be paid upon presentation and surrender thereof at the corporate trust office of BOKF, National Association, Lincoln, Nebraska, as successor paying agent and registrar for the Refunded Bonds (the “**Registrar**”).

Section 5. In accordance with the Series 2016 Resolution:

(a) not later than 35 days prior to the Redemption Date (or such other date as may be acceptable to the Registrar), the Authorized Officers, or each individually, are hereby directed to file a copy of this Resolution with the Registrar; and

(b) upon receipt of this Resolution, the Registrar is hereby instructed to mail notice of the redemption of the Refunded Bonds to each registered owner thereof not less than 30 days prior to the Redemption Date (or such shorter period as may be acceptable to the then registered owners of the Refunded Bonds); and

(c) not later than 10 business days following its mailing of the redemption notice, the Registrar is further directed to file such redemption notice with the Municipal Securities Rulemaking Board and its EMMA portal.

Section 6. This Resolution shall be in full force and take effect from and after its passage as provided by law. The redemption of the Refunded Bonds authorized by this Resolution are subject to the prior issuance by the District of its General Obligation Refunding Bonds, Series 2021B (the “**Refunding Bonds**”). This Resolution shall have no force and effect if the Refunding Bonds are not issued within one year of the date hereof.

DATED April 12, 2021.

President, Board of Education

Attest:

Secretary, Board of Education

ATTACHMENT 4
BOND RESOLUTION

See Tab #4

A RESOLUTION AUTHORIZING THE ISSUANCE BY OTOE COUNTY SCHOOL DISTRICT 0501 (PALMYRA DISTRICT OR-1) IN THE STATE OF NEBRASKA OF ITS GENERAL OBLIGATION REFUNDING BONDS, SERIES 2021B, IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED EIGHT MILLION TWO HUNDRED THOUSAND DOLLARS (\$8,200,000) FOR THE PURPOSE OF REFUNDING CERTAIN OUTSTANDING BONDS OF THE DISTRICT; PRESCRIBING THE FORM AND DETAILS OF SUCH BONDS; AUTHORIZING CERTAIN OFFICIALS TO DETERMINE THE FINAL AGGREGATE PRINCIPAL AMOUNT, MATURITIES, RATES, REDEMPTION PROVISIONS, TERMS AND OTHER DETAILS OF SUCH BONDS; IMPOSING AN AD VALOREM TAX ON ALL TAXABLE PROPERTY WITHIN THE DISTRICT TO PAY THE PRINCIPAL OF, PREMIUM, IF ANY, AND THE INTEREST ON SUCH BONDS; DESIGNATING THE BONDS AS QUALIFIED TAX-EXEMPT OBLIGATIONS; AUTHORIZING THE SALE AND DELIVERY OF THE BONDS TO THE PURCHASER THEREOF; ADOPTING CERTAIN POST-ISSUANCE TAX COMPLIANCE AND DISCLOSURE POLICIES AND PROCEDURES WITH RESPECT TO THE BONDS; AUTHORIZING CERTAIN ACTIONS AND DOCUMENTS; AND PRESCRIBING OTHER MATTERS RELATING THERETO.

BE IT RESOLVED BY THE BOARD OF EDUCATION OF OTOE COUNTY SCHOOL DISTRICT 0501 (PALMYRA DISTRICT OR-1) IN THE STATE OF NEBRASKA:

Section 1. The Board of Education (the “**Board**”) of Otoe County School District 0501 (Palmyra District OR-1) in the State of Nebraska (the “**District**”) hereby makes the following findings and determinations:

(a) The District is duly organized as a Class III School District under Sections 79-102 and 79-407, Reissue Revised Statutes of Nebraska, as amended; the District maintains both elementary and high school grades under the direction of a single board of education; and the District embraces territory having a population of not more than 150,000 inhabitants.

(b) The District previously issued its General Obligation School Building Bonds, Series 2016, dated August 17, 2016, in the original aggregate principal amount of \$9,435,000 (the “**Series 2016 Bonds**”), of which \$8,275,000 in aggregate principal amount are presently outstanding. The District issued the Series 2016 Bonds pursuant to a resolution (the “**Series 2016 Resolution**”) duly passed and adopted by the Board, which Series 2016 Bonds were authorized by the required majority of the qualified voters of the District voting at an election held by the District on November 10, 2015, to (i) finance the costs of (i) renovating, rehabilitating and improving the District’s existing elementary school building in Bennet, Nebraska, constructing one or more additions to and related site improvements for such building, and acquiring and installing necessary furniture, equipment, and apparatus for such school building and additions, and (ii) renovating,

rehabilitating and improving the District's existing high school in Palmyra, Nebraska, constructing one or more additions to and related site improvements for such building, including career center classrooms, a new gymnasium and fine arts space, and acquiring and installing necessary furniture, equipment and apparatus for such school building and additions, and (ii) pay the costs of issuing such bonds.

(c) As set forth in the Series 2016 Resolution, the Series 2016 Bonds maturing on December 15, 2021 and thereafter are subject to redemption and prepayment at any time on or after August 17, 2021, as a whole or in part, at a redemption price equal to the principal amount of the Series 2016 Bonds called for redemption, plus accrued interest on such principal amount being redeemed to the date of redemption.

(d) Since the issuance of the Series 2016 Bonds, the rates of interest available in the markets have declined such that the District can effect a savings in interest costs by providing for payment of all or part of the Series 2016 Bonds through the issuance of its general obligation refunding bonds pursuant to Sections 10-142 and 10-717 et seq., Reissue Revised Statutes of Nebraska, as amended (collectively, the "Act").

(e) By resolution of the Board adopted on April 12, 2021, the District has duly authorized the redemption of a portion of the outstanding Series 2016 Bonds (the "Refunded Bonds") on August 17, 2021 (the "Redemption Date") or such other date as shall be determined by the President of the Board or the Superintendent of Schools, together with all interest accrued to such date, all in accordance with redemption provisions set forth in the Series 2016 Resolution, after which date interest on such bonds shall cease. Any Series 2016 Bonds not constituting Refunded Bonds shall be paid upon maturity thereof. The redemption of the Refunded Bonds is conditioned upon and subject to the District's issuance of the refunding bonds described herein.

(f) The District has on hand no debt service or other sinking fund moneys for the payment of principal and interest on the Refunded Bonds other than moneys, if any, which are to be deposited in accordance with Section 7 of this Resolution.

(g) To provide funds for the redemption of the Refunded Bonds, it is necessary and advisable that the District issue its general obligation refunding bonds in accordance with the provisions of the Act, which bonds will be payable from a tax to be levied against the taxable property of the District.

(h) It is necessary that the District adopt (i) policies and procedures to satisfy all applicable requirements of federal income tax law in order to preserve, post-issuance, the tax-exempt status of the bonds described herein and (ii) policies and procedures to satisfy the issuance and post-issuance disclosure requirements of Rule 15c2-12 (as described herein).

(i) All conditions, acts, and things required by law to exist or to be done precedent to the issuance of bonds pursuant to the Act do exist and have been done as required by law.

Section 2. (a) The Board hereby authorizes the issuance and delivery of one or more series of the District's negotiable general obligation refunding bonds in the aggregate principal amount not to exceed Eight Million Two Hundred Thousand Dollars (\$8,200,000), designated as "General Obligation Refunding Bonds, Series 2021B" (the "**Series 2021B Bonds**"), or such other designation as shall be made by the President of the Board and the Superintendent of Schools (each, including any person authorized to act on their behalf, an "**Authorized Officer**"), or each individually. Unless otherwise determined by an Authorized Officer, the Bonds shall mature and shall bear interest calculated on the basis of a 360-day year consisting of twelve 30-day months from the date of original issue or the most recent Interest Payment Date, whichever is later, until maturity or earlier redemption, shall be issued only as fully registered bonds, without coupons, on the books of the Registrar and Paying Agent designated herein (the "**Registrar**") in denominations of \$5,000 or whole multiples thereof not exceeding the principal amount due on a given date of maturity, and shall be numbered consecutively from one upward in order of issuance.

(b) The Authorized Officers, or each individually, are authorized and directed, in the exercise of such officer's independent judgment and absolute discretion, to hereafter, from time to time, specify, set, designate, determine, establish and appoint with respect to each series of Series 2021B Bonds herein authorized, as the case may be, and in each case in accordance with and subject to the provisions of this Resolution: (i) the dated date and the delivery date, (ii) the aggregate principal amount to be issued, not exceeding the aggregate principal amount set forth in this Section 2, (iii) the dates and years in which each principal maturity shall occur and the principal amount to mature or to be paid in each of such years, which shall not be later than December 15, 2036, (iv) the date or dates upon which such series shall be sold, which shall not be later than one year from the date of this Resolution, (v) the rate or rates of interest to be carried by each maturity of the Series 2021B Bonds, provided that such rates generate positive debt service savings, (vi) the method by which such rate or rates of interest shall be calculated, (vii) the dates on which interest shall be paid, (viii) the redemption dates and prices and all terms relating thereto, including the amount and maturity date of any Series 2021B Bonds issued as "term bonds" and the amount of each sinking fund installment therefor, and all terms relating thereto, if any, (ix) the form, content, terms and provisions of any bond purchase agreement entered into by the District with an Underwriter or any loan agreement between the District and the Lender, all as set forth in Section 6 hereof, (x) the identity of the Underwriter, the Placement Agent or the Lender of the Series 2021B Bonds, as applicable (each, a "**Purchaser**"), in accordance with Section 6 hereof, (xi) the fee of the Purchaser, which shall not be more than 0.80% of the aggregate principal amount of each series, (xii) the purchase price, which shall not be less than 97.00% of the aggregate principal amount of each series (inclusive of the Purchaser's discount and any original issue discount), (xiii) the form and contents of any preliminary and final official statement or other offering materials of the District utilized in connection with any offering or sale of each series to the public or of any term sheet or request for lenders in connection with any loan, (xiv) the identity of the Registrar, (xv) the form, content, terms, and provisions of any closing and other documentation executed and delivered by the District in connection with the authorization, issuance, sale and delivery of each series and (xvi) all of the other terms relating to each series not otherwise determined or fixed by the provisions of this Resolution.

(c) (i) The Series 2021B Bonds shall be subject to redemption prior to maturity as determined by an Authorized Officer, as a whole, or in part in such principal amounts and from such maturity or maturities as the District in its sole and absolute discretion shall

determine, at a redemption price equal to the principal amount so redeemed, together with the interest accrued thereon to the date fixed for redemption, with or without a premium as may be determined by such Authorized Officer. If less than all Series 2021B Bonds of any maturity are to be called for redemption pursuant to this Resolution, the Registrar shall select by lot the particular Series 2021B Bonds of such maturity to be redeemed.

(ii) Any Authorized Officer may designate in a certificate certain Series 2021B Bonds as “**Term Bonds**”, portions of which are to be redeemed on such dates of the years (each such date being herein referred to as a “**Sinking Fund Payment Date**”) and in the amounts (hereinafter referred to as a “**Mandatory Sinking Fund Payment**”) set forth in such certificate. The Registrar shall select and call for redemption, in accordance with this subsection (c), from the Term Bonds the amounts specified by the Authorized Officer in the certificate, and the Term Bonds selected by the Registrar shall become due and payable on such date. If Term Bonds are redeemed at the option of the District pursuant to Section 2(c)(i), the Term Bonds so optionally redeemed may, at the option of the District, be applied as a credit against any subsequent Mandatory Sinking Fund Payment with respect to Term Bonds otherwise to be redeemed thereby, such credit to be equal to the principal amount of such Term Bonds redeemed pursuant to Section 2(c)(i), provided that the District shall have delivered to the Registrar not less than 45 days prior to such Sinking Fund Payment Date a District certificate stating its election to apply such Term Bonds as such a credit. In such case, the Registrar shall reduce the amount of Term Bonds to be redeemed on the Sinking Fund Payment Date specified in such District certificate by the principal amount of Term Bonds so redeemed pursuant to Section 2(c)(i). Any credit given to Mandatory Sinking Fund Payments pursuant to Section 2(c)(i) shall not affect any subsequent Mandatory Sinking Fund Payments, which shall remain payable as otherwise provided in this subsection (c), unless and until another credit is given in accordance with the provisions hereof.

(iii) Series 2021B Bonds subject to redemption shall be redeemed in denominations of \$5,000. If any Series 2021B Bond is in a denomination in excess of \$5,000, portions of the principal amount thereof in installments of \$5,000 or any whole multiple thereof may be redeemed, and if less than all of the principal amount thereof is to be redeemed, in such case upon the surrender of such Series 2021B Bonds there shall be issued to the registered owner thereof without charge therefor, for the then unredeemed balance of the principal amount thereof, Series 2021B Bonds of like series, maturity and interest rates in any of the authorized denominations provided by this Resolution.

(iv) The Registrar shall give notice of redemption of Series 2021B Bonds stating their designation, date, maturity, principal amounts and the redemption date by mailing such notice via first-class mail, postage prepaid, not less than 30 days prior to the date fixed for redemption to the registered owners (or such shorter period as may be acceptable to the then registered owners) at their most recent addresses appearing upon the books of the Registrar. Failure to give notice to any particular registered owner or any defect in the notice given to such owner shall not affect the validity of the proceedings calling the Series 2021B Bonds or the redemption of any Series 2021B Bonds for which proper notice has been given. Notice of redemption need not be given to the holder of any Series 2021B Bonds, whether registered or not, who has waived notice of redemption. Notice of

redemption having been given as provided above or notice of redemption having been waived by the owners of Series 2021B Bonds called for redemption who have not been given such notice as provided above, the Series 2021B Bonds so called for redemption shall become due and payable on the designated redemption date. The District shall give written notice to the Registrar of its election to redeem Series 2021B Bonds at least 45 days prior to the said redemption date, or such shorter period as shall be acceptable to the Registrar. If on or before the said redemption date funds sufficient to pay the Series 2021B Bonds so called for redemption at the applicable redemption price and accrued interest to said date have been deposited or caused to have been deposited by the District with the Registrar for the purposes of such payment and notice of redemption thereof has been given or waived as hereinbefore provided, then from and after the date fixed for redemption interest on such Series 2021B Bonds so called shall cease to accrue and become payable. If such funds shall not have been so deposited with the Registrar as aforesaid no later than the date fixed for redemption, such call for redemption shall be cancelled, and the Series 2021B Bonds so called for redemption shall continue to be outstanding as though they had not been so called; such Series 2021B Bonds shall continue to bear interest until paid at such rate as they would have borne had they not been called for redemption and shall continue to be protected by this Resolution and entitled to the benefits and security hereof.

(d) Interest on the Series 2021B Bonds at the respective rates for each maturity is payable on each interest payment date determined in accordance with this Section 2 (each of said dates, an “**Interest Payment Date**”) by check or draft mailed by the Registrar or its successor on such Interest Payment Date to the registered owner of each Series 2021B Bond at such registered owner’s address as it appears on the bond register maintained by the Registrar or its successor as of the close of business on the 15th day (whether or not a business day) immediately preceding each Interest Payment Date (the “**Record Date**”) subject to the provisions of the following paragraph. The principal on the Series 2021B Bonds and the interest due at maturity or upon redemption prior to maturity is payable in lawful money of the United States of America to the registered owners thereof upon presentation and surrender of such Series 2021B Bonds to the Registrar at its designated corporate trust office.

If any payments of interest due on the Series 2021B Bonds on an Interest Payment Date are not timely made, such interest shall cease to be payable to the registered owners as of the Record Date for such Interest Payment Date and shall be payable to the registered owners of the Series 2021B Bonds as of a special date of record for payment of such defaulted interest as shall be designated by the Registrar whenever moneys for the purpose of paying such defaulted interest become available.

If the date for payment of the principal of or the interest on the Series 2021B Bonds shall be a Saturday, Sunday, legal holiday or day on which banking institutions in the city in which the designated corporate trust office of the Registrar is located are authorized by law or executive order to close, the date for such payment shall be the next succeeding day which is not a Saturday, Sunday, legal holiday or day on which such banking institutions are authorized to close, and payment on such day shall have the same force and effect as if made on the nominal payment date.

(e) The Series 2021B Bonds shall be executed on behalf of the District by the manual or facsimile signatures of the President and the Secretary of the Board (including such other

persons authorized to sign on their behalf). In case any officer whose signature or a facsimile of whose signature shall appear on the Series 2021B Bonds shall cease to be such officer before the delivery of any Series 2021B Bonds, such signature or facsimile shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery. Notwithstanding such execution, no Series 2021B Bond shall be valid or obligatory for any purpose or entitled to any security or benefit under this Resolution unless and until a certificate of authentication on such Series 2021B Bond has been duly executed by the manual signature of an authorized representative of the Registrar. Certificates of authentication on different Series 2021B Bonds need not be signed by the same representative. The executed certificate of authentication on each Series 2021B Bond shall be conclusive evidence that it has been authenticated and delivered under this Resolution.

(f) If any Series 2021B Bond is mutilated, lost, stolen or destroyed, the District shall execute a new Series 2021B Bond of like date, maturity and denomination to that mutilated, lost, stolen, or destroyed, provided that, in the case of any mutilated Series 2021B Bond, such mutilated Series 2021B Bond shall first be surrendered to the Registrar and, in the case of any lost, stolen, or destroyed Series 2021B Bonds, there first shall be furnished to the Registrar evidence of such loss, theft, or destruction satisfactory to the Registrar, together with an indemnity satisfactory to it. If such Series 2021B Bond shall have matured, instead of issuing a duplicate Series 2021B Bond, the District may pay the same without surrender thereof upon the performance of such requirements as it deems fit for its protection, including a lost instrument bond. The District and the Registrar may charge the owner of such Series 2021B Bond with their reasonable fees and expenses for such service.

(g) Unless otherwise directed by the Purchaser, the Series 2021B Bonds shall be issued initially as “book-entry-only” bonds under the services of The Depository Trust Company (the “**Depository**”), with one typewritten bond per maturity being issued to the Depository. In such connection the officers of the District are authorized to execute and deliver a Letter of Representations (the “**Letter of Representations**”) in the form required by the Depository, for and on behalf of the District, which shall thereafter govern matters with respect to registration, transfer, payment and redemption of the Series 2021B Bonds. If the Series 2021B Bonds are issued as “book-entry-only” bonds, the following provisions shall apply:

(i) The District and the Registrar shall have no responsibility or obligation to any broker-dealer, bank or other financial institution for which the Depository holds Series 2021B Bonds as securities depository (each, a “**Bond Participant**”) or to any person who is an actual purchaser of a Series 2021B Bond from a Bond Participant while the Series 2021B Bonds are in book-entry form (each a “**Beneficial Owner**”) with respect to the following:

(A) the accuracy of the records of the Depository, any nominees of the Depository or any Bond Participant with respect to any ownership interest in the Series 2021B Bonds,

(B) the delivery to any Bond Participant, any Beneficial Owner or any other person, other than the Depository, of any notice with respect to the Series 2021B Bonds, including any notice of redemption, or

(C) the payment to any Bond Participant, any Beneficial Owner or any other person, other than the Depository, of any amount with respect to the Series 2021B Bonds. The Registrar shall make payments with respect to the Series 2021B Bonds only to or upon the order of the Depository or its nominee, and all such payments shall be valid and effective fully to satisfy and discharge the obligations with respect to such Series 2021B Bonds to the extent of the sum or sums so paid. No person other than the Depository shall receive an authenticated Series 2021B Bond, except as provided in (v) below.

(ii) Upon receipt by the Registrar of written notice from the Depository to the effect that the Depository is unable or unwilling to discharge its responsibilities, the Registrar shall issue, transfer and exchange Series 2021B Bonds requested by the Depository in appropriate amounts. Whenever the Depository requests the Registrar to do so, the Registrar will cooperate with the Depository in taking appropriate action after reasonable notice (A) to arrange, with the prior written consent of the District, for a substitute depository willing and able upon reasonable and customary terms to maintain custody of the Series 2021B Bonds or (B) to make available Series 2021B Bonds registered in whatever name or names as the Beneficial Owners transferring or exchanging such Series 2021B Bonds shall designate.

(iii) If the District determines that it is desirable that certificates representing the Series 2021B Bonds be delivered to the ultimate beneficial owners of the Series 2021B Bonds and so notifies the Registrar in writing, the Registrar shall so notify the Depository, whereupon the Depository will notify the Bond Participants of the availability through the Depository of bond certificates representing the Series 2021B Bonds. In such event, the Registrar shall issue, transfer and exchange bond certificates representing the Series 2021B Bonds as requested by the Depository in appropriate amounts and in authorized denominations.

(iv) Notwithstanding any other provision of this Resolution to the contrary, so long as any Series 2021B Bond is registered in the name of the Depository or any nominee thereof, all payments with respect to such Series 2021B Bond and all notices with respect to such Series 2021B Bond shall be made and given, respectively, to the Depository as provided in the Letter of Representations.

(v) Registered ownership of the Series 2021B Bonds may be transferred on the books of registration maintained by the Registrar, and the Series 2021B Bonds may be delivered in physical form to the following:

(A) any successor securities depository or its nominee; or

(B) any person, upon (I) the resignation of the Depository from its functions as depository or (II) termination of the use of the Depository pursuant to this Section and the terms of the Registrar and Paying Agent's Agreement.

(vi) In the event of any partial redemption of a Series 2021B Bond unless and until such partially redeemed Series 2021B Bond has been replaced in accordance with the provisions of this Resolution, the books and records of the Registrar shall govern and establish the principal amount of such Series 2021B Bonds as is then outstanding and all of the Series 2021B Bonds issued to the Depository or its nominee shall contain a legend to such effect.

If for any reason the Depository resigns and is not replaced, the District shall immediately provide a supply of printed bond certificates, duly executed by manual or facsimile signatures of the President and Secretary of the Board, for issuance upon the transfers from the Depository and subsequent transfers or in the event of partial redemption. If such supply of certificates shall be insufficient to meet the requirements of the Registrar for issuance of replacement certificates upon transfer or partial redemption, the District agrees to order printed an additional supply of such certificates and to direct their execution by manual or facsimile signatures of its then duly qualified and acting President and Secretary of the Board.

Section 3. (a) The Registrar designated pursuant to Section 2(b) hereof shall serve in the capacities of registrar and paying agent under the terms of an agreement entitled “**Registrar and Paying Agent Agreement**” between the District and the Registrar; provided, however, that if the District Treasurer is designated as Registrar, then the District and the District Treasurer need not enter into a Registrar and Paying Agent Agreement. The Authorized Officers, or each individually, or such other officer of the Board or the District is hereby authorized to execute said agreement in such form as such officer shall deem appropriate or necessary. The Registrar shall have only such duties and obligations as are expressly specified by this Resolution and the Registrar and Paying Agent Agreement, and no other duties or obligations shall be implied to the Registrar, except as may be set forth in a written agreement between the District and a successor Registrar.

(b) The District reserves the right to remove the Registrar upon 30 days’ notice and upon the appointment of a successor Registrar, in which event the predecessor Registrar shall deliver all cash and Series 2021B Bonds in its possession to the successor Registrar and shall deliver the bond register to the successor Registrar. The Authorized Officers, or each individually, are authorized to remove the Registrar as provided herein if such officer determines such removal is in the best interest of the District. Upon such removal, the Authorized Officers, or each individually, are authorized to appoint a successor Registrar and to execute a Registrar and Paying Agent Agreement with such successor Registrar in a form substantially similar to that approved by the Board pursuant to this Resolution, but with such changes as such officer shall deem appropriate or necessary.

(c) The Registrar shall keep and maintain for the District books for the registration and transfer of the Series 2021B Bonds at its designated office. The names and registered addresses of the registered owner or owners of the Series 2021B Bonds shall at all times be recorded in such books. Any Series 2021B Bond may be transferred pursuant to its provisions at the office of the Registrar by surrender of such Series 2021B Bond for cancellation, accompanied by a written instrument of transfer, in form satisfactory to the Registrar, duly executed by the registered owner in person or by such owner’s duly authorized agent, and thereupon the Registrar on behalf of the District will deliver at such office (or send by registered mail to the transferee owner or owners

thereof at such transferee owner's or owners' risk and expense), registered in the name of the transferee owner or owners, a new Series 2021B Bond or Series 2021B Bonds of the same interest rate, aggregate principal amount and maturity, bearing numbers not contemporaneously then outstanding. To the extent of the denominations authorized for the Series 2021B Bonds by this Resolution, one Series 2021B Bond may be transferred for several such Series 2021B Bonds of the same interest rate and maturity and for a like aggregate principal amount, and several such Series 2021B Bonds may be transferred for one or several such Series 2021B Bonds, respectively, of the same interest rate and maturity and for a like aggregate principal amount. In every case of transfer of a Series 2021B Bond, the surrendered Series 2021B Bond shall be canceled and destroyed. The Registrar may impose a charge sufficient to defray all costs and expenses incident to registrations of transfer and exchanges. In each case the Registrar shall require the payment by the owner requesting exchange or transfer of any tax or other governmental charge required to be paid with respect to such exchange or transfer. Series 2021B Bonds issued upon transfer or exchange of Series 2021B Bonds shall be dated as of the date six months preceding the Interest Payment Date next following the date of registration thereof in the office of the Registrar, unless such date of registration shall be an Interest Payment Date, in which case they shall be dated as of such date of registration; provided, however, that if, as shown by the records of the Registrar, interest on the Series 2021B Bonds shall be in default, the Series 2021B Bonds issued in lieu of Series 2021B Bonds surrendered for transfer or exchange may be dated as of the date to which interest has been paid in full on the Series 2021B Bonds surrendered; and provided further, that if the date of registration shall be prior to the first Interest Payment Date, the Series 2021B Bonds shall be dated as of their date of original issue. All Series 2021B Bonds issued upon transfer of the Series 2021B Bonds so surrendered shall be valid obligations of the District evidencing the same obligations as the Series 2021B Bonds surrendered and shall be entitled to all the benefits and protection of this Resolution to the same extent as the Series 2021B Bonds upon transfer of which they were delivered. The District and the Registrar shall not be required to transfer any Series 2021B Bond during any period from any Record Date until its immediately following Interest Payment Date or to transfer any Series 2021B Bond called for redemption for a period of 30 days next preceding the date fixed for redemption.

(d) The Registrar shall also be responsible for making the payments of principal, premium, if any, and interest as the same fall due upon the Series 2021B Bonds from funds provided by the District for such purposes. Payments of interest due upon the Series 2021B Bonds prior to maturity or redemption shall be made by the Registrar by mailing a check in the amount due for such interest on each Interest Payment Date to the registered owner of each Series 2021B Bond to such owner's registered address as shown on the books of registration as required to be maintained under this Section 3. Payments of principal due at maturity or at any date fixed for redemption prior to maturity, together with any accrued interest then due and premium thereon, if any, shall be made by the Registrar upon presentation and surrender of such Series 2021B Bond. As provided in Section 11 hereof, on or before each principal or interest due date, without further order of the Board, the Treasurer of the Board or any Authorized Officer shall transmit from the Bond Fund (hereinafter established) to the Registrar money sufficient for payment of all principal, premium, if any, and interest then due. The District and the Registrar may treat the registered owner of any Series 2021B Bond as the absolute owner of such Series 2021B Bond for purposes of making payments thereon and for all other purposes. All payments on account of interest, principal or premium, if any, made to the registered owner of any Series 2021B Bond shall be

valid and effectual and shall be a discharge of the District and the Registrar in respect of the liability upon the Series 2021B Bonds or claims for interest to the extent of the amount or amounts so paid.

Section 4. The Series 2021B Bonds shall be in substantially the following form:

(Form of Bond)

No. _____

\$

**UNITED STATES OF AMERICA
STATE OF NEBRASKA
OTOE COUNTY SCHOOL DISTRICT 0501
(PALMYRA DISTRICT OR-1)
GENERAL OBLIGATION REFUNDING BONDS
SERIES 2021B**

<u>Date of Original Issue</u>	<u>Date of Maturity</u>	<u>Rate of Interest</u>	<u>CUSIP Number</u>
_____, 2021	December 15, 20__	%	68905W ____

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: _____ DOLLARS

OTOE COUNTY SCHOOL DISTRICT 0501 (PALMYRA DISTRICT OR-1) IN THE STATE OF NEBRASKA (the “District”) promises to pay the Principal Amount of this Bond to the Registered Owner hereof, or its registered assigns, upon presentation and surrender hereof to _____, as Bond Registrar and Paying Agent (the “Registrar”), at its corporate trust office in _____, Nebraska, or such other office as may be designated by the Registrar, on or after the Date of Maturity.

The District also promises to pay interest on said Principal Amount on _____ and _____ of each year (each of such dates, an “Interest Payment Date”), commencing _____, 20__, at the Interest Rate per annum indicated above until maturity or earlier redemption. Interest shall be calculated on the basis of a 360-day year consisting of twelve 30-day months from the Date of Original Issue or most recent Interest Payment Date, whichever is later. Interest on this Bond prior to maturity or earlier redemption shall be paid by check or draft mailed on such Interest Payment Date to the Registered Owner at such Registered Owner’s address as it appears on the registration books of the Registrar at the close of business on the 15th day (whether or a not a business day) immediately preceding each Interest Payment Date (the “Record Date”). Any interest not so timely paid shall cease to be payable to the person entitled thereto as of the Record Date such interest was payable, and shall be payable to the person who is the Registered Owner of this Bond (or of one or more predecessor Bonds hereto) on such special record date for

payment of such defaulted interest as shall be fixed by the Registrar whenever moneys for such purpose become available.

This Bond is one of an issue of fully registered bonds (the "Bonds") in the total principal amount of \$_____ of even date and like tenor herewith, except as to number, denomination, date of maturity, rate of interest and priority of redemption, which have been issued by the District for the purpose of refunding certain prior general obligation indebtedness of the District (the "Refunded Bonds"). The issuance of the Bonds has been duly authorized pursuant to Sections 10-142 and 10-717 et seq., Reissue Revised Statutes of Nebraska, as amended, and a resolution duly adopted by the Board of Education of the District (the "Bond Resolution"). The District issued the Refunded Bonds to finance the costs of certain capital improvements to the District's facilities following approval by the voters at a bond election held pursuant to Section 10-701 et seq., Reissue Revised Statutes of Nebraska, as amended.

The Bonds are issued as fully registered bonds, without coupons, in denominations of \$5,000 or whole multiples thereof. Subject to the limitations and upon payment of the charges provided in the Bond Resolution pursuant to which the Bonds have been issued, this Bond is transferable by the Registered Owner hereof or his or her attorney duly authorized in writing, at the office of the Registrar, but only in the manner, subject to the limitations and upon payment of the charges as set forth in the Bond Resolution, upon surrender and cancellation of this Bond. Upon such transfer, a new registered Bond or Bonds of the same maturity and of authorized denomination or denominations for the same aggregate principal amount will be issued to the transferee in exchange therefor. The District and the Registrar may deem and treat the Registered Owner hereof as the absolute owner hereof (whether or not this Bond shall be overdue) for the purpose of receiving payment of or on account of principal hereof and premium, if any, and interest due hereon and for all other purposes, and neither the District nor the Registrar shall be affected by any notice to the contrary.

[The Bonds are not subject to redemption prior to maturity.]

[The Bonds maturing on or prior to _____, 20__ are not subject to redemption prior to their stated maturities. The Bonds maturing on or after _____, 20__ are subject to redemption prior to their stated maturities at the option of the District at any time on or after _____, 20__ as a whole, or in part in such principal amounts and from such maturity or maturities as the District, in its sole and absolute discretion may determine, at a redemption price equal to the principal amount so redeemed, together with the interest accrued on such principal amount to the date fixed for redemption. If less than all of a maturity is to be called for redemption, the Registrar shall select by lot the portion or portions of such maturity to be redeemed.]

[Mandatory sinking fund redemption]

[Bonds shall be redeemed in denominations of \$5,000. If any Bond is in a denomination in excess of \$5,000, portions of the principal amount thereof in installments of \$5,000 or whole multiples thereof may be redeemed, and if less than all of the principal amount thereof is to be redeemed, in such case upon the surrender of such Bond there shall be issued to the Registered

Owner thereof without charge therefor, for the then unredeemed balance of the principal amount thereof, registered bonds of like series, maturity and interest rates in any of the authorized denominations provided by the Bond Resolution.

Notice of redemption of this Bond shall be given to the Registered Owner hereof by first-class mail, postage prepaid, not less than thirty (30) days prior to the date fixed for redemption (or such shorter period as may be acceptable to the then registered owner of the Bonds), all as more particularly set forth in the Bond Resolution; provided, however, that failure to give such notice by mailing, or any defect therein, shall not affect the validity of any proceeding for the redemption of any Bond with respect to which no such failure has occurred. Notice of redemption having been given as provided in the Bond Resolution, or notice of redemption having been waived, and funds for the payment thereof having been deposited with the Registrar, this Bond shall cease to bear interest from and after the date fixed for redemption.]

The Bonds are general obligations of the District, to which the full faith, credit and resources and the taxing power of the District are irrevocably pledged. Pursuant to the Bond Resolution, the District has covenanted to cause to be made annually a special levy of taxes on all the taxable property in the District, in addition to all other taxes, sufficient in rate and amount to pay the principal of, premium, if any, and the interest on the Bonds as and when such interest and principal become due. The District has pledged such tax levy and all receipts therefrom to all payments due on the Bonds.

The District has, in the Bond Resolution, designated the Bonds as “qualified tax-exempt obligations” described in Section 265(b) of the Internal Revenue Code of 1986, as amended.

AS PROVIDED IN THE BOND RESOLUTION, UNTIL THE TERMINATION OF THE SYSTEM OF BOOK-ENTRY-ONLY TRANSFERS THROUGH THE DEPOSITORY TRUST COMPANY, NEW YORK, NEW YORK (TOGETHER WITH ANY SUCCESSOR SECURITIES DEPOSITORY APPOINTED PURSUANT TO THE BOND RESOLUTION, “DTC”), AND NOTWITHSTANDING ANY OTHER PROVISIONS OF THE BOND RESOLUTION TO THE CONTRARY, A PORTION OF THE PRINCIPAL AMOUNT OF THIS BOND MAY BE PAID OR REDEEMED WITHOUT SURRENDER HEREOF TO THE REGISTRAR. DTC OR A NOMINEE, TRANSFEREE OR ASSIGNEE OF DTC OF THIS BOND MAY NOT RELY UPON THE PRINCIPAL AMOUNT INDICATED HEREON AS THE PRINCIPAL AMOUNT HEREOF OUTSTANDING AND UNPAID. THE PRINCIPAL AMOUNT HEREOF OUTSTANDING AND UNPAID SHALL FOR ALL PURPOSES BE THE AMOUNT DETERMINED IN THE MANNER PROVIDED IN THE BOND RESOLUTION.

UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED OFFICER OF DTC (A) TO THE REGISTRAR FOR REGISTRATION OF TRANSFER OR EXCHANGE OR (B) TO THE REGISTRAR FOR PAYMENT OF PRINCIPAL, AND ANY BOND ISSUED IN REPLACEMENT HEREOF OR SUBSTITUTION HEREOF IS REGISTERED IN THE NAME OF DTC AND ANY PAYMENT IS MADE TO DTC OR ITS NOMINEE, ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSONS IS WRONGFUL BECAUSE ONLY THE REGISTERED OWNER HEREOF, DTC OR ITS NOMINEE, HAS AN INTEREST HEREIN.

IT IS HEREBY CERTIFIED AND WARRANTED that all conditions, acts and things required by law to exist or to be done precedent to and in the issuance of this Bond and in the issuance of the Refunded Bonds hereby did exist, did happen and were done and performed in regular and due form and time as required by law, and that the indebtedness of the District, including this Bond and the Refunded Bonds, does not exceed any limitation imposed by law.

This Bond shall not be valid or become obligatory for any purpose or be entitled to any security or benefit under the Bond Resolution until the certificate of authentication hereon shall have been executed by the Registrar.

IN WITNESS WHEREOF, the District has caused this Bond to be executed on its behalf by the original or facsimile signature of the President of its Board of Education and attested by the original or facsimile signature of the Secretary of said Board of Education, all as of the Date of Original Issue shown above.

**OTOE COUNTY SCHOOL DISTRICT 0501
(PALMYRA DISTRICT OR-1) IN THE STATE
OF NEBRASKA**

ATTEST:

(Sample- Do Not Sign)
Secretary of the Board of Education

(Sample- Do Not Sign)
President of the Board of Education

**CERTIFICATE OF AUTHENTICATION
AND REGISTRATION**

This Bond is one of the Bonds of the series designated therein issued under the provisions of the Bond Resolution, and has been registered to the owner named in said Bond and recorded in the books of record maintained by the undersigned Registrar for said issue of Bonds

_____, as Bond
Registrar and Paying Agent

By:

Its Authorized Officer

(FORM OF ASSIGNMENT)

For value received, the undersigned hereby sells, assigns and transfers unto _____ the within Bond and hereby irrevocably constitutes and appoints _____, attorney, to transfer the same on the books of registration in the office of the within mentioned Registrar with full power of substitution in the premises.

Date: _____

Registered Owner

Witness: _____

NOTE: The signature(s) on this assignment **MUST CORRESPOND** with the name(s) as written on the face of the within Bond in every particular, without alteration, enlargement or any change whatsoever, and must be guaranteed by a commercial bank or a trust company or by a firm having membership on the New York, Midwest or other stock exchange.

Section 5. (a) After being executed by the President and the Secretary of the Board in accordance with Section 2(e) hereof, the Series 2021B Bonds shall be delivered to the Registrar for registration and authentication. The Authorized Officers, or each individually, are hereby authorized to take all actions necessary to effect the delivery of the Series 2021B Bonds to the Registrar and then to the Purchaser, inclusive of the power and authority to execute such orders, certificates, receipts and other documents as may be necessary or desirable to effect such delivery and to receive the purchase price for the Bonds.

(b) The Superintendent of Schools is directed to make and certify a transcript of the proceedings of the District precedent to the issuance of the Series 2021B Bonds, which transcript shall be delivered to the Purchaser of the Series 2021B Bonds.

(c) The Authorized Officers, or each individually, shall certify to the Nebraska Auditor of Public Accounts the taxable valuation, the number of children of school age residing in the District and the total bonded indebtedness of the District.

Section 6. (a) The District is authorized to sell the Series 2021B Bonds to Piper Sandler & Co., as original purchaser of the Series 2021B Bonds (the “**Underwriter**”), in accordance with Section 2 of this Resolution. Delivery of the Series 2021B Bonds shall be made to the Underwriter as soon as practicable after the adoption of this Resolution, upon payment therefor in accordance with the terms of sale. The District is authorized to enter into a Bond Purchase Agreement (the “**Purchase Agreement**”) between the District and the Underwriter in form and substance acceptable to the Authorized Officers, or each individually. Such Authorized Officer is authorized to execute the Purchase Agreement, in form and substance acceptable to such Authorized Officer, for and on behalf of the District, such officer’s signature thereon being conclusive evidence of such official’s and the District’s approval thereof. The Underwriter shall have the right to direct the registration of the Series 2021B Bonds and the denominations thereof within each maturity, subject to the restrictions of this Resolution. Such Underwriter and its agents, representatives and counsel (including bond counsel) are hereby authorized to take such actions on behalf of the District as are necessary to effectuate the closing of the issuance and sale of the Series 2021B Bonds, including, without limitation, authorizing the release of the Series 2021B Bonds by the Depository at closing.

(b) The District is further authorized to place the Series 2021B Bonds with a private purchaser (the “**Private Purchaser**”) with the assistance of Piper Sandler & Co., as placement agent of the Series 2021B Bonds (the “**Placement Agent**”), in accordance with Section 2 of this

Resolution. The Private Purchaser shall have the right to direct the registration of the Series 2021B Bonds and the denominations thereof within each maturity, subject to the restrictions of this Resolution. The Placement Agent and its agents, representatives and counsel (including bond counsel) are hereby authorized to take such actions on behalf of the District as are necessary to effectuate the closing of the issuance and placement of the Series 2021B Bonds.

(c) The District is further authorized to (i) issue the Series 2021B Bonds directly to a bank or other institutional lender (the “**Lender**”) to evidence or secure a loan from such Lender to the District or (ii) enter into a loan agreement with a Lender in lieu of issuing the Series 2021B Bonds, in accordance with Section 2 of this Resolution and subject to the other restrictions of this Resolution. Such Lender may be identified with the assistance of the Placement Agent. The Lender shall have the right to direct the registration of the Series 2021B Bonds and the denominations thereof within each maturity, subject to the restrictions of this Resolution. The Placement Agent and its agents, representatives and counsel (including bond counsel) are hereby authorized to take such actions on behalf of the District as are necessary to effectuate the closing of the issuance of the Series 2021B Bonds.

Section 7. (a) Proceeds of the Series 2021B Bonds, together with funds of the District held for the payment of the Refunded Bonds and other District moneys, if necessary, shall be deposited with BOKF, National Association, Lincoln, Nebraska, as successor registrar and paying agent with respect to the Refunded Bonds (the “**Refunded Bonds Registrar**”), to be applied to redeem the Refunded Bonds on the Redemption Date at a redemption price equal to 100% of the principal amount thereof plus accrued interest on such principal amount to the Redemption Date. If requested by the Purchaser, such moneys may be deposited with an escrow agent acceptable to the District and the Purchaser prior to their deposit with the Refunded Bonds Registrar. The District hereby covenants and agrees to take all steps necessary and appropriate to provide for the calling and redemption of the Refunded Bonds on the Redemption Date.

(b) Accrued interest, if any, received upon closing of the Series 2021B Bonds shall be deposited in the Bond Fund described herein and applied to interest falling due on the Series 2021B Bonds on the first Interest Payment Date.

(c) Proceeds of the Series 2021B Bonds may be disbursed by the District to pay the costs of issuing the Series 2021B Bonds. The District may also pay such costs from its general fund.

Section 8. The holders of the Series 2021B Bonds shall be subrogated to all rights of the holders of the Refunded Bonds as described in this Resolution, except for their rights to payment from the deposit with respect to the Refunded Bonds as described in Section 7 hereof.

Section 9. The Series 2021B Bonds shall be direct, general obligations of the District, and the District irrevocably pledges the full faith and credit and the taxing power of the District, including the special levy of taxes described in this Section 9 and all receipts therefrom, to the prompt payment of the principal of, premium, if any, and the interest on the Series 2021B Bonds as the same become due. The District represents, warrants and covenants that it shall cause to be levied and collected annually a special levy of taxes on all the taxable property in the District, without limitation as to rate or amount, sufficient to pay the interest on, premium, if any, and the

principal of the Series 2021B Bonds as and when such interest, premium, and principal, respectively, become due, which taxes shall be in excess of and in addition to all other taxes now or hereafter authorized to be levied by the District. Such tax levy and all receipts therefrom to all payments due on the Series 2021B Bonds are pledged to the payment of debt service on the Series 2021B Bonds. The District further agrees to direct the application of such tax levy moneys held by the County Treasurer of Otoe County and the county treasurer of any other county in which portions of the District may lie to the payment of the Series 2021B Bonds so that not later than each maturity date and/or Interest Payment Date with respect to the Series 2021B Bonds, there shall be on hand with the Registrar sufficient funds to make the payments of principal of, premium, if any, and interest on the Series 2021B Bonds as they fall due.

Section 10. (a) The District hereby establishes a 2021B Bond Fund of the District (the “**Bond Fund**”), into which there shall be deposited as and when received all proceeds of the tax levy described in Section 9 hereof. So long as any Series 2021B Bonds are outstanding, all amounts paid and credited to the Bond Fund shall be expended and used by the District for the sole purpose of paying the principal of, premium, if any, and interest on the Series 2021B Bonds as and when the same become due, including any redemption date, and paying the usual and customary fees and expenses of the Registrar.

(b) The District Treasurer or any Authorized Officer is authorized and directed to withdraw from the Bond Fund and forward to the Registrar sums sufficient to pay principal of and premium, if any, and interest on the Series 2021B Bonds as and when the same become due, and also to pay the charges made by the Registrar for acting in such capacity in the payment of the principal of and the interest on the Series 2021B Bonds, and the charges shall be forwarded to the Registrar over and above the amount of the principal of, premium, if any, and interest on the Series 2021B Bonds. If, through the lapse of time, or otherwise, the owners of Series 2021B Bonds shall no longer be entitled to enforce payment of their obligations, it shall be the duty of the Registrar to return the funds to the District. All moneys deposited with the Registrar shall be deemed to be deposited in accordance with and subject to all of the provisions contained in this Resolution.

(c) Any moneys or investments remaining in the Bond Fund after the payment or the defeasance of all the Series 2021B Bonds shall be transferred to the general fund of the District.

Section 11. (a) The District covenants and agrees that (i) it will comply with all applicable provisions of the Internal Revenue Code of 1986, as amended (the “**Code**”), including Sections 103 and 141 through 150, necessary to maintain the exclusion from gross income for federal income tax purposes of the interest on the Series 2021B Bonds and (ii) it will not use or permit the use of any proceeds of the Series 2021B Bonds or any other funds of the District nor take or permit any other action, or fail to take any action, if any such action or failure to take action would adversely affect the exclusion from gross income of the interest on the Series 2021B Bonds. In addition, the District will adopt such other resolutions and take such other actions as may be necessary to comply with the Code and with all other applicable future laws, regulations, published rulings and judicial decisions, in order to ensure that the interest on the Series 2021B Bonds will remain excluded from federal gross income, to the extent any such actions can be taken by the District.

(b) The District covenants and agrees that (i) it will comply with all requirements of Section 148 of the Code to the extent applicable to the Series 2021B Bonds, (ii) it will use the proceeds of the Series 2021B Bonds as soon as practicable and with all reasonable dispatch for the purposes for which the Series 2021B Bonds are issued, and (iii) it will not invest or directly or indirectly use or permit the use of any proceeds of the Series 2021B Bonds or any other funds of the District in any manner, or take or omit to take any action, that would cause the Series 2021B Bonds to be “arbitrage bonds” within the meaning of Section 148(a) of the Code.

(c) The District covenants and agrees that it will pay or provide for the payment from time to time of all amounts required to be rebated to the United States of America pursuant to Section 148(f) of the Code and any Treasury Regulations applicable to the Series 2021B Bonds from time to time. This covenant shall survive payment in full or defeasance of the Series 2021B Bonds. The District specifically covenants to pay or cause to be paid to the United States of America the required amounts of rebatable arbitrage at the times and in the amounts as determined by its Federal Tax Certificate. Notwithstanding anything to the contrary contained herein, the Federal Tax Certificate may be amended or replaced if, in the opinion of counsel nationally recognized on the subject of municipal bonds, such amendment or replacement will not adversely affect the exclusion from gross income for federal income tax purposes of interest on the Series 2021B Bonds.

(d) The District covenants and agrees that (to the extent within its power or direction) it will not use any portion of the proceeds of the Series 2021B Bonds, including any investment income earned on such proceeds, directly or indirectly, in a manner that would cause any Series 2021B Bond to be a “private activity bond”.

(e) The District makes the following representations in connection with the exception for small governmental units from the arbitrage rebate requirements under Section 148(f)(4)(D) of the Code:

(i) the District is a governmental unit under Nebraska law with general taxing powers;

(ii) none of the Series 2021B Bonds or the Refunded Bonds is a private activity bond as defined in Section 141 of the Code;

(iii) ninety-five percent or more of the net proceeds of the Refunded Bonds were used for local governmental activities of the District;

(iv) each of the Refunded Bonds were exempt from arbitrage rebate under the “small-issuer exception” of Section 148(f)(4)(D) of the Code;

(v) the weighted average maturity of the Series 2021B Bonds will not exceed the remaining weighted average maturity of the Refunded Bonds; and

(vi) no Series 2021B Bond matures more than 30 years after the issuance date of the Series 2016 Bonds (August 17, 2016).

(f) The District previously designated the Series 2016 Bonds as “qualified tax-exempt obligations” pursuant to Section 265(b)(3)(B) of the Code. The District hereby represents that:

(i) the average maturity date of the Series 2021B Bonds will not be later than the average maturity date of the Refunded Bonds; and

(ii) the Series 2021B Bonds will have a final maturity date which is not later than the date which is 30 years after the date the Series 2016 Bonds were issued (August 17, 2016).

Based on such representations, the Series 2021B Bonds are deemed designated as “qualified tax-exempt obligations” pursuant to Section 265(b)(3)(D)(ii) of the Code.

(g) The Authorized Officers, or each individually, are authorized to take such other action as may be necessary to make effective the designation in this subsection (f).

Section 12. The use and public distribution of any official statement, offering circular, placement memorandum, term sheet, request for lenders or any other offering document (including any preliminary thereof, the “**Offering Document**”) by the Underwriter or the Placement Agent in connection with the Series 2021B Bonds is hereby authorized. Any Authorized Officer is authorized to approve the final Offering Document as so supplemented, amended and completed, and the use and public distribution of the final Offering Document by the Underwriter or the Placement Agent in connection with the Series 2021B Bonds is hereby authorized. Any Authorized Officer is hereby authorized to execute and deliver a certificate pertaining to such Offering Document as prescribed therein, dated as of the date of payment for and delivery of the Series 2021B Bonds.

The District agrees to provide to the Underwriter or the Placement Agent within seven Business Days of the date of the sale of Series 2021B Bonds sufficient copies of the final Offering Document to enable the Underwriter or the Placement Agent to comply with the requirements of Rule 15c2-12(b)(4) of the Securities and Exchange Commission and with the requirements of Rule G-32 of the Municipal Securities Rulemaking Board, if applicable.

Section 13. If so required by the Underwriter, the District (a) authorizes and directs the Authorized Officers, or each individually, to execute and deliver, on the date of the issuance of the Series 2021B Bonds, a continuing disclosure agreement or certificate (the “**Undertaking**”) in such form that satisfies the requirements of Rule 15c2-12 and is acceptable to the Underwriter and bond counsel and (b) covenants that it will comply with and carry out all of the provisions of the Undertaking. The Authorized Officers, or each individually, may engage a dissemination agent to assist the District with its obligations pursuant to the Undertaking. Notwithstanding any other provisions of this Resolution, failure of the District to comply with the Undertaking will not be considered a default under this Resolution or the Series 2021B Bonds; however, any Bondholder or Beneficial Owner may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section 13 and the Undertaking. For purposes of this Section 13, “Beneficial Owner” means any person who (i) has the power, directly or indirectly, to vote or consent with respect to,

or to dispose of ownership of, any Series 2021B Bonds (including persons holding Series 2021B Bonds through nominees, depositories or other intermediaries), or (ii) is treated as the owner of any Series 2021B Bonds for federal income tax purposes.

Section 14. The District reserves the right to issue refunding bonds and provide for the investment of the proceeds thereof for purposes of providing for the payment of principal and interest on the Series 2021B Bonds in such manner as may be prescribed by law from time to time but specifically including the provisions of the Act.

Section 15. The District's obligations under this Resolution shall be fully discharged and satisfied as to the Series 2021B Bonds authorized and issued hereunder, and said Series 2021B Bonds, or portions thereof, shall no longer be deemed outstanding hereunder when payment of the principal thereof plus interest thereon to the date of maturity or redemption thereof (a) shall have been made or caused to have been made in accordance with the terms thereof and hereof, or (b) shall have been provided for by depositing in escrow with a national or state bank having trust powers in trust solely for such payment (i) sufficient money to make such payment and/or (ii) direct general obligations of, or obligations the principal and interest of which are unconditionally guaranteed by, the United States of America, or obligations of any agency of the United States of America (herein referred to as "**Government Obligations**"), in such amount and with such maturities as to principal and interest as will insure the availability of sufficient money to make such payment, and thereupon such Series 2021B Bonds shall cease to draw interest from the date of their redemption or maturity and, except for the purposes of such payments, shall no longer be entitled to the benefits of this Resolution; provided that, with respect to any Series 2021B Bonds called or to be called for redemption prior to the stated maturity thereof, notice of redemption shall have been duly given or provided for. If money or Government Obligations shall have been deposited in accordance with the terms hereof with the escrow agent in trust for that purpose sufficient to pay the principal of such Series 2021B Bonds and all interest due thereon to the due date thereof or to the date fixed for the redemption thereof, all liability of the District for such payment shall forthwith cease, determine and be completely discharged, and all such Series 2021B Bonds shall no longer be considered outstanding.

Section 16. Without in any way limiting the power, authority, or discretion elsewhere herein granted or delegated, the Board hereby (a) authorizes and directs the Authorized Officers and all other officers, employees and agents of the District to carry out, or cause to be carried out, and to perform such obligations of the District and such other actions as they, or any one of them shall consider necessary, advisable, desirable, or appropriate in connection with this Resolution and the issuance, sale, and delivery of the Series 2021B Bonds, including, without limitation and whenever applicable, the execution and delivery thereof and of all other related documents, instruments, certificates, and opinions; and (b) directs, authorizes and delegates to each of the Authorized Officers, the right, power, and authority to exercise such officers' own independent judgment and absolute discretion in determining and finalizing the terms, provisions, form and contents of each of the foregoing. The execution and delivery by any Authorized Officer or by any other officer, officers, agent, or agents of the District of any such documents, instruments, certifications, and opinions, or the doing by them of any act in connection with any of the matters which are the subject of this Resolution, shall constitute conclusive evidence of both the District's and their approval of all changes, modifications, amendments, revisions, and alterations made

therein, and shall conclusively establish their absolute, unconditional, and irrevocable authority with respect thereto from the District and the authorization, approval, and ratification by the District of the documents, instruments, certifications, and opinions so executed and the action so taken.

Section 17. Moneys in each of the funds and accounts created and established by this Resolution shall be deposited, invested and secured in accordance with the laws of the State of Nebraska. Moneys held in such funds and accounts may be invested by the District or at its direction in such amounts and maturing at such times as shall reasonably provide for moneys to be available when required in the accounts or funds; provided, however, that no such investment shall be made for a period extending longer than to the date when the moneys invested may be needed for the purpose for which such fund or account was created; and provided further that such investments shall be subject to the covenants and provisions of Section 11 hereof. All interest on any authorized investment held in any fund or account shall accrue to and become a part of such fund or account.

Section 18. If any one or more of the provisions of this Resolution should be determined by a court of competent jurisdiction to be contrary to law, then such provisions shall be deemed severable from the remaining provisions of this Resolution and the invalidity thereof shall in no way affect the validity of the other provisions of this Resolution or of the Series 2021B Bonds and the owners of the Series 2021B Bonds shall retain all the rights and benefits accorded to them under this Resolution and under any applicable provisions of law.

If any provision of this Resolution shall be held or deemed to be or shall, in fact, be inoperative or unenforceable or invalid in any particular case in any jurisdiction or jurisdictions, or in all cases because it conflicts with any constitution or statute or rule of public policy, or for any other reason, such circumstances shall not have the effect of rendering the provision in question inoperative or unenforceable or invalid in any other case or circumstances, or of rendering any other provision or provisions herein contained inoperative or unenforceable or invalid to any extent whatever.

Section 19. The District hereby adopts the Post-Issuance Tax Compliance Procedures attached to this Resolution as Exhibit A to ensure that all applicable post-issuance requirements of federal income tax law needed to preserve the tax-exempt status of the Series 2021B Bonds are met. The District reserves the right to use its discretion as necessary and appropriate to make exceptions or request additional provisions as it may determine. The District also reserves the right to change these policies and procedures from time to time without notice.

Section 20. The District hereby adopts the Disclosure Policies and Procedures attached to this Resolution as Exhibit B to ensure that the District satisfies the requirements of Rule 15c2-12 and the Undertaking. The District reserves the right to use its discretion as necessary and appropriate to make exceptions or request additional provisions as it may determine. The District also reserves the right to change such policies and procedures from time to time without notice.

Section 21. To the extent any portion of any and all prior resolutions of the District with respect to the Series 2021B Bonds is in conflict with the provisions of this Resolution, to the extent of such conflicts, the same are hereby repealed.

Section 22. This Resolution shall take effect and be in force from and after its passage as provided by law; provided, however, that no Series 2021B Bonds shall be sold later than one year from the date of this Resolution.

ADOPTED April 12, 2021.

By: _____
President, Board of Education

ATTEST:

By: _____
Secretary, Board of Education

EXHIBIT A

POST-ISSUANCE TAX COMPLIANCE PROCEDURES

General

In connection with the issuance by the District of its General Obligation Refunding Bonds, Series 2021B (the “**Bonds**”), Otoe County School District 0501 (Palmyra District OR-1) in the State of Nebraska (the “**District**”) will execute a tax compliance certificate (the “**Tax Certificate**”) that describes the requirements and provisions of the Internal Revenue Code of 1986, as amended (the “**Code**”) that must be followed in order to maintain the tax-exempt status of interest on the Bonds. In addition, the Tax Certificate will contain the reasonable expectations of the District at the time of issuance of the Bonds with respect to the use of the gross proceeds of the Bonds and the assets to be financed or refinanced with the proceeds thereof. These Procedures supplement and support the covenants and representations made by the District in the Tax Certificate. In order to comply with the covenants and representations set forth in the Bond documents and in the Tax Certificate, the District tracks and monitors the actual use of the proceeds of the Bonds, the investment and expenditure of the Bond proceeds and the assets financed or refinanced with the proceeds of the Bonds over their life.

Designation of Responsible Person

The District’s Superintendent of Schools of (the “**Superintendent**”) shall maintain an inventory of the Bonds and assets financed which contains the pertinent data to satisfy the District’s monitoring responsibilities. Any transfer, sale or other disposition of Bond-financed assets must be reviewed and approved by the Superintendent.

Post-Issuance Compliance Requirements

External Advisors/Documentation

The District shall consult with bond counsel and other legal counsel and advisors, as needed, throughout the Bond issuance process to identify requirements and to establish procedures necessary or appropriate so that the Bonds will continue to qualify for tax-exempt status. Those requirements and procedures shall be documented in the Tax Certificate and/or other documents finalized at or before issuance of the Bonds. Those requirements and procedures shall include future compliance with applicable arbitrage rebate requirements and all other applicable post-issuance requirements of federal tax law throughout (and in some cases beyond) the term of the Bonds.

The District also shall consult with bond counsel and other legal counsel and advisors, as needed, following issuance of the Bonds to ensure that all applicable post-issuance requirements in fact are met. This shall include, without limitation, consultation in connection with future contracts with respect to the use of Bond-financed or refinanced assets.

The District shall train and employ or otherwise engage expert advisors (a “**Rebate Analyst**”) to assist in the calculation of arbitrage rebate payable in respect of the investment of Bond proceeds, unless the Tax Certificate documents provide that arbitrage rebate will not be applicable to the Bonds.

Unless otherwise provided by the resolution or other authorizing documents relating to the Bonds, unexpended Bond proceeds shall be held in a segregated account by a trustee, and the investment of Bond

proceeds shall be managed by the District. The District shall prepare (or cause the trustee to prepare) regular, periodic statements regarding the investments and transactions involving Bond proceeds.

Arbitrage Rebate and Yield

Unless the Tax Certificate documents provide that arbitrage rebate will not be applicable to the Bonds, the District shall be responsible for:

- engaging the services of a Rebate Analyst and, prior to each rebate calculation date, causing the trustee or other account holder to deliver periodic statements concerning the investment of Bond proceeds to the Rebate Analyst;
- providing to the Rebate Analyst additional documents and information reasonably requested by the Rebate Analyst;
- monitoring efforts of the Rebate Analyst;
- assuring payment of required rebate amounts, if any, no later than 60 days after each 5-year anniversary of the issue date of the Bonds, and no later than 60 days after the last Bond is redeemed;
- during the construction period of each capital project financed in whole or in part by the Bonds, monitoring the investment and expenditure of Bond proceeds and consulting with the Rebate Analyst to determine compliance with any applicable exceptions from the arbitrage rebate requirements during each 6-month spending period up to 6 months, 18 months or 24 months, as applicable, following the issue date of the Bonds; and
- retaining copies of all arbitrage reports and account statements as described below under “Record Keeping Requirements”.

The District, in the Tax Certificate and/or other documents finalized at or before the issuance of the Bonds, has agreed to undertake the tasks listed above (unless the Tax Certificate documents provide that arbitrage rebate will not be applicable to the Bonds).

Use of Bond Proceeds and Bond-Financed or Refinanced Assets:

The District shall be responsible for:

- monitoring the use of Bond proceeds and the use of Bond-financed or refinanced assets (*e.g.*, facilities, furnishings or equipment) throughout the term of the Bonds to ensure compliance with covenants and restrictions set forth in the Tax Certificate;
- maintaining records identifying the assets or portion of assets that are financed or refinanced with proceeds of the Bonds, including a final allocation of Bond proceeds as described below under “Record Keeping Requirements”;
- consulting with bond counsel and other legal counsel and advisers in the review of any contracts or arrangements involving use of Bond-financed or refinanced assets to ensure compliance with all covenants and restrictions set forth in the Tax Certificate;
- maintaining records for any contracts or arrangements involving the use of Bond-financed or refinanced assets as described below under “Record Keeping Requirements”;

- conferring at least annually with personnel responsible for Bond-financed or refinanced assets to identify and discuss any existing or planned use of Bond-financed or refinanced assets, to ensure that those uses are consistent with all covenants and restrictions set forth in the Tax Certificate; and
- to the extent that the District discovers that any applicable tax restrictions regarding use of Bond proceeds and Bond-financed or refinanced assets will or may be violated, consulting promptly with bond counsel and other legal counsel and advisers to determine a course of action to remediate all nonqualified bonds, if such counsel advises that a remedial action is necessary.

The District, in the Tax Certificate and/or other documents finalized at or before the issuance of the Bonds, has agreed to undertake the tasks listed above.

All relevant records and contracts shall be maintained as described below.

Record Keeping Requirements

The District shall be responsible for maintaining the following documents for the term of the Bonds (including refunding bonds, if any) plus at least three years:

- a copy of the Bond closing transcript(s) and other relevant documentation delivered to the District at or in connection with closing of the Bonds, including any elections made by the District in connection therewith;
- a copy of all material documents relating to capital expenditures financed or refinanced by Bond proceeds, including (without limitation) construction contracts, purchase orders, invoices, trustee requisitions and payment records, draw requests for Bond proceeds and evidence as to the amount and date for each draw-down of Bond proceeds, as well as documents relating to costs paid or reimbursed with Bond proceeds and records identifying the assets or portion of assets that are financed or refinanced with Bond proceeds, including a final allocation of Bond proceeds;
- a copy of all contracts and arrangements involving the use of Bond-financed or refinanced assets;
- copies of all trustee statements and reports, including arbitrage reports, prepared with respect to the Bonds; and
- a copy of all records of investments, investment agreements, arbitrage reports and underlying documents, including trustee statements, in connection with any investment agreements, and copies of all bidding documents, if any.

EXHIBIT B

DISCLOSURE POLICIES AND PROCEDURES

Purpose of Disclosure Policies and Procedures

The issuance and sale of certain municipal bonds, notes, certificates of participation or other obligations (collectively, “**Obligations**”) are subject to certain federal and state securities laws, including Rule 15c2-12 (the “**Rule**”) promulgated by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as amended (the “**Exchange Act**”). The Rule requires that an underwriter, prior to purchasing or selling an issue of Obligations in a principal amount of \$1,000,000 or more, obtain a written agreement from the issuer of such Obligations to provide certain financial information or operating data on an annual basis and notices of the occurrence of certain enumerated events with the Municipal Securities Rulemaking Board (“**MSRB**”) using the MSRB’s Electronic Municipal Market Access system (“**EMMA**”).

Otoe County School District 0501 (Palmyra District OR-1) in the State of Nebraska (the “**District**”) has previously issued or may in the future issue Obligations subject to the Rule, and in connection with such issuances the District has entered and/or will enter into one or more Continuing Disclosure Certificates or Continuing Disclosure Agreements (collectively, the “**Undertakings**”) in accordance with the Rule. Pursuant to such Undertakings, the District has covenanted or will covenant to comply with the Rule by timely making the required filings. These Policies and Procedures are intended to assure that all filings required under the Rule are made timely and completely and meet all requirements of the Rule.

Designation of District Representative; Maintenance of List and Files

The “**District Representative**” for the District shall be the District’s Superintendent of Schools and any alternate or assistant as such Superintendent shall appoint. The District Representative is directed to employ the policies and procedures described herein. The District Representative shall be knowledgeable and familiar with the provisions of each Undertaking as to the type, format and content of the financial information or operating data to be included in each Annual Report required to be made thereunder, the instances in which notice of the occurrence of certain events must be given, and the timing requirements for the filing thereof. The District and the District Representative recognize and acknowledge that the terms, requirements and filing deadlines may vary by Undertaking.

The District Representative shall maintain a current list for each fiscal year identifying each issue of Obligations of the District outstanding during such fiscal year setting forth the name, original principal amount, date of issuance and CUSIP numbers for each such issue and the dates by which the Annual Reports are required to be submitted to the MSRB using EMMA, such list to be accompanied by copies of the related Undertakings.

Dissemination Agents

The District and the District Representative may utilize the services of a financial institution or other provider to act as dissemination agent (each, a “**Dissemination Agent**”) in filing the disclosures and notices described herein and performing the duties of the Dissemination Agent in accordance with the terms of the applicable Undertaking. The Dissemination Agent shall review and be familiar with the contents and filing requirements of the particular Undertaking and with the procedures for making the filings required under such Undertaking with the MSRB using the EMMA system. The District Representative shall coordinate the preparation and submission of the required information with such

Dissemination Agent to ensure full compliance with the requirements of the Rule and the applicable Undertakings.

Annual Financial Filings

The District Representative will review the Undertaking related to each outstanding issue of Obligations to determine the financial information required to be included in the Annual Report (i.e., the District's Audited Financial Statements and certain other financial information or operating data with respect to the District, if applicable (the "**Annual Report**")) required to be filed annually with the MSRB using the EMMA system, and the deadline by which such information must be filed. If the filing requirements of two or more Undertakings are identical, the Issuer Representative may file identical Annual Reports with respect to each issue of the Issuer's Obligations. If two or more Undertakings have different filing requirements, the Issuer Representative may file a separate Annual Report with respect to the applicable Undertaking or may file a single, comprehensive Annual Report with respect to all of such Undertakings. The District Representative shall be knowledgeable and familiar with the specific requirements for the filing of a Notice of Failure to File the Annual Report by the date(s) required under the terms of each Undertaking, if applicable.

The District Representative shall timely initiate the process of preparing the financial information or operating data required to be submitted under each Undertaking as part of the Annual Report. The District Representative shall assemble the information as soon as it becomes available and determine the scope of additional information to be required and also contact the auditors to establish a schedule for completion and submission for the Audited Financial Statements.

The District Representative will timely file the Annual Report, or will cause the Dissemination Agent to file the Annual Report, with the MSRB using the EMMA system. If the Audited Financial Statements are not then available by the filing deadline of a particular Undertaking, unaudited financial information may be filed with the MSRB using EMMA and the Audited Financial Statements shall be filed within 10 business days of their receipt and acceptance.

Listed Event Filings

The District Representative will review the Undertaking related to each outstanding issue of Obligations for the listed events which, upon the occurrence thereof, require prompt notices to be filed with the MSRB using the EMMA system. The District Representative will monitor the Obligations and the District's operations for occurrences of any such events and will actively evaluate whether an event may be a listed event as set forth in the District's outstanding Undertakings. After obtaining actual knowledge of such an event, the District Representative will promptly contact the District's bond counsel and the Dissemination Agent, if any, to determine whether the District must file notice of the event with the MSRB under one or more of its Undertakings. Upon a determination that the District must file such notice, the District Representative will file the appropriate notice, or will cause the Dissemination Agent to file such notice, with the MSRB using the EMMA system within ten (10) business days after the occurrence of the listed event or as the District's bond counsel may otherwise direct.

Reports of District Representative; Record Retention

The District Representative shall provide to the District's Board of Education, any Dissemination Agent and the underwriter each issue of Obligations, confirmation from EMMA received upon the filing of each Annual Report and any other filings made with the MSRB using the EMMA system promptly upon receipt of each such confirmation.

The District Representative shall maintain records with respect to the filings with the MSRB using EMMA, including, but not limited to, EMMA posting receipts showing the dates and nature or contents of all filings for each issue of Obligations outstanding during each fiscal year. Such records shall be kept for at least 5 years after the respective issue of Obligations is no longer outstanding.

Familiarity with EMMA Submission Process

The District Representative shall register with EMMA and review the on-line process of filing with EMMA located at www.emma.msrb.org in order to submit the required information. The MSRB Market Information Department can also be contacted at 703.797.6668. A tutorial is available at the website and a practice submission is available as well. The District Representative also shall enroll the District in EMMA's reminder system to ensure timely performance of its responsibilities and obligations.

Notwithstanding the foregoing, if the District has retained a Dissemination Agent to assist with making the filings required by the District's Undertakings and to remind the District of its filing deadlines, the District Representative need not register with EMMA or enroll in EMMA's reminder system.

Training

To ensure adequate resources to comply with the Rule, the District Representative shall develop a training process aimed at providing additional assistance in preparing required information. The training process shall be conducted at least annually and shall encompass a review of the EMMA submission process and an understanding of the timing requirements necessary for full compliance. The retention by the District of a Dissemination Agent to assist it with compliance under its Undertakings and the Rule may be deemed part of such training process.

Review of Offering Document in Connection with Primary Offerings

In connection with a new issue of Obligations, the District Representative, together with such District officials as the District Representative deems appropriate, shall promptly review upon receipt the offering document by which such Obligations shall be offered and sold. For any issue of Obligations subject to the Rule, prior to the distribution of the related offering document the District shall deem the information concerning the District in such offering document as accurate and complete in all material respects (except for such information as permitted to be omitted by the Rule) as of the date of such offering document. The District shall confirm prior to the final pricing of the Obligations that the information concerning the District in the offering document does not contain an untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading.

**CORE SERVICES
RESOLUTION**

WHEREAS, *District OR-1 Public Schools – Otoe County School District No. 501* is desirous of availing itself of core services provided for and funded through Educational Service Unit 4 to the full extent allowed by law; and

WHEREAS, *District OR-1 Public Schools – Otoe County School District No. 501*'s student population for fiscal year 2021-2022 is estimated to be 641.

NOW BE IT THEREFORE RESOLVED, that the Board of *District OR-1 Public Schools – Otoe County School District No. 501* by majority vote of the Board, expresses its approval for Educational Service Unit 4 to make use of any and all funds provided by the Nebraska Department of Education to provide core services to this District for fiscal year 2021-2022, and that the Board of Educational Service Unit 4 should so carry out the wishes of this School District to the full extent allowed by the law;

BE IT FURTHER RESOLVED, that the Board of *District OR-1 Public Schools – Otoe County School District No. 501* appoints Michael T. Hart as its representative in matters dealing with the provision of core services by Educational Service Unit 4 to this District and he/she shall continue in this representative capacity until he/she leaves his/her office, or until his/her appointment is rescinded by this Board.

ROLL CALL VOTE as follows this 12th day of April, 2021.

	YES	NO
<u>Jaimi Calfee</u>	_____	_____
<u>Doug Church</u>	_____	_____
<u>Brandon Desh</u>	_____	_____
<u>Clayton Maahs</u>	_____	_____
<u>Josh Penterman</u>	_____	_____
<u>Lisa Wilen</u>	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Educational Service Unit 4

919 16th Street
Auburn, Nebraska 68305-0310
(402) 274-4354
Fax: (402) 274-4356
www.esu4.org

Administrator Gregg Robke **Director of Support Services** Chuck Hummel **Health Services Director** Felicia Martin RN **Teaching and Learning Team** Jen Madison, Lori Broady, Ben Hanika

Special Education Director Ellen Stokebrand **NCECBVI Campus Administrator** Sally Schreiner **Technology Director** Dustin Buggi

2021-2022

AGREEMENT FOR SPECIAL EDUCATION SERVICES

THIS AGREEMENT is issued this 18th day of February, by and between the Palmyra District OR 1 Public Schools in the County of Otoe, in the State of Nebraska, a/k/a Palmyra OR 1# 660501 ("School District") and Educational Service Unit 4, a political subdivision ("ESU 4"). In consideration of the mutual agreement hereinafter set forth, the recitals hereinafter contained, the parties agree as follows:

RECITALS

1. ESU 4 is duly qualified, by virtue of provisions of the statutes of the State of Nebraska, to provide and render services to school districts on a contract basis, in exchange for compensation as provided in this Agreement.
2. The School District desires to contract with ESU 4 for the delivery of certain mandatory or discretionary educational services by ESU 4 for the benefits of the School District and its students.
3. This Agreement constitutes the agreement and understanding of the parties with respect to the subject matter hereof. This Agreement is entirely integrated, i.e., there are no other agreements, written or oral, concerning the subject matter hereof, except those which are expressly delineated in this instrument, or by a mutually accepted written addendum.

COVENANTS

1. **Services Contracted.** ESU 4 shall provide, for the time period specified hereinafter, the following services at facilities which shall be provided by the School District or by ESU 4 in accordance with the terms of this Agreement.
2. **Services Provided.** The services provided, as identified in the preceding paragraph of this Agreement, may be referred to, from time to time, as "Hourly" or "Level III" or "Early Childhood" services for purposes of reference only.
3. **Compensation.** The parties acknowledge that ESU 4 shall, in good faith, determine its cost incurred in connection with each of the contracted programs in accordance with internal cost accounting systems, methods, and techniques deemed appropriate by ESU 4, and accomplished in the manner consistent with the rules, regulations and laws of the State of Nebraska. Upon determination of such costs, ESU 4 shall prepare a statement for the services contracted and provided for amounts due to ESU 4 from the School District in accordance with the provisions of this Agreement. The estimated costs set forth in paragraph one hereof, shall constitute estimates only, and shall not, in any manner or under any circumstances, become or constitute the ultimate or final amount due from the School District to ESU 4 for the services

*Courageously leading a dynamic revolution in education
"The Mission of ESU 4 is to improve student learning through a
commitment to communication, accountability and leadership."*

rendered. Rather, the actual, final amount due for mutually agreed upon services rendered by ESU 4 to the School District shall be the amount(s) as ESU 4 shall determine in accordance with it's good faith internal accounting systems, methods, and techniques, conducted and accomplished in accordance with the rules and regulations of laws of the State of Nebraska. ESU 4 shall determine it's costs, shall submit to the School District it's billing for services rendered, on a 9 month basis, beginning in August of the school year. Each and every statement shall become due and payable upon receipt by the School District.

- 4. Manner of Delivery of Service. ESU 4 shall, in it's discretion, assign personnel, and work cooperatively with the School District to provide services, monitoring, supervising, evaluating, and other services as required by Individual Educational Plan or other services requested by the School District. Any and all educational, personnel salaries, benefits, administrative prerogatives or ESU 4 policies which do or may impact upon the obligations of the parties pursuant to this Agreement, including the calculations of sums due hereunder, shall be determined by ESU 4, in it's sole judgment and discretion, in a manner consistent with the law.
- 5. Default. In the event of material breach of the obligations of either party pursuant to this Agreement, the party who has not breached may, in it's discretion, immediately cancel or rescind this Agreement without advance notice, hereunder pending resolution by a court of competent jurisdiction, of any disputes or issues arising from claims of breach. Neither party to this Agreement may, however, arbitrarily or unilaterally cancel, suspend or terminate this Agreement prior to the expiration thereof, except in the event of breach, or except upon mutual agreement of the parties.
- 6. Authority. Each party acknowledges and represents that the persons executing this Agreement have a full, unconditional authority to execute this Agreement. This Agreement shall be governed by, and construed in accordance with the laws of the State of Nebraska, and shall be binding upon the parties hereto and their successors.

ADDENDUM: _____

IN WITNESS WHEREOF, we have hereunto subscribed our names.

By the order of the Board of Education of
Palmyra District OR1 Public Schools

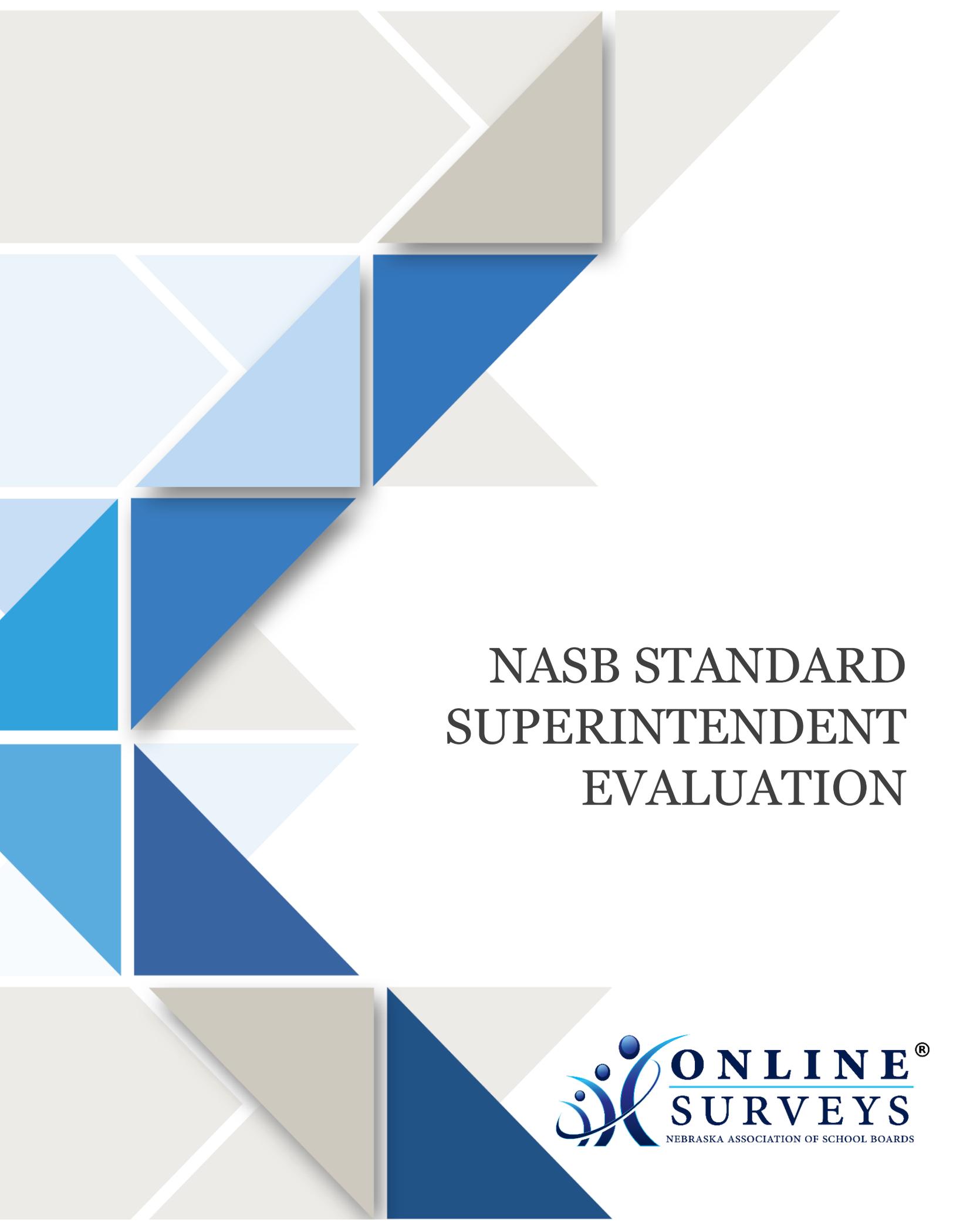
By the Order of the Board of Education of
Educational Service Unit 4

DocuSigned by:
Mike Hart 2/19/2021
School District Official Date

DocuSigned by:
[Signature] 2/19/2021
ESU 4 Administrator Date

SCHOOL: Palmyra District OR 1 660501

HOURLY PROGRAMS			
(Figures below are on an annual basis.)			
SUPPORT SERVICE PROGRAM	PROJECTED AMOUNT OF TIME	PROJECTED RATE	PROJECTED COST
Director of Special Education	120	\$225.00	\$27,000.00
Audiologist	80	\$125.00	\$10,000.00
Psychological/Counseling Services	0	\$200.00	\$0.00
Speech Therapy	0	\$140.00	\$0.00
Deaf Educator	0	\$100.00	\$0.00
TOTAL COST - HOURLY PROGRAMS			\$37,000.00
LEVEL III SERVICES			
PROGRAM	NUMBER OF STUDENTS	ESTIMATED RATE	ESTIMATED COST
Learning Center	0	\$70,000.00	\$0.00
TOTAL COST - LEVEL III PROGRAMS			
BELOW AGE FIVE SERVICES			
PROGRAM	PROJECTED AMOUNT OF TIME	ESTIMATED RATE	ESTIMATED COST
Early Childhood - Home based service (0-5)	0	\$150.00	\$0.00
TOTAL COST - EARLY CHILDHOOD PROGRAM			\$0.00
Due: 3-15-2021		TOTAL CONTRACT:	\$37,00.00



NASB STANDARD SUPERINTENDENT EVALUATION





Standard I: Mission, Vision, & Goals

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.

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

		Excellent	Good	Average	Fair	Poor	Unsure
I.a.	Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.						
I.b.	Assumes the key leadership role and responsibility for growth and improved student learning.						
I.c.	Seeks input from the board when appropriate.						
I.d.	Engages internal stakeholders (i.e. administration, staff, students) and external stakeholders (i.e. parents, community) in the discussion of long-term plans and goals.						
I.e.	Effectively utilizes data to guide and monitor progress of district goals.						
I.f.	Implements and monitors progress of the district/strategic plan.						
I.g.	Identifies and proactively addresses potential barriers to ensure the success of the school district.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District strategic plan/district goals • Plan for implementing, monitoring and reporting progress of strategic plan/district goals • School improvement plan (including updates/assessment of progress and modifications) • School improvement teams • Superintendent performance plan aligned with district priorities and indicators to measure progress and success • Student performance data • Engagement/communication plan • Meeting agendas/minutes 						
	If you were to suggest one improvement to Mission, Vision, and Goals for the upcoming year, what would it be?						





Standard II: Policy

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

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

		Excellent	Good	Average	Fair	Poor	Unsure
II.a.	Works with the board to review, update and adopt effective and purposeful district policy.						
II.b.	Governs consistently through board policy and administrative protocol and procedures.						
II.c.	Provides public access to district policy.						
II.d.	Ensures all handbooks are aligned to district policy.						
II.e.	Implements a policy to ensure curriculum is reviewed and aligned with current state standards.						
II.f.	Ensures student discipline is implemented with integrity and consistency.						
II.g.	Personnel policies are clear and implemented consistently.						
II.h.	Monitors administrators' implementation of policy and procedures.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District adopted policy review process/calendar • Progress/updates of the board's work with policy • Policy committee minutes • Curriculum review policy • Meeting agendas/minutes 						
	If you were to suggest one improvement to Policy for the upcoming year, what would it be?						

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





Standard III: Budget Planning & Management

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

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

		Excellent	Good	Average	Fair	Poor	Unsure
III.a.	Upholds fiscal responsibility and accountability.						
III.b.	Leads a collaborative board and administrative budget planning process to align resources with the district mission, vision, and goals.						
III.c.	Utilizes data, research, and informed decision-making to support the allocation of district resources.						
III.d.	Updates board with historical and current budget data to monitor revenue and expenditures.						
III.e.	Ensures that the district completes an annual CPA audit and discloses findings to the finance committee/board.						
I.f.	Advocates for and pursues innovative solutions to improve and expand fiscal and human resources.						
II.g.	Ensures the maintenance and upkeep of facilities.						
	<p>Provide evidence to support your choices above.</p> <p><i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Budget strategic/district goals • Professional development plan • Monthly budget reports • Quarterly expenditure updates • District audit • Management and use of alternative resources (i.e. ESU funding, all grant applications, etc.) • Five/Ten-year facility plan • Budget development calendar/board • Financial policies • Forecast financial data 						
	If you were to suggest one improvement to Budget Planning and Management for the upcoming year, what would it be?						





Standard IV: Educational Leadership

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

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

		Excellent	Good	Average	Fair	Poor	Unsure
IV.a.	Advocates for the learning needs of all students.						
IV.b.	Promotes a student-centered culture.						
IV.c.	Advocates for the engagement of parents/families as partners in the education of students.						
IV.d.	Ensures curricular and instructional decision-making is based upon current research, data, and best practice.						
IV.e.	Provides the time and resources to align curriculum vertically, horizontally, and to the state standards.						
IV.f.	Provides comprehensive coursework and opportunities to ensure college/career readiness for every student.						
IV.g.	Ensures the district-adopted instructional framework is implemented consistently.						
IV.h.	Integrates the district-adopted instructional framework into certificated staff evaluations.						
IV.i.	Advocates for curriculum and instruction that challenges each student.						
IV.j.	Optimizes alignment of resources, curriculum, and assessments to support student success.						
IV.k.	Provides integrated technology curriculum and resources.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District strategic plan/district goals • School improvement plan (including assessment of progress and modifications) • School improvement teams • District calendar • Curriculum review cycle plan and updated policy for curriculum and assessment review • Curriculum review committee minutes • Student performance data and goals • Data to support instruction strategies and student-centered initiatives • Curriculum/programs additions/modifications • Instructional model 						
	If you were to suggest one improvement to Educational Leadership for the upcoming year, what would it be?						

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





Standard V: Organizational & Cultural Leadership

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

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

		Excellent	Good	Average	Fair	Poor	Unsure
V.a.	Contributes to a unified school environment of trust and respect among students, staff, families, and community members.						
V.b.	Develops, implements, and sustains a responsive district crisis and safety plan.						
V.c.	Commits to developing a high-performing leadership team.						
V.d.	Ensures a purposeful and equitable recruiting and hiring process.						
V.e.	Integrates an effective conflict resolution process to address matters in a purposeful and timely manner.						
V.f.	Promotes a culture of shared expectations and mutual accountability.						
V.g.	Provides leadership to support the health and well-being of staff and students.						
V.h.	Promotes an environment where differing opinions and backgrounds are welcomed and embraced among staff and students.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Conflict resolution process • Leadership development plan • Professional development plan • Crisis and safety plan • Executive summary of the safety audit • Hiring protocols and procedures • Evidence to validate engagement of parents/families • Diversity, equity and inclusion initiatives • Personnel policies 						
	If you were to suggest one improvement to Organizational and Cultural Leadership for the upcoming year, what would it be?						

Standard VI: Community Relations

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

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





The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VI.a.	Establishes a visible presence in the district and community.						
VI.b.	Regularly attends and participates in school activities, events, and programs.						
VI.c.	Interacts and expresses genuine interest in building a connection with students.						
VI.d.	Develops collaborative partnerships to foster support for the school district.						
VI.e.	Effectively communicates key public information in a timely manner.						
VI.f.	Promotes a positive image of the district.						
VI.g.	Understands and is respectful of the political, economic, and social aspects of the community.						
VI.h.	Seeks a positive relationship with parents and community members.						
VI.i.	Engages special interest groups to work collaboratively to address concerns and opinions that may present conflict.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Community engagement summary/report • District partnerships and initiatives established to provide resources and support • Partnership support received through the district foundation, scholarships, grant monies, etc. • Inter-local agreements • District annual report • Communications designed by and distributed to generate support of the district • Membership and participation with civic, community and state organizations • Meeting invitations/agendas 						
	If you were to suggest one improvement to Community Relations for the upcoming year, what would it be?						

Standard VII: Professional Leadership
The superintendent models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.

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





		Excellent	Good	Average	Fair	Poor	Unsure
VII.a.	Models positive and professional leadership based upon ethics, trust, integrity, and respect.						
VII.b.	Addresses concerns and opinions with respect and confidence.						
VII.c.	Provides professional development for you to fulfill your responsibilities and grow in your position.						
VII.d.	Provides an effective evaluation process with constructive feedback.						
VII.e.	Exemplifies a life-long learning model to grow personal and professional knowledge.						
VII.f.	Demonstrates knowledge of current evidence-based practices for teaching and learning and seeks to develop others in this area.						
VII.g.	Establishes clear and consistent expectations for staff.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> • Memberships • Professional development activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works) • Educational growth plan (professional goals and development) • Leadership team development plan • District staff professional development plan 						
	If you were to suggest one improvement to Professional Leadership for the upcoming year, what would it be?						

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





Standard VIII: Board-Superintendent Relations

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

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

		Excellent	Good	Average	Fair	Poor	Unsure
VIII.a.	Maintains an appropriate and professional relationship with the board.						
VIII.b.	Keeps all board members informed with consistent and open communication.						
VIII.c.	Demonstrates support and respect for the board and refrains from public criticism of the board.						
VIII.d.	Demonstrates collaborative problem solving and decision-making.						
VIII.e.	Supports board committee work as part of effective board decision-making.						
VIII.f.	Collaboratively supports or opposes, local, state and/or federal legislation impacting the district.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Superintendent performance plan/goals • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes 						
	If you were to suggest one improvement to Board-Superintendent Relations for the upcoming year, what would it be?						





Superintendent's Response:

Superintendent Evaluation Summary

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

The Performance Plan should consist of:

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

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

(Signature of Superintendent) (Date)

(Signature of Board President) (Date)

