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Business OperationsBudget Planning

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

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

Date of Adoption: April 10, 2017

Date of Review: 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  
Date of Review: 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

Date of Review: 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

Date of Review: 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  
Date of Review: April 12, 2021



Business OperationsTuition Fees

The Board of Education may at its sole discretion allow non-resident students to attend District OR-1 Public Schools upon payment of tuition in an amount established by the Board of Education, and paid in advance, as and to the extent required by law.

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

Date of Adoption: April 10, 2017

Date of Review: April 12, 2021

Business OperationsMaterials 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  
Date of Review: 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  
Date of Review: 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  
Date of Review: 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

Date of Review: 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  
Date of Review: 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

Date of Review:        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

Date of Review: 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

Date of Review: 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

Date of Revision: June 10, 2019

Date of Review: April 12, 2021

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  
Date of Review: 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  
Date of Review: 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

Date of Review:        April 12, 2021

Business OperationsPaying 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  
Date of Review: 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  
Date of Review: 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  
Date of Review:       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  
Date of Review: 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  
Date of Review: 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  
Date of Review: 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

Date of Review: April 12, 2021



Business OperationsEducational 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  
Date of Review:        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  
Date of Review: 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  
Date of Review: 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

Date of Review: 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

Date of Review: 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  
Date of Review: April 12, 2021

**DRIVER CERTIFICATION**  
**FOR USE OF DISTRICT VEHICLES OR TRANSPORTATION OF STUDENTS**  
**Reviewed: 4.12.21**

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

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

I certify that the following information is true and accurate:

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

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

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

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

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

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

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

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

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

\_\_\_\_\_  
Driver

# Basic First Aid Procedures

*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.

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

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

## Bleeding

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

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

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

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

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

### **Artery Pressure Point**

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

### **Tourniquet Warning**

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

## **Shock**

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

- Excessive bleeding
- Inadequate breathing
- Unsplintered fractures

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

### **Recognizing shock**

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

Date of Review: April 12.2021

## **EMERGENCY EVACUATION PROCEDURES**

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

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

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

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

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

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

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

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

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

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

**Reviewed: 4.12.21**

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.

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- 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.

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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.

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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  
Date of Review:        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

Date of Review: 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

Date of Review: 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  
Date of Review: 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  
Date of Review: 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  
Date of Review: 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  
Date of Review: 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

Date of Review: April 12, 2021



# 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.<br><i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> <li>• District strategic plan/district goals</li> <li>• Plan for implementing, monitoring and reporting progress of strategic plan/district goals</li> <li>• School improvement plan (including updates/assessment of progress and modifications)</li> <li>• School improvement teams</li> <li>• Superintendent performance plan aligned with district priorities and indicators to measure progress and success</li> <li>• Student performance data</li> <li>• Engagement/communication plan</li> <li>• Meeting agendas/minutes</li> </ul> |           |      |         |      |      |        |
|      | 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.<br><i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> <li>• District adopted policy review process/calendar</li> <li>• Progress/updates of the board's work with policy</li> <li>• Policy committee minutes</li> <li>• Curriculum review policy</li> <li>• Meeting agendas/minutes</li> </ul> |           |      |         |      |      |        |
|       | 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.   |           |      |         |      |      |        |
|        | Provide evidence to support your choices above.<br><i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> <li>Budget strategic/district goals</li> <li>Professional development plan</li> <li>Monthly budget reports</li> <li>Quarterly expenditure updates</li> <li>District audit</li> <li>Management and use of alternative resources (i.e. ESU funding, all grant applications, etc.)</li> <li>Five/Ten-year facility plan</li> <li>Budget development calendar/board</li> <li>Financial policies</li> <li>Forecast financial data</li> </ul> |           |      |         |      |      |        |
|        | 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.<br><i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> <li>• District strategic plan/district goals</li> <li>• School improvement plan (including assessment of progress and modifications)</li> <li>• School improvement teams</li> <li>• District calendar</li> <li>• Curriculum review cycle plan and updated policy for curriculum and assessment review</li> <li>• Curriculum review committee minutes</li> <li>• Student performance data and goals</li> <li>• Data to support instruction strategies and student-centered initiatives</li> <li>• Curriculum/programs additions/modifications</li> <li>• Instructional model</li> </ul> |           |      |         |      |      |        |
|       | 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.<br><i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> <li>• Conflict resolution process</li> <li>• Leadership development plan</li> <li>• Professional development plan</li> <li>• Crisis and safety plan</li> <li>• Executive summary of the safety audit</li> <li>• Hiring protocols and procedures</li> <li>• Evidence to validate engagement of parents/families</li> <li>• Diversity, equity and inclusion initiatives</li> <li>• Personnel policies</li> </ul> |           |      |         |      |      |        |
|      | 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.<br><i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> <li>• Community engagement summary/report</li> <li>• District partnerships and initiatives established to provide resources and support</li> <li>• Partnership support received through the district foundation, scholarships, grant monies, etc.</li> <li>• Inter-local agreements</li> <li>• District annual report</li> <li>• Communications designed by and distributed to generate support of the district</li> <li>• Membership and participation with civic, community and state organizations</li> <li>• Meeting invitations/agendas</li> </ul> |           |      |         |      |      |        |
|       | 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.<br>*Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> <li>• Memberships</li> <li>• Professional development activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works)</li> <li>• Educational growth plan (professional goals and development)</li> <li>• Leadership team development plan</li> <li>• District staff professional development plan</li> </ul> |           |      |         |      |      |        |
|        | 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.<br><i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> <li>• Superintendent performance plan/goals</li> <li>• Board committee minutes</li> <li>• Communication plan</li> <li>• Board development plan</li> <li>• Board policies</li> <li>• Meeting agendas/minutes</li> <li>• Retreat agendas/minutes</li> </ul> |           |      |         |      |      |        |
|         | 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.

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(Signature of Superintendent)

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(Date)

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(Signature of Board President)

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(Date)

