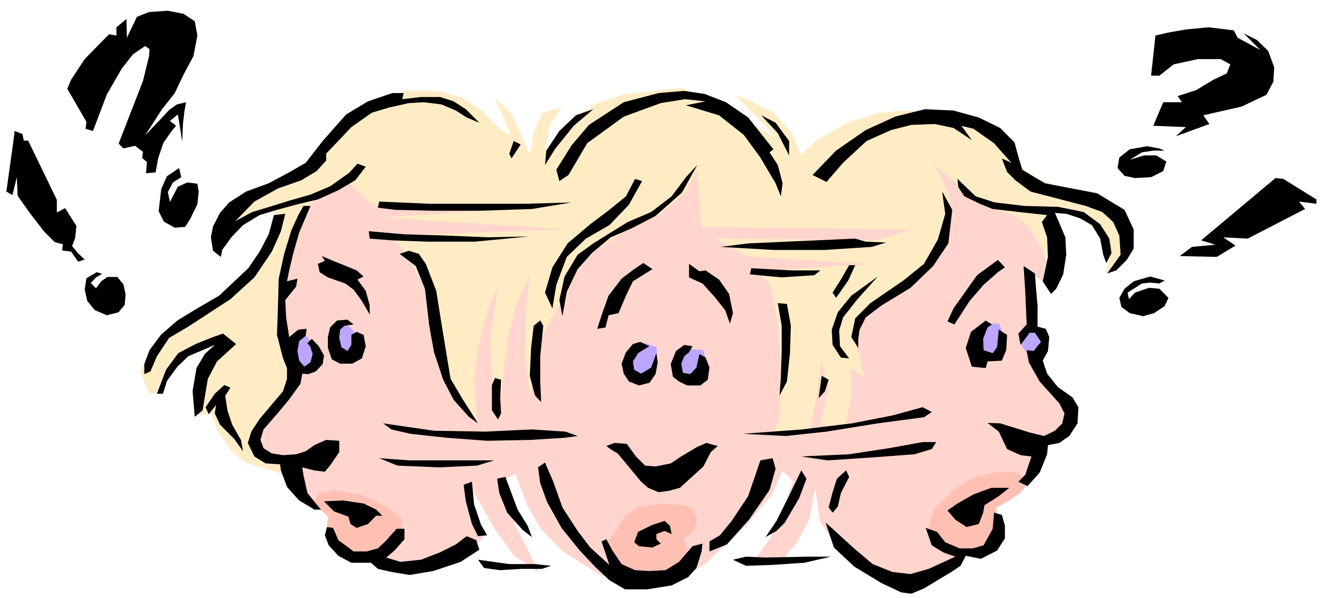
QUESTIONS MOST OFTEN ASKED OF BUSINESS AFFAIRS

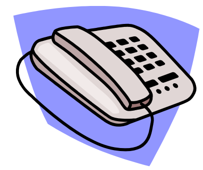
Accounting and Payroll
Budget Department
Computing Services
Facilities and Maintenance
Internal Audit
Nutrition Services
Operations (Custodial)
Operations (Transportation)
Purchasing



INDEX

Accounting and Payroll

1. Q. Who do I call if I have questions about:



A. Mileage - Dee Radek #1705
Reimbursements - Dee Radek #1705
Teacher enhancement payment - Laura Biehl #1702
Blanket purchase order payments - Bette Cummins #1704
Unpaid purchase orders - Bette Cummins #1704
Monthly receipt summaries - Joyce Woofter #1762
Understanding my budget - Doug Schindler #1614
Payroll - Jill Kammerer #1774

2. Q. How do I get a person or a bill paid?

A. There are four methods of payment:

1) If the person is already an **employee** of the district and we are paying him/her for a service rendered, the hourly time should be entered into the Time & Attendance Maintenance system. If it is a lump sum rather than an hourly rate, an hourly time report should be completed noting the lump sum is a "stipend".

2) If you are paying **officials, police, entry fees, pre-registrations,** or have any other circumstance in which a check must be in hand at the time of the event, talk to Karen Hand in the Athletic Office (Ext. 1811) prior to the event to make arrangements.

3) If the payment is a **reimbursement** to a staff member or a student, a claim voucher should be completed. Remember, a reimbursement is "paying someone back" for an expense that they have **already incurred**, including refunds to students. Claim vouchers may **not** be used to pay someone for services rendered, nor may they be used to pay vendors. In all cases, original receipts must be attached to the claim voucher. In the case of student refunds, a copy of the original receipt log showing the student's payment is sufficient. Please note that the "Reimbursement Request" (used to claim reimbursement for expenses incurred while on professional leave), and the "Enhancement Funds Claim Voucher" (used to claim reimbursement from Teacher Enhancement Funds), are both types of a claim voucher and are processed in the same way as other claim vouchers. One critical point when paying a reimbursement is to provide sufficient documentation of the original expense. This is why **original** receipts are always

necessary. For additional information regarding reimbursements to staff and students, please see Business Affairs Bulletin #26.

4) All other purchases or payments to individuals or organizations should be paid by completing a purchase requisition form and sending it to the Purchasing Office (which then completes a "purchase order"). The requisition must include the individual's social security number or the vendor's federal tax identification number and complete address. If you have already received the goods or services, include the original invoice or statement with the purchase requisition and note on the requisition that it is a "confirmation order." Confirming orders are paid immediately upon receipt in the Accounting Department. If the purchase requisition is not a "confirming order," the purchase order will remain "open" until accounting receives an invoice or statement soliciting payment. If items ordered on a purchase order are delivered directly from the vendor, you <u>must</u> notify the Distribution Center that the merchandise is received. Until the purchase order is marked "received" in the computer by the Distribution Center and the proper paperwork released, no payment can be made.

3. Q. How long will it take to get a check?

A. Checks are disbursed the second and fourth Wednesdays of each month. This is because the claims on which the checks are based are approved by the Board of Education at their meeting the day before. Requests for payments from purchase orders or from claim vouchers are due to the Accounting Office by the first and third Mondays of the month. Payments to replenish petty cash are disbursed **every** Wednesday; the deadline for receipt in the Accounting Department is Tuesday morning. Payments to employees initiated by an hourly time report (including stipends) are made on the end of the month payroll.

4. Q. How does Petty Cash work?

A. Each school has petty cash, which is handled much like a "loan" to the school. The money is available for reimbursement of small purchases or refunds ($35.00 or less). When the cash is paid out to a student or staff member, a petty cash receipt must be written and signed by the staff member or student receiving the cash. If the payment was a reimbursement for a purchase, the original receipt must be attached to the petty cash receipt. If the payment is a refund, documentation of earlier receipt of the payment to be refunded (such as a copy of the student's receipt log) must be attached to the petty cash receipt. The receipt book used for petty cash must be different from the one used to receipt deposits of money.

Petty cash should not be used to purchase items available through district stock distribution and should never be used to pay individuals for work they perform for the school or one of its activities. Petty cash should **never** be used to cash checks for staff, students, or anyone else.

Petty cash is replenished by submitting a claim voucher (and petty cash receipts to document the amount of the claim) to the Accounting Department. The claim voucher must indicate which of the school's accounts are to be used to replenish the fund (based on the purposes for which the cash was disbursed to students and staff). Besides general fund supply account numbers, CIAF (Central Interscholastic Athletic Fund) and other auxiliary accounts may be used for petty cash. District checks are written payable to the school's petty cash fund on Tuesday nights. When the school receives that check, they should go to the bank and cash the check, returning the cash received to the petty cash fund. For additional information regarding petty cash procedures, please see Business Affairs Bulletin #11.

5. Q. Can teachers use the district's tax-exempt status for purchases from their $175 Enhancement Fund allocation?

A. It depends on whether the teacher makes the purchase himself or herself or utilizes the district's purchasing system. If the purchase is made by the teacher (who then seeks reimbursement from the district) state regulations require that the sales tax on the purchase be paid. Teachers should pay the sales tax, but should also include the tax paid in their claim for reimbursement. If the teacher utilizes the district's purchasing system to make the purchase (for example, by filing a requisition for the purchase), then the purchase is non-taxable and enhancement funds are saved. For additional information regarding teacher enhancement funds, please see Business Affairs Bulletin #35.

6. Q. Can parents or other school support organizations use the district's tax-exempt status to avoid sales tax on purchases for the school? For example, can a PTO buy playground equipment tax-exempt?

A. No, only purchases made with district funds (including those in any activity account) are exempt from sales tax. If, however, the organization makes a cash donation to the school, and it is deposited into one of the district's special grant accounts, a purchase using the donated funds would be tax exempt.

7. Q. Can district funds be used to make a donation to a charitable cause?

A. Yes, with the following restrictions:

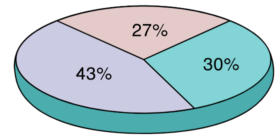
1) No donations can be made from a General Fund account, only from an activity account.

2) The money donated must have been raised by students specifically for the purpose of making a donation.

BUDGET DEPARTMENT

1. **Q.** **When will I know what my budget is for next year?**

   A. The budgeted amounts are transferred into the school's accounts in approximately October each year. They will show up on your November printouts.



2. **Q.** **When will the Teacher Enhancement information be loaded into the computer?**

   A. The Teacher Enhancement information, which includes the account numbers and budget amounts by teacher, is loaded into the computer system usually by the end of October.

3. **Q.** **Where do I look for an account number?**

   A. The principal's allocation report is provided monthly by the Accounting Department and is a good place to look for account numbers and the budgets that have been placed in these accounts.

4. **Q.** **I have $1,000 left in my equipment account at the end of the year. Next year I want to buy a photocopy machine that will cost $1,000 more than I have in my equipment budget. Can I use this money next year?**

   A. We are not able to carry any money over into the next year's budget. However, if you purchased an item the previous year and have not received or paid for it, this transaction will be carried into the new fiscal year.

5. **Q.** **What do all the numbers in an account number mean?**

   A. The next page shows the different sections of an account number and what those numbers mean.

6. **Q.** **I have $500 left in supply money and $500 left in equipment money. I need to purchase $1,000 worth of supplies. Can I transfer $500 from the equipment line to the supply line? Do I need to use both account numbers when ordering?**

   A. We do not transfer funds from one line to another. You can, however, overspend the supply account by $500 as long as you do not exceed your total budget.

THE ACCOUNT NUMBER

0 1 . 1 1 0 0 . 4 1 2 0 0 . 1 2 0 . 0 0 2
FUND / FUNCTION/ ITEM / LOC / PROG

FUND	FUNCTION	ITEM	LOCATION	PROGRAM
01 General **10** CIAF **50** Activity	**1100** General Instruction **1115** English **1135** Math **1205** BD **1225** MH: Mild	**1** Salary **2** Benefits **3** Contracted **4** Supply **5** Equipment **6-9** Other	**0-99** Division **100-199** Elementary **200-299** Middle School **300-399** High School	**002** Elementary Instr **004** SpEd Elementary **005** ECSE **006** Middle School Inst **008** SpEd Middle School **014** High School Inst **016** SpEd High School
This is the "pot" the money is in.	This is the "subject" area of the account number. Its purpose is to distinguish between regular ed. and special ed., including the handicapping condition.	School reports will only have supply and equipment (4&5). By looking at this one number you can tell what type of account it is.	This is the school or department number.	This identifies the way the funds are reported to the board of education. The budget book lists each program on a separate page.

EXAMPLES: -- 01.1100.$\boxed{4}$1200.120.002 = Supply

01.1205.$\boxed{5}$3100.120.004 = Equipment

01.1100.$\boxed{1}$1111.120.002 = Salary

Computing Services

1. Q. How does Computing Services (CS) support the use of computers in the district?

A. First, Computing Services observes and assesses the computing needs of all staff in an effort to provide the highest quality and most reliable computing environment possible. Second, a variety of equipment and staff resources are coordinated to achieve that goal.

Equipment resources include:

- IBM iSeries Model 820 (AS/400) computer system located at the LPS District Office (LPSDO) provides the capability to update student records, maintain attendance and grades, and perform student scheduling as well as many other administrative tasks related to student records. The AS/400 also serves the business functions of the district for purchasing and distribution, financial information, payroll, and human resource management to name a few.

- Personal computers (PCs) running the Windows or Macintosh operating system support the needs of nearly 1,100 administrative computer users throughout the district. These PCs provide users with a variety of productivity tools such as Microsoft Office (Word, Excel, PowerPoint, Access, Outlook), and access to AS/400 applications, web applications, email, and the Internet.

- Several Application Servers are available for district staff depending on their need. These servers provide support for school health offices, substitute teacher selection/notification, maintenance and facility work order submission and status, various file and print functions, and CS management functions for software installation, AntiVirus, and network management.

- UNIX based servers provide email and calendar services in addition to delivering a variety of web applications, the district web presence (LPS Web), school web sites and a teacher/staff web content management system known as Teacher Web.

- A district-wide telecommunications network provides both intra-building communication through local area networks (LANs) and inter-building connectivity through a state-of-the-art fiber optic network technically called a metropolitan area network (MAN). The district also provides access to the Internet, a developing statewide communications backbone and the high-speed Internet 2 network. All network services and access to the Internet is available via a remote access server maintained by CS.

Staff resources provide:

- Training for administrative applications is offered to district staff in four areas – AS/400 student applications, AS/400 business applications, web applications, and instruction in the use of personal computers (Macintosh and Windows) and software.

- Training for instructional and teacher productivity applications is provided by CS personnel. Additionally, CS utilizes a train-the-trainers model to leverage the training expertise of teachers and professional staff.

- Programming staff develops AS/400 and Web applications to meet specific needs articulated by the various departments. Each application is documented, and implemented by the programming staff in conjunction with systems and training personnel.

- On-site troubleshooting and setup of personal computers. CS system specialists based centrally and in high schools respond to the need for computer support beyond what can be provided via email and phone support. These system specialists setup, configure and install computer hardware and software purchased for schools along with those computers and peripherals purchased by schools.

- CS provides consulting services to ensure schools purchase hardware and software consistent with district standards. The CS department must approve all such purchases. CS will also help you determine the physical planning related to network cabling, electrical requirements, and work space design.

- The CS Call Center (1735) provides technical support for computer problems related to hardware and software, the usability of applications, or network connectivity.

2. Q. What is the procedure for requesting new computer applications, programming changes or enhancements to AS/400 administrative computer applications?

A. Requests for program modifications should be sent to Mike Flanagin, LPSDO, Box 10. Committee members representing all levels involved review modifications to programs affecting many schools. Once approved, the programming staff completes requests as resources become available. Priority is given to requests that benefit many users or that are necessary to comply with federal, state or district mandates.

3. **Q. What is the procedure for requesting new Web applications or for placing content on the LPS Web site?**

A. Requests for web applications or inquiries about placing content on the LPS Web site should be sent to Kirk Langer, LPSDO Box 56. Requests will be reviewed and a priority assigned based on number of staff served, complexity of the request, and the resources available to maintain the web content.

4. **Q. Who do we call to report computer hardware/software problems, or obtain help with student, business, email or PC applications?**

A. Contact the Call Center at 436-1735. Level I support is staffed from 6:30 a.m. to 6:00 p.m. Monday through Friday. Level I can help resolve AS/400 or email access problems related to user passwords, PCs not able to connect to the Internet or to the AS/400, and answer general usability questions. If Level I is unable to resolve the issue or answer your question, it will be escalated to Level II.

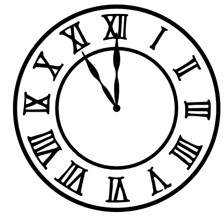
Most usability issues will be redirected to an appropriate Level II staff person who knows the procedures and operation of various application programs. Level II staff hours are 8:00 a.m. to 4:30 p.m. Monday through Friday. All Level II technicians that provide call support have a direct phone number that you may use to contact them once you are familiar with their area of specialty. These Level II technicians can usually provide you with answers to quickly get you operational again. If the appropriate Level II technician is not available a job ticket will be entered and you will be given a tracking number that you can use to reference the case until it is resolved. If the Level II technician is unable to provide you with a remedy, the problem will be escalated to a Level III systems analyst or programmer for resolution.

5. **Q. How can we obtain training?**

A. If you contact the Call Center at 436-1735 Level I technicians will redirect training requests to a trainer who can help you decide what course sequence is most appropriate. Training schedules for administrative applications are currently developed and distributed two or three times each year. Moving forward all computer training will be included in the staff development listings and published on the Computing Services Web site. On-site assistance can also be provided on a limited basis and arranged subject to the availability of training personnel.

6. Q. **What is the availability of the network and application servers?**

A. Best efforts are made to ensure the network and all servers are generally available for use 24/7/365. In the case of the AS/400 a complete system backup is performed each week beginning Friday at 5:00 p.m. during which time the system is unavailable.



Periodically, it is necessary to perform network and system maintenance that may require some or all of the systems to not be in use. Major maintenance activities are normally reserved for weekends and CS will try to provide at least 24 hours prior notice.

If you require AS/400 access at times outside NORMAL business hours you should always contact the call center at 436-1735. For example, if you plan to have students come in for drop/add course schedule changes on a Saturday morning, please inform CS so we do not schedule system maintenance.

7. Q. **What is the procedure to get a new staff member access to the computer network?**

A. An LPS Computer Access Form must be completed for any staff member who will access administrative applications, use email, and access the Internet. Policy related to the use of computers and Internet access is specifically addressed in LPS Board policy 4972 and 4972.1. Additionally, each site develops "best practices" for the day-to-day operation of computers.

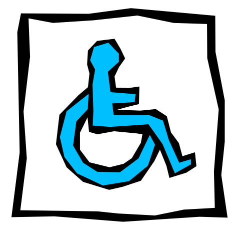
The LPS Computer Access form is used to authorize access to the various AS/400 applications and must be signed by the building principal or designee. For example, a staff member can be given access to payroll information, student information and/or financial information depending on the required job functions. The form is used to set up access to the required menus, define a default printer, and assign a USERID and PASSWORD. The USERID identifies the staff member to the various applications and is also used for email. The PASSWORD should be memorized and kept confidential from other employees. Every 60 days the system will automatically prompt the user to change the PASSWORD.

An LPS email account can be requested via the web by entering "new mail" in the keyword field on the LPS Web front page http://www.lps.org/ and filling out the on-line form. It takes about two days to process the form before the USERID is given to the user. Since no access to applications or email can occur until the user gets the USERID, plan accordingly to avoid any delay.

FACILITIES AND MAINTENANCE

<u>Facilities Department</u> – This department currently consists of eight full-time technicians and coop-students from local colleges under the direction of the Director of Facilities and Maintenance. These employees are responsible for the following items for the district:

- ✓ **Americans with Disabilities Act** *(ADA, using Federal Codes and Life Safety Codes)* Any renovation and modification to District buildings to meet all required codes.
  - **Signage**
  - **Accessibility issues/Facility investigations/Design**
  - **District Master Plan**



- ✓ **Designing Remodels** *(offices, restrooms, medias, etc.)*
  - **Site visits**
    - Communication
    - Existing dimensions and conditions
  - **Design**
  - **Draw to approve/disapprove**
- ✓ **District Facilities Data Base**
  - **Square footage**
  - **Room usage**
  - **Site information**
  - **Roof**
  - **Floor coverings**
  - **TMA** *(Work Requests/Work Orders)*
- ✓ **Environmental**
  - **AHERA**
    - Documentation
    - Abatement
      - Coordination and removal
  - **Develops and recommends programs**
  - **Hazardous materials**
    - Managing
    - Gathering
    - Recycling
    - Disposal

  - **Indoor air quality matters**
    - Audits
    - Inspections
    - Monitoring
    - Point of contact with concerns

- ✓ **Facilities Inspections**
  - **Site**
    - Hard surface (concrete and asphalt)
    - Playground equipment
    - Landscaping
  - **Building**
    - Roofs
    - Shells
    - Floor covering
    - Portable
    - Preventative maintenance
    - Interiors

- ✓ **Geographic Information System** *(GIS)*
  - **District maps**
    - Transportation
    - Student Services
    - ECSE
    - Board Room map
    - Requested
    - District Board Members map
    - Special Education
    - ESL
  - **Geo-code student data**
  - **School attendance areas**
  - **School site** *(Software)*
    - Enrollment projections
    - Redistricting
  - **Network analyst** *(Software)*
  - **City of Lincoln/Lancaster County**
    - Data sharing
    - Annexations
    - Ordinances
    - Street name changes
    - Growth
- ✓ **Maps** (for the district, transportation, student services, ECSE, etc.)
- ✓ **Project Managing and Coordinating**
  - **Small renovation**
    - ADA restrooms
    - Office
    - Media
  - **Portable buildings**
    - New
    - Relocations
  - **Floor covering**
    - Scheduling
  - **Abbott Sports Complex**
    - IAQ Relocations/Moves

- ✓ **Research**
  - **Real estate**
  - **Building information**
- ✓ **Scanning**
- ✓ **Specify and Approve District Equipment**
  - **ADA Signage**
  - **Playground equipment**
- ✓ **Surveying** *(elevations for grading, etc.)*
- ✓ **TMA**
  - **Work orders**
  - **Preventative maintenance** *(PM's)*

With these duties comes direct contact and communication with architects, engineers, contractors, City Planning, City Traffic, City Fire Inspector, LPS administrators and principals.

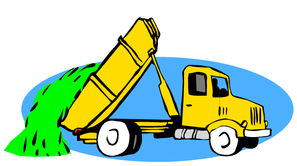
1. Q. How do I get repair work done in my building?

A. Authorized personnel from your facility must submit a TMA work request for approval. The form is available on-line to pre-approved staff members. Provide a description of the location (school, room number, etc.) and an explanation of the work that needs to be done. The Director of Facilities and Maintenance and the Assistant Supervisor of Maintenance review all of the work requests submitted. We review and prioritize work repair requests as they come into our office. However, the requests that are considered emergencies are responded to first.

2. Q. What type of work is the Facilities and Maintenance Department capable of doing?

A. The Facilities and Maintenance Department has professional and technical staff that are specifically trained for just about any type of facility work that needs to be completed throughout the district. Our department is broken into six main divisions:

Grounds Department – This department consists of thirteen workers.



They have equipment that is capable of moving dirt, such as front-end loaders, road patrols, posthole diggers, lawn mowers, etc. These workers are responsible for seasonal lawn mowing and snow removal. With approximately 27 miles of sidewalks, 120 acres of parking lots and playgrounds slabs to clear of snow this is a monumental task. As a result, some snow removal may not be completed before school begins after a snowstorm. This is usually completed within a reasonable length of time after the school day begins. They are also responsible for lawn and landscape maintenance, installing playground equipment, and installing and maintaining fences and backstops.

Electrical Department – This department consists of nineteen personnel. There are ten licensed electricians that work on the entire electrical distribution system throughout the buildings. This includes indoor and outdoor lighting, convenience receptacles, electrical equipment and new electrical panels. We have eight electronic technicians who work on equipment such as computers, printers, audio/visual/video equipment, two-way radios, telephones, and intercom systems. The department maintains and inspects all district fire alarm systems; installs electrical and data wiring for new computer labs; and repairs clocks, elevators, chair lifts, laminators, and many other electrical operated pieces of equipment.

Building Crafts Department – This department consists of twenty-one people who do any kind of work that pertains to the construction of a new building. We have a plasterer, a locksmith, concrete finishers, bricklayers, roofers, carpenters, cabinetmakers, and an individual who repairs athletic equipment.

Paint Department – This department consists of twelve workers. These people are responsible for the painting of the buildings inside and out. They also do all of the refinishing of furniture and woodwork in the district. Every eight years the interior of each building is completely repainted. The exterior is repainted every five years. The furniture is refinished every ten years.

HVAC Department – This department consists of twenty-eight workers. These people are involved in maintaining the heating, cooling, and ventilation systems in your building. This includes plumbers, sheet metal workers, boiler repair, refrigeration repair, welders, and preventative maintenance staff. There are also people who repair all the kitchen equipment and athletic equipment throughout the district.

Other Maintenance Staff – The office support staff consists of three other office functions. There is also a courier who delivers and picks up parts for the various departments. Two other people are assigned to the Receiving/Inventory Tool Room who issue the necessary supplies to our staff.

3. Q. To save time, can any work be done without paperwork?

A. No. If you have an emergency, we request you contact our office by telephone, and we will dispatch someone immediately or as soon as possible. Most of our repair staff carry 2-way radios and we are capable of contacting them anywhere in the district. It is imperative we keep track of the costs on all requests. Therefore, we ask that any "phone" requests be followed up with a TMA Work Request noting that the repair was called in.

4. Q. **Who pays for the repairs that are done?**

A. Routine maintenance repairs completed by LPS staff or an outside vendor are paid for out of the annual Maintenance Department budget. However, facility alternation requests or non-maintenance items require an account number, if approved.

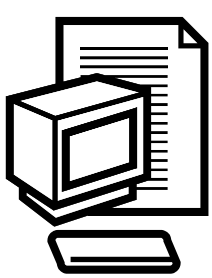
5. Q. **Can I order any items or solicit work from an outside contractor?**

A. No. All requests must come through the school administrator and then to the CMF office. If an outside vendor is used, the Maintenance Department will initiate the purchase order. Competitive bids must be received from more than one contractor. If the request costs over $25,000, it must be approved by the Board of Education.

6. Q. **How do I obtain an alteration for my building or grounds?**

A. You must submit a TMA Work Request. The definition of an alteration is any request that requires changes/additions that are new to the building or on site. These could include, but not limited to, the following: new cabinets, new partitions, additional plumbing fixtures, and additional heating or air conditioning systems. The Board of Education has established priorities to be used to determine timelines for work requests. These priorities are:

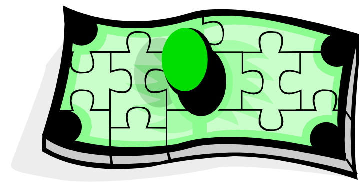
a. Corrections to meet Life Safety Codes, ADA standards, and environmental deficiencies.
b. Housing of students.
c. Renovation projects to meet program requirements including outdoor space.
d. Maintenance projects needed to maintain the integrity of the current building.
e. Repair and renovation of auxiliary culinary facilities.
f. Parking.
g. Security.



A request must be submitted as a TMA Work Request and is to be completed the same way a maintenance work request is except in this case justification must be provided for the request. This is needed to prioritize the requests received from across the district. If there are funds available to complete the projects in the scheduled fiscal year, notification will be sent of the approved project.

INTERNAL AUDIT

1. Q. **Who do I call if I have questions about understanding the school/ department budget printouts?**



   A. Contact Doug Schindler, Internal Auditor, at #1614 on how to read the school/department budget printouts.

2. Q. **Why is it necessary to maintain internal accounting records on disbursements in the general fund when the school/department receives printouts from Accounting on a monthly basis?**

   A. By tracking disbursements, the school should have more current information than what the printout can provide. The school will have better information on how much budget the school has left at any given time. In addition, the printouts should be reconciled with the school's internal records to make sure the school is charged correctly.

3. Q. **What are Business Affairs Bulletins?**

   A. Business Affairs Bulletins provide guidance on different business activities. For example there is a Business Affairs Bulletin on procedures for handling money. Each year in August, the administrators receive a set of Business Affairs Bulletins. Each administrator should review these bulletins with all applicable staff and refer to them when necessary during the school year.

4. Q. **We are constantly ordering supplies and equipment items. Is it really necessary for me to sign all requisitions?**

   A. Yes. All stock, non-stock, and Office Depot requisitions need an administrator's signature. The administrator is responsible for his or her budget and is the person authorized to spend these dollars.

5. Q. **Is it necessary to verify procurement card and Office Depot transactions? Who maintains supporting documentation for these transactions?**

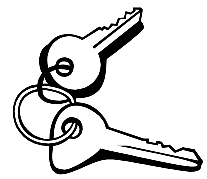
   A. Yes. All procurement card and Office Depot charges should be verified. Every two weeks, the school will receive a message on the computer when it is time to verify. The message will look like this: "Please check to see if your location has Mastercard Procurement Card/Office Depot transactions to verify." Verification of these transactions is important because it provides the school an opportunity to confirm that the transaction should be charged to the school and make any change to the account number without creating a journal entry.

Supporting documentation must be maintained at its source (department or building level) and must support the legitimate business of all transactions made with the procurement card.

6. Q. Does the building need to maintain a key log?

A. Yes. Per Regulation 3980.5 the administrator of each building will prepare and maintain a key log, which should include the following details:

Building name
Name of individual receiving key
Room number(s) the key is used for
Key number (if one is assigned)
Date key was checked out
Date key was reviewed*
Date key was returned



*In order to provide adequate control over building keys, it is recommended a key review be conducted annually. For more information on a key review, please review Business Affairs Bulletin #28.

7. Q. How long do financial records need to be kept?

A. There is no single retention period for the many financial records that an office handles. A schedule for how long different financial records should be kept can be obtained by contacting Doug Schindler, Internal Auditor, at #1614.

8. Q. Staff collects money for various reasons. When should staff turn the money collected into the office?

A. All money collected should be turned into the office each day either for deposit or overnight safekeeping. Staff should not retain funds overnight or leave in a desk, file, or “secret spots.”

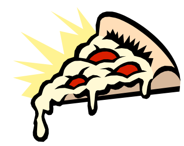
NUTRITION SERVICES

1. **Q. Can we reward our students with food?**

   A. No food or beverages can be sold or given to children anywhere on school premises beginning one-half hour before breakfast and/or lunch service until one-half hour after meal service unless all proceeds earned go to the school food service program. Food rewards may be done at the end of the school day.

2. **Q. Can parents bring in pizza for a birthday celebration at lunchtime?**

   A. Parents may bring in pizza for their own children at lunchtime but cannot feed any friends the pizza.



3. **Q. How can parents be assured their child is eating a school lunch?**

   A. Parents need to write in the memo section on their check "school meals only" or number of school meals wanted plus cash for a la carte. The money will then be deposited in the child's account that way, and the money can only be used for school meals.

4. **Q. What is a school meal and how healthy is it?**

   A. A school meal consists of five components: meat or meat alternate component, bread component, milk component, and the fruit and vegetable components. At least three components must be selected to qualify as a school meal but all five may be taken. School breakfast meets one-fourth and school lunch meets one-third of a child's daily requirements of vitamins and minerals as well as calories. Fat is at the 30 percent level or less. We encourage children to eat the whole meal so they get the maximum health benefit from the meal.

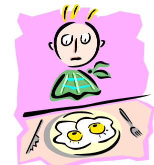
5. **Q. Why do the cafeteria lines move so slowly?**

   A. A good guide to use when planning lunch lines is six children per minute. If you have 100 kids in line it will take about 17 minutes to get them through the line. Children also need time to eat. It is recommended they have 20 minutes. Five to ten minutes between each line of 100 children is very helpful to the cafeteria staff to restock and get caught up on dishes.

6. **Q.** **Are after school snacks available?**

A. If an educational or enrichment program is being used after school, snacks are available. If the school is considered "at risk" (more than 50 percent free and reduced children as of the last Friday of September) all children in the program may eat a snack at no charge to them. Schools that are not "at risk" can get snacks using the free and reduced program: free children eat for free, reduced pay 15 cents, and paid pay 60 cents.

7. **Q.** **How many school have a breakfast program?**



A. Over 40 of our schools have a school breakfast program. They usually run 30 minutes to an hour before school starts. Anywhere from 20 to over 350 children come to breakfast and get a better start to learn each day.

8. **Q.** **How can I help my Nutrition Services staff?**

A. Be supportive of them and make them feel part of the school. Keep them informed especially of events that will effect their meal counts like field trips.

9. **Q** **Is the Nutrition Services grill available to use at evening events?**

A. The grill is available for a fee of $50, which includes delivery, the grill equipment, and cleaning.

10. **Q.** **Why do adults have to pay more for their meal?**

A. USDA requires that schools ensure that reimbursement, student payments, and the value of commodities are not used to subsidize meals served to adults. In order to meet this requirement, adults must be charged what we would get for a free lunch in reimbursement plus the per-meal value of the donated food.

OPERATIONS (CUSTODIAL)

1. Q. Explain the structure of the Custodial Department.

A. The Custodial Department provides daily service to 59 locations within the district. Currently, services are provided to 7 senior high schools, 10 middle schools, 36 elementary schools, LPSDO (the administration building), ESP, Yankee Hill, BSP, CMF (the Custodial, Maintenance and Facilities building), the Distribution Center, and the Transportation Building.

As of July 1, 2002, the custodial and transportation areas will be included under one department called “Operations." The Director of Operations who reports to the Associate Superintendent for Business Affairs heads the department.

Each building is assigned a custodial supervisor who reports to both the building principal and Director of Operations. An assistant custodial supervisor is assigned to the day shift.

Duties of staff members working day schedules include: opening buildings, operation of heating and air conditioning systems, pool operations, some preventative maintenance in schools not otherwise performed by the Maintenance Department, all setups required in the multi-purpose room, and setting up and tearing down the lunchroom. They also provide snow removal on all approach walks and designated perimeter walks around each facility. In secondary buildings, the day staff may also assist with watering fields, marking athletic fields, and cleaning up after special events.

Staff members assigned to night shift duties perform the bulk of cleaning within the district. Custodial staff adhere to established cleaning frequency guidelines. At a minimum, they are expected to adhere to those guidelines; however, priorities for cleaning may be adjusted from building to building based on input from staff. Night custodial staff clean an average 26,122 square feet per full time equivalency. Custodial staff also provide service to Lincoln Public Schools facility users as well as groups who pay a fee to the school district. The Custodial Repair Shop maintains an inventory of approximately 1,000 pieces of electrical and battery powered custodial equipment.

Twelve-month custodians spend the summer completing detailed cleaning and special projects. Some of these include relocation of buildings for indoor air quality projects, gym sanding, and refinishing to mention a few.

2. Q. **How are custodial supervisors selected for their positions?**

A. When a vacancy is announced and interested staff have responded, the top four or five applicants are interviewed and information regarding each candidate is provided to the building principal. The principal notifies the Director of Operations of his choice, and he notifies the Human Resources Office. They offer the position to the selected candidate and a start date is scheduled. (This process is outlined in Section V of the Custodial Operations Manual.)

3. Q. **Where can I find information pertaining to custodial operation procedures, cleaning guidelines, etc?**

A. The Custodial Operations Manual has been provided for each building administrator. This manual is updated annually. Listed below are sections that appear in that manual.

Section I - Custodial Handbook
Section II - Job Descriptions
Section III - Evaluations
Section IV - Building Evaluations
Section V - Selection/Promotion Process
Section VI - Resolving Conflicts
Section VII - General Operating Procedures
Section VIII - Facility Use
Section IX - Emergency Call Sheet
Section X - Payroll
Section XI - Standard Work Hours and Breaks
Section XII - Pest Control
Section XIII - Square Footage
Section XIV - Cleaning Frequencies
Section XV - Work Schedules
Section XVI - Attendance Records
Section XVII - Custodial Orientation Packet
Section XVIII - Training Information
Section XX - In-service Training
Section XXI - Custodial Meetings
Section XXII - Special Problems
Section XXIII - Refuse Service
Section XXIV - Safety Information/LPS Policies
Section XXV - Business Affairs Bulletin

4. **Q. Are facilities evaluated for overall appearance and cleanliness?**

A. At least once a year the quality of the custodial services in each building is reviewed and rated. The Director of Operations tours the building with the custodial supervisor. An evaluation is completed and reviewed with the custodial supervisor. A formal typewritten evaluation report is sent to both the building principal and custodial supervisor. This process is outlined in Section IV of the Custodial Operations Manual.

5. **Q. When conflicts arise involving custodial operations, what role does the building administrator play?**

A. It is our intent not to burden building administrators with technical problems relating to the custodial operations. However, we make every effort to seek their input when questions or problems arise pertaining to communications, evaluations, custodial/teacher relationships, etc.

6. **Q. What role does the building administrator play in the evaluation of custodial staff?**

A. The custodial supervisor evaluates each custodian under his/her supervision on a Performance Appraisal form once a year. New employees, however, are evaluated at the end of the first 90 days. The custodial supervisor is evaluated every other year by the principal and the Director of Operations. Both the custodial supervisor and the principal evaluate the assistant custodial supervisor. If an employee is appraised as being unsatisfactory in any category, progress and/or immediate improvement is necessary. This is monitored by the immediate supervisor and, if needed, the Director of Operations. (Section III of the Custodial Operations Manual provides more information regarding evaluations.)

OPERATIONS (TRANSPORTATION)

1. Q. **You have driven the route one of your buses serves and you feel there is an unsafe situation or that a stop really needs to be added. You tell the bus driver you feel changes should be made in the route and the driver refuses. What is the transportation policy on changing bus routes?**

A. In order to change a bus route, it is necessary to visit with the Director of Operations or route supervisor. The routes serving your school will be evaluated. Sometimes it is better to change several routes to make them more efficient than to just add or adjust stops on one route. Any unsafe situation should be reported immediately and changes will be made at that time.

2. Q. **The bus is consistently late arriving in the afternoon. You visit with the bus driver who tells you that the first run is causing the problem and there is nothing the driver can do. You live with this for a few more days and then realize something needs to be done. What do you do?**

A. A call to the Transportation Office is the next step. Bus routes in Lincoln are doubled and triple tripped, meaning that each bus does at least two routes and most do three routes. If there are problems on the route preceding your school, they can usually be worked out but only if you let the Director of Operations know about them.

3. Q. **A bus driver simply cannot handle the bus discipline problems and things are out of control on the ride home from school. How do you help the situation?**

A. A visit with the bus driver to see what the problem is helps a great deal. The driver needs to know that you support his/her efforts. Ask the driver if they have used the "Student Conduct" form to document the situation. Let the bus driver know that you cannot help the driver if you do not have documentation. If a driver cannot handle a route, they are asked to switch routes or possibly consider not driving. The Director of Operations will also work closely with you concerning the problem.

4. **Q. A student is in your office after the morning school bus ride saying he/she was sitting in the back of the bus and the smell was terrible and it made him/her sick. The student does not know the bus number or the driver's name. You visit with other students who rode the bus who say they didn't smell anything. What is the next step?**

A. The bus needs to be checked over. Some children are more susceptible to fumes than others. A mechanic needs to make sure the exhaust system is in good working order. An immediate call to the transportation office is in order. You can visit with the mechanic or the supervisor. If available, a substitute bus will be sent on the route until such time as we are sure the original bus is in good working condition.

5. **Q. A parent calls you late in the evening to say that their child has told them the bus driver has touched him/her in an inappropriate manner. You do not feel the bus driver should do the route the next day until an investigation is done. What do you do?**

A. If at all possible, contact the Director of Operations to explain the situation. If this is not possible, tell the parent that they may bring the child to school or a separate bus will be arranged for in the morning to get the child to school. At this time the Director of Operations will begin an investigation with the help of the Human Resources Office. It is possible the driver will be asked not to drive until such time as an investigation is complete, the police are called, etc. It is always possible to switch drivers for a few days or have the driver in question do other duties until a decision is made. It is important to assure the parents that a complete investigation will be made.

6. **Q. Your students are standing outside waiting for the field trip bus to arrive. The teacher comes into the office to say that the bus has not arrived and you realize that no paper work was initiated to arrange transportation so there is a good possibility that a bus will not be arriving. What is the next step?**

A. Place a call to the Transportation Office to see if there is any possibility a bus could be sent to the school right away. Four field trip buses are provided each day. There is also a chance that a field trip bus is on down time and would be able to pick up your students and get them to their destination. It never hurts to ask.

7. **Q. Your students are on the bus ready to go to the park. The bus driver informs you that the trip sheet says they are to go to the University for a tour. The situation is at a standstill. Is there a way to compromise?**

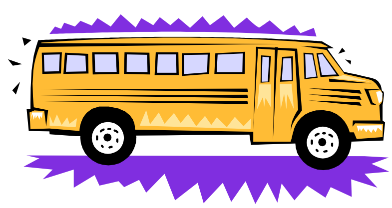
A. Yes, always! A phone call to the Transportation Office to find out where the mix up might have occurred is all that is necessary. Drivers are instructed to adhere to their trip sheet. If the school has changed the destination because of weather or other problems, a phone call to inform us so that we can let the driver know is all that is necessary.

8. **Q. A field trip is planned, the paper work is done correctly, just before the bus is due to arrive someone realizes that no arrangements were made for a student in a wheelchair to go on the trip. What is the solution?**

A. There is good probability that the trip will have to be cancelled. It is always a good idea to call and explain the problem. However, the transportation staff has been instructed to not allow last minute filed trip arrangements. Field trip arrangements must be made and mailed to the Transportation Office by the Wednesday before the week of the trip.

9. **Q. A field trip bus arrives at your building for a scheduled field trip. The bus driver checks in at the office and is informed that the trip has been cancelled for whatever reason. What happens next?**

A. Your school will be charged for a two-hour field trip as a result of the "No Call/No Show." This could have been avoided by a placing a phone call to the Transportation Office to cancel the field trip as soon as the cancellation was known.



PURCHASING

1. **Q. I am new to the district. Where can I find information about purchasing and other business procedures?**

   A. The Business Affairs Department publishes procedural information called Business Affairs Bulletins (BA Bulletins). These bulletins provide information regarding purchasing, accounting, maintenance and many other business functions. The bulletins are updated each year and sent to all locations.

2. **Q. I have a building credit card (Procurement Card), but am not sure what it can be used for. Who do I ask?**

   A. Procedures for use of the cards are delineated in BA #30. The Procurement Card is to be used for local purchases of supply items. It can be used by teachers for one-day field trips with student groups. It should not be used for staff travel to conferences, individual meals, or as a personal/business card.

3. **Q. What items can I order on-line from Office Depot?**

   A. The Office Depot contract has been established to provide easy access to office supply type items at substantial discounts. Equipment items that are over $100 are offered but are often priced higher than prices that are available from other vendors. Equipment items over $100 should be ordered through Purchasing on a requisition.

4. **Q. How do I know what I can order and which form to order it on?**

   A. The Purchasing Department provides each location with catalogs that describe the most commonly ordered items. The catalogs are by subject area, (i.e., art, science, reading, etc.) or by material type (i.e., equipment). These catalogs reflect the items that have been approved by the various curriculum specialists for use in the district. The forms used to order vary by type of material required and the ordering period. Refer to Business Affairs Bulletin #18 for specific information. Items that are not included in catalogs can be ordered by following the directions in Bulletin #18. Contact the Purchasing Office if you need additional information or suggestions about what to order.

5. **Q. Why can't I just buy what I want from a vendor I want to do business with?**

A. LPS is a tax-supported organization and as such is subject to public scrutiny regarding how we purchase. The school board has established policies that require Purchasing to purchase competitively whenever possible. In some cases, state law also requires a bid process. As the "consumer" your school location or department is entitled to describe the function and quality level of the product or service that you wish to acquire. It is the Purchasing Office's responsibility to acquire the selected items at the best possible price. This is done through the bid process.

6. **Q. I ordered something and after a reasonable amount of time it has not arrived. How do I check on the status of my order?**

A. Be aware that your requests are often pooled with other requests and then bid. Required approval by the school board may further delay ordering of items. For items from stock, allow a minimum of five days after placing the order before you start checking on delivery status. Allow a minimum of two weeks for non-stock items. Orders that are a part of an annual cycle or require special fabrication require more time. Allow four to eight weeks for these items.

The district has central receiving. Most items are received at the Distribution Center and then distributed to the ordering location. You may contact the Distribution Center to see if they have received your item or have information about when it was shipped. If you need additional help, call the Purchasing Office. Whenever you call regarding the status of an order, please have as much information available as you can. Having any of the following will help us help you: purchase order number, requisition number, LPS item number, date of requisition, and the vendor it may have been ordered from.

7. **Q. Why does it take so long to get items that are ordered?**

A. Part of this is answered in item #6 above. For some items, vendors wait until they have a sufficient quantity of materials coming to the location before they ship. Items that are ordered with non-standard features take longer because they are made-to-order. You can reduce the amount of time it takes to receive orders by:

a) Ordering items that are stocked at the Distribution Center. These are catalog items with six-digit item numbers.
b) Specifying a realistic date needed on the requisition. Saying "ASAP" or "immediately" on every requisition is not recommended.
c) Provide complete descriptions on requested non-stock/non-catalog items. This will prevent Purchasing from having to call to ask questions.

8. **Q. I received my order, but it's not what I expected or was not what I ordered. What do I do?**

A. It is highly recommended that each location have procedures that verify the accuracy of items received. This should be done before items are distributed, assembled or completely unboxed and as soon as possible after receipt at your location. If there is a problem, the Distribution Center should be notified at once. Save all the original packing materials so that, if necessary, incorrect items can be returned. Items that were ordered incorrectly may require a restocking charge or in some cases may not be returnable at all. Work with the Purchasing Office to find the best solution to the problem.

9. **Q. Why are there so many different ways to buy materials used in the district?**

A. The district has standardized on many items and attempts to obtain maximum discounts by consolidating purchases from all areas. That is the purpose of the "purchasing cycles". The cycles are the best opportunity for getting the best price on commonly used items. Cycle ordering is on-line and efficient ordering for school locations. Recognizing that not everything fits into a "purchasing cycle", the district has created other ways for locations to get what they need. Some examples are paper requisitions, credit cards, petty cash, and on-line ordering from Office Depot. Each of these ordering methods has specific procedures and limitations. Review BA Bulletins for information.

10. **Q. I have a purchase order number and the name of the vendor. Why can't I just call the vendor directly and change an order or find out when my order will be here?**

A. It is best to work through the Distribution Center for information and changes. Experience has taught us that double orders, problems with payments and order delays may result when we have departments/ locations contacting vendors directly.