

BOX BUTTE COUNTY SCHOOL DISTRICT #07-0010

HEMINGFORD PUBLIC SCHOOLS

BOARD OF EDUCATION MEETING AGENDA

Monday, March 13, 2023

South Campus

The Board of Education of School District 07-0010 will meet on Monday, March 13, 2023 in the South Campus as duly advertised in the Hemingford Ledger.

- I. Pledge of Allegiance
- II. Notices
- III. Call Meeting to Order
 - III.A. Roll Call
 - III.B. Excuse Absent Board Member(s)
- IV. Approval of Agenda
- V. Report from Board Committee
- VI. Regular Meeting Agenda
 - VI.A. Recognition of Student Achievement (Bobcat Excellence)
 - VI.B. Public Participation (Maximum of 30 Minutes Allotted for this Portion of the Meeting)
 - VI.C. Correspondence
 - VI.D. Consent Agenda
 - Approve minutes for February 13, 2023 meeting
 - Approve Treasurer's Report
 - Approve School Activity Fund Report
 - Approve Control Budget
 - VI.E. Payment of Claims
 - VI.F. Discuss, Consider, and Take All Necessary Action Regarding A Proposed Technology Budget for the 2023-2024 School Year
 - VI.G. Discuss, Consider, and Take All Necessary Action Regarding Approval of Certificated Staff Employment
 - VI.H. Discuss, Consider, and Take All Necessary Action Regarding the Compensation of Principals and Director of Instructional Services (Special Education Director)
 - VI.I. Discuss, Consider, and Take All Necessary Action Regarding a Change Order for an Interactive Learning System Installation at South Campus
 - VI.J. Discuss, Consider, and Take All Necessary Action Regarding Approval of a Resolution Pertaining to the Option Enrollment Program
 - VI.K. Discuss, Consider, and Take All Necessary Action Regarding the Adoption of the 2023-2024 School Calendar

- VI.L. Discuss, Consider, and Take All Necessary Action Regarding Proposals to Use IDEA Funds to Bring the Modular Classrooms Access and Bathrooms to ADA Compliance
- VI.M. Discuss, Consider, and Take All Necessary Action Regarding the Resignation of Certificated Staff Member(s)
- VI.N. Discuss, Consider, and Take All Necessary Action Regarding Second Reading of Proposed Policies 612.01 Through 612.19 (Updated Special Education Policies)
- VII. Discussion/Possible Action Items
 - VII.A. Discussion Regarding Compensation of the Superintendent
 - VII.B. Discussion Regarding Draft Job Descriptions for School District Personnel
- VIII. Student Board Representative Report
- IX. Administration Reports
- X. Superintendent Report
- XI. Policy Review (0604.14 through 0607.02)
- XII. Items For Next Board Meeting
- XIII. Adjournment

Welcome to the Hemingford Public Schools Board of Education Meeting.

The board welcomes citizens to attend board meetings to become acquainted with the programs and operations of the district. Members of the public are also encouraged to share their ideas and opinions with the Board during the agenda item labeled "Public Comment". Comments or questions from the audience at any other time during the meeting except for the agenda item "Public Comment" will be declared out of order.

School board meetings are a meeting held in public; however, the meetings are not public meetings.

TALKING POINTS FOR BOARD MEETING

3 MINUTES PER INDIVIDUAL/30 MINUTES ON TOPIC

The board chair will recognize these individuals to make their comments at the appropriate time. Only those speakers recognized by the board chair shall be allowed to speak. Comments by others are out of order. If disruptive, the individual making the comments, or other individuals causing disruption may be asked to leave the board meeting.

The purpose of public participation is a forum for the public to provide information and be heard by the members of the board. By law, the board is not allowed to respond, discuss, or take action on items that are not included in the published agenda.

Any written or printed materials to be circulated for a meeting of the school board must be submitted to the superintendent by the **Thursday** preceding a Monday night meeting. (Per policy # 0204.12)

*If you want to speak, you must fill out a Public Comment Request Card. When you have completed this, please submit the card to the superintendent. The cards will be numbered as they are received by the superintendent. You will be called on, by the board president, according to the number on your completed Public Comment Request Card. The board president will signal when the speaker has 30 seconds remaining.

*By law, you must state your name, address, and we ask that you state the topic you are addressing, before you begin.

*If you are planning to speak about personnel or student matters involving an individual, please understand that our policies require that such concerns initially be directed to the administration for consideration. Board members **may not** respond to any questions you ask or comments you make about individual staff members or students.

+++++tear off+++++tear off+++++tear off+++++

Number	
--------	--

Hemingford School District—Board of Education
Public Comment Request Card
Name:
District resident: <input type="checkbox"/> Yes <input type="checkbox"/> No
Address:
City/State/Zip Code:
Agenda Item or Topic to address:
Signature:



Order Confirmation

Order# 0000356133

Client

HEMINGFORD SCHOOL DISTRICT 10

Phone: 3084873328

Account: 1041036

Address: PO BOX 217
HEMINGFORD NE 693480217

Payor

HEMINGFORD SCHOOL DISTRICT 10

Phone: 3084873328

Account: 1041036

Address: PO BOX 217
HEMINGFORD NE 693480217

Ad Content Proof

Note: Ad size does not reflect actual ad

MEETING NOTICE

**Regular Board Meeting at 5:00 pm on
March 13th at South Campus**

Notice is hereby given that a regular meeting of the Board of Education of the School District of Hemingford, in the Counties of Box Butte, Dawes, and Sheridan in the State of Nebraska, A/K/A School District #10 of Box Butte County, Nebraska, will be held at 5:00 p.m. on Monday the 13th day of March 2023, at South Campus (816 Niobrara Avenue, Hemingford, Nebraska), which meeting shall be open to the public. An agenda for such meeting, kept continuously current, is available for public inspection at the office of the Superintendent, located at 913 Niobrara Avenue, Hemingford, Nebraska 69348.

Published in the Hemingford Ledger
Hemingford, NE
March 2, 2023 ZNEZ

Sales Rep **Accnt Rep** **Ordered By**
SSH_Open dbaker Travis

Fax:
E-Mail: khanks@gubn.org

Total Amount \$5.70
Payment Amount \$0.00

Status **Materials**

Amount Due \$5.70 **Tear Sheets** **Proofs** **Affidavits** **Blind Box**
Tax Amount: 0.00 0 0 1

Payment Meth: Invoice Statement **PO Number:**

Ad Number **Ad Type** **Ad Size** **Color**
0000356133-01 CLS Legal Liner SH 1 X 23 li \$0.00

Production Method
AdBooker (Liner)

Product and Zone **Placement** **Position** **# Inserts**
HLP Ledger C-Legal Ads Meetings and Events 1

Run Schedule Invoice Text: MEETING NOTICE Regular Board Meeting at 5:00 pm on

Run Dates 3/ 2/2023

TagLine: MEETING NOTICE

Hemingford Public Schools

Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
January 5:00 PM			<ul style="list-style-type: none"> • Approve Negotiated Agreement with HEA (Upon Mutual Acceptance) • Appoint Superintendent as Authorized Representative for Federal, State, and Local Matters. 	<ul style="list-style-type: none"> • Adopt Board and Superintendent Goals • Review Board Member Code of Ethics • Review/Revise Policies 	<ul style="list-style-type: none"> • Discussion and/or Appointment of Board Committees • NASB Legislative Issues Conference 	<ul style="list-style-type: none"> • Oath of Office • Board Officer Elections • Designate Depository • Designate Legal Firm • Designate Treasurer • Designate Auditor for the District • Review Report Required by State Statute 79-506
February 5:00 PM		<ul style="list-style-type: none"> • Review Report on Multicultural Education 	<ul style="list-style-type: none"> • Approve Negotiated Agreement with HEA (Upon Mutual Acceptance) 	<ul style="list-style-type: none"> • Review/Revise Policies 	<ul style="list-style-type: none"> • NASB Presidents' Retreat 	<ul style="list-style-type: none"> • Monitor Proposed Legislation
March 5:00 PM	<ul style="list-style-type: none"> • Review State Aid Certification (When Available) • Establish Technology Budget for Following Year 	<ul style="list-style-type: none"> • Curriculum Committee Review of Curriculum Materials Proposed for Adoption (as needed) • Committee on American Civics Meeting 	<ul style="list-style-type: none"> • Establish Salaries for Administrators • Approve Negotiated Agreement with HEA (Upon Mutual Acceptance) 	<ul style="list-style-type: none"> • Adopt Resolution Pertaining to Non-Resident Students • Review/Revise Policies 	<ul style="list-style-type: none"> • NRCSA Spring Conference 	<ul style="list-style-type: none"> • Discuss School Calendar • Monitor Proposed Legislation
April 7:00 PM	<ul style="list-style-type: none"> • Review State Aid Certification (When Available) 	<ul style="list-style-type: none"> • Consider Adoption of Curriculum and/or Textbooks for Subsequent Year 		<ul style="list-style-type: none"> • Review/Revise Policies 		<ul style="list-style-type: none"> • Adopt School Calendar • Review Report Required by State Statute 79-506
May 7:00 PM	<ul style="list-style-type: none"> • Review State Aid Certification (When Available) 	<ul style="list-style-type: none"> • Review Statewide Assessment Results (Writing) 		<ul style="list-style-type: none"> • Review/Revise Policies 	<ul style="list-style-type: none"> • Attend Graduation Ceremony 	
June 7:00 PM		<ul style="list-style-type: none"> • Year End Assessment and Curriculum Review • Review School Improvement Plan • Committee on American Civics Meeting 	<ul style="list-style-type: none"> • Superintendent Evaluation (first year) 	<ul style="list-style-type: none"> • Review Bullying Prevention Policy • Approve Student, Athletic, and Staff Handbooks 	<ul style="list-style-type: none"> • Board Self-Assessment and Goal Planning • NASB School Law Seminar 	

Hemingford Public Schools

Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
July 7:00 PM	<ul style="list-style-type: none"> Budget Committee Work Session Review Budget Authority and Allowable Reserve Percentage Certification 	<ul style="list-style-type: none"> Review Summer School Program Report 		<ul style="list-style-type: none"> Student Fees Policy Parent Involvement Policy 	<ul style="list-style-type: none"> NASB School Finance Workshop Review NASB Board Awards of Achievement NASB School Law Workshop 	<ul style="list-style-type: none"> Adopt Board Goals Review Report Required by State Statute 79-506
August 7:00 PM	<ul style="list-style-type: none"> Review Proposed Budget Review Certifications of District's Assessed Valuation 				<ul style="list-style-type: none"> NASB Area Membership Meeting 	<ul style="list-style-type: none"> Facilities Tour
September 7:00 PM	<ul style="list-style-type: none"> Budget Hearing Adopt Budget Tax Request Hearing Approve Tax Request for Fund Levies 	<ul style="list-style-type: none"> Review ACT Results Review School Improvement Plan Review Statewide Assessment Results (Reading, Math, Science) 	<ul style="list-style-type: none"> Consider HEA Request for Recognition as Bargaining Agent (if delivered to Board) 		<ul style="list-style-type: none"> NASA/NASB Labor Relations Conference 	<ul style="list-style-type: none"> Review Statewide Assessment Results (when available)
October 7:00 PM	<ul style="list-style-type: none"> Review Fall Enrollment Figures Prepare for Negotiations 		<ul style="list-style-type: none"> Consider HEA Request for Recognition as Bargaining Agent 			<ul style="list-style-type: none"> Review Annual Emergency Safety Plan Review Report Required by State Statute 79-506
November 5:00 PM	<ul style="list-style-type: none"> Audit Committee Review of Audit Report 	<ul style="list-style-type: none"> Review District Annual Report 	<ul style="list-style-type: none"> Distribute/Complete Superintendent Evaluation Begin Negotiations 		<ul style="list-style-type: none"> NASB/NASA State Education Conference 	
December 5:00 PM	<ul style="list-style-type: none"> Approve Fiscal Year Audit Report (November or December) 	<ul style="list-style-type: none"> Review School Improvement Plan 	<ul style="list-style-type: none"> Approve Negotiated Agreement with HEA (Upon Mutual Acceptance) Superintendent Evaluation)	<ul style="list-style-type: none"> Host Board/Staff Recognition Dinner

Revised February 2023

Welcome to the Hemingford Public Schools Board of Education Meeting.

The board welcomes citizens to attend board meetings to become acquainted with the programs and operations of the district. Members of the public are also encouraged to share their ideas and opinions with the Board during the agenda item labeled "Public Comment". Comments or questions from the audience at any other time during the meeting except for the agenda item "Public Comment" will be declared out of order.

School board meetings are a meeting held in public; however, the meetings are not public meetings.

TALKING POINTS FOR BOARD MEETING

3 MINUTES PER INDIVIDUAL/30 MINUTES ON TOPIC

The board chair will recognize these individuals to make their comments at the appropriate time. Only those speakers recognized by the board chair shall be allowed to speak. Comments by others are out of order. If disruptive, the individual making the comments, or other individuals causing disruption may be asked to leave the board meeting.

The purpose of public participation is a forum for the public to provide information and be heard by the members of the board. By law, the board is not allowed to respond, discuss, or take action on items that are not included in the published agenda.

Any written or printed materials to be circulated for a meeting of the school board must be submitted to the superintendent by the **Thursday** preceding a Monday night meeting. (Per policy # 0204.12)

*If you want to speak, you must fill out a Public Comment Request Card. When you have completed this, please submit the card to the superintendent. The cards will be numbered as they are received by the superintendent. You will be called on, by the board president, according to the number on your completed Public Comment Request Card. The board president will signal when the speaker has 30 seconds remaining.

*By law, you must state your name, address, and we ask that you state the topic you are addressing, before you begin.

*If you are planning to speak about personnel or student matters involving an individual, please understand that our policies require that such concerns initially be directed to the administration for consideration. Board members **may not** respond to any questions you ask or comments you make about individual staff members or students.

+++++tear off+++++tear off+++++tear off+++++

Number	
--------	--

Hemingford School District—Board of Education
Public Comment Request Card
Name:
District resident: <input type="checkbox"/> Yes <input type="checkbox"/> No
Address:
City/State/Zip Code:
Agenda Item or Topic to address:
Signature:

BOX BUTTE COUNTY SCHOOL DISTRICT 07-0010
HEMINGFORD PUBLIC SCHOOLS
HEMINGFORD, NEBRASKA

February 13, 2023
Board of Education Regular Meeting Minutes

A regular meeting of the Board of Education of School District 07-0010 was called to order at 5:03 PM at South Campus by Justin Ansley. Notice of the meeting was given in advance through the Hemingford Ledger. Board members were notified in advance of the meeting.

Justin Ansley: Present, Brett Cullan: Present, Rick Horstman: Present, Blanche Randolph: Present, Trish Schumacher: Present, Micki Votruba: Present.

Motion by Brett Cullan that the Agenda be approved as presented Seconded by Micki Votruba Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0-0 Motion carried.

Motion by Blanche Randolph to approve the Consent Agenda Seconded by Brett Cullan Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0-0 Motion carried.

Motion by Micki Votruba approve claims for \$93,582.23 (General Fund) and \$9,004.52 (Building Fund) Seconded by Trish Schumacher Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0-0 Motion carried.

Motion by Blanche Randolph approve the collective bargaining agreement with the Hemingford Education Association for the 2023-2024 school term Seconded by Rick Horstman Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0-0 Motion carried.

Motion by Micki Votruba approve the resignation of Ms. Stephanie Glass and thank her for her service to the school district Seconded by Brett Cullan Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0-0 Motion carried.

Motion by Trish Schumacher approve the first reading of policies 0612.01 through 0612.19 Seconded by Blanche Randolph Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0-0 Motion carried.

Motion by Brett Cullan approve the employment of Mr. Cameron McClintock as a Social Science Teacher for the 2023-2024 school term Seconded by Justin Ansley Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0-0 Motion carried.

A first draft of an annual calendar for the board of education was reviewed. The board also discussed appreciation for the community members who attended the community engagement session on January 31st.

Administrative Reports were provided by Mr. Arneson, Mrs. Curtis, Mrs. Plog, and Dr. Miller.

Policy review for the month was conducted for policies 0601.00 through 0604.12.

The board will review policies 0604.14 through 0607.02 for next month.

Meeting was adjourned at 5:57 PM.

The next regular meeting of the Hemingford Board of Education will be held on March 13 at 5:00 PM at South Campus.

Dr. Travis Miller
Superintendent

Blanche Randolph
Board Secretary

HEMINGFORD PUBLIC SCHOOLS

March 13, 2023

GENERAL FUND:

Statement Balance 02-28-2023	\$ 357,887.78
G/F MM Statement Balance 02-28-2023	\$1,002,355.36
- Outstanding Checks	<u>\$ 18,454.32</u>
Balance 02-28-23	\$1,341,788.82

+ March Tax Receipts:	<u>\$ 235,760.29</u>
-----------------------	----------------------

Subtotal: General Fund	\$1,577,549.11
-------------------------------	-----------------------

March Bills:	\$ 92,642.99
--------------	--------------

March Payroll:	<u>\$ 481,197.51</u>
----------------	----------------------

-Total March Expenses:	\$ 573,840.50
------------------------	----------------------

Balance General Fund:	<u>\$ 1,003,708.61</u>
------------------------------	-------------------------------

BUILDING FUND:

Checking Balance 02-28-2023	\$ 1,595,007.97
-----------------------------	-----------------

Liquid Asset Fund	\$ 409,370.19
-------------------	---------------

2 CD's: 30 month (.15%)- Mat. 10-18-23 (BOW)	\$ 155,418.89
--	---------------

12 month – (NE Bank)	\$ 154,636.32
----------------------	---------------

March Tax Receipts:	<u>\$ 9,750.00</u>
---------------------	--------------------

Building Fund Balance 02-28-2023	<u>\$ 2,324,183.37</u>
---	-------------------------------

Regular; Beginning Month 09/2022; Processing Month 03/2023; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704	FUND BALANCE	52,081.85	0.00	0.00	0.00	52,081.85
05 704 1010	ATHLETICS / ACTIVITIES	(93,883.60)	54,853.84	21,613.60	0.00	(127,123.84)
05 704 1020	ATHLETIC CLUB / CONCESSION STAND	3,675.28	19,853.78	19,346.43	0.00	3,167.93
05 704 1030	CHEERLEADERS - FUNDRAISING	4,999.72	6,650.93	2,549.94	0.00	898.73
05 704 1035	FOOTBALL FUNDRAISING	32,516.30	17,010.87	218.00	0.00	15,723.43
05 704 1040	VOLLEYBALL - FUNDRAISING	3,058.48	2,156.75	1,052.44	0.00	1,954.17
05 704 1045	WRESTLING FUNDRAISER	1,174.02	2,662.17	5,408.18	0.00	3,920.03
05 704 1050	CC FUNDRAISER	2,353.82	818.51	2,348.48	0.00	3,883.79
05 704 1055	TRACK FUNDRAISING	241.46	500.00	500.00	0.00	241.46
05 704 1056	GIRLS ATH FUNDRAISING	0.00	6,914.00	12,548.00	0.00	5,634.00
05 704 1057	GIRLS ON THE RUN	0.00	0.00	756.94	0.00	756.94
05 704 1999	GRADUATED CLASSES	8,783.66	0.00	0.00	0.00	8,783.66
05 704 2022	CLASS OF 2022	(281.40)	0.00	0.00	0.00	(281.40)
05 704 2023	CLASS OF 2023	2,006.85	1,361.00	0.00	0.00	645.85
05 704 2024	CLASS OF 2024	1,600.31	0.00	691.61	0.00	2,291.92
05 704 2025	CLASS OF 2025	5,462.85	242.84	0.00	0.00	5,220.01
05 704 2026	CLASS OF 2026	405.00	0.00	160.00	0.00	565.00
05 704 2027	CLASS OF 2027	675.00	0.00	367.90	0.00	1,042.90
05 704 2028	CLASS OF 2028	100.00	0.00	70.00	0.00	170.00
05 704 3010	DC TRIP-WORLD STRIDE	15,253.72	4,168.64	10,916.45	0.00	22,001.53
05 704 3020	DRAMATICS	(9,952.91)	2,201.90	680.00	0.00	(11,474.81)
05 704 3030	FFA	40,676.57	24,687.09	11,305.65	0.00	27,295.13
05 704 3035	SHOP MATERIALS	5,921.45	524.30	564.00	0.00	5,961.15
05 704 3040	FCCLA	1,482.35	2,952.56	2,043.00	0.00	572.79
05 704 3050	HONOR SOCIETY	(1,649.56)	13.36	469.00	0.00	(1,193.92)
05 704 3060	FOOTBALL FUNDRAISER	0.00	0.00	0.00	0.00	0.00
05 704 3070	MUSIC	4,967.36	1,047.80	1,220.27	0.00	5,139.83
05 704 3080	SCHOLARSHIPS	968.00	0.00	1,740.00	0.00	2,708.00
05 704 3090	STUCO - MIDDLE SCHOOL	4,351.94	255.66	667.14	0.00	4,763.42
05 704 3100	STUDENT COUNCIL	3,527.97	332.66	288.00	0.00	3,483.31
05 704 3110	HEALTH PROFESSIONS CLUB	989.17	0.00	0.00	0.00	989.17
05 704 3120	YEARBOOK	18,038.02	6,692.69	640.00	0.00	11,985.33
05 704 3200	SCIENCE	556.07	0.00	350.00	0.00	906.07
05 704 4010	COURTESY FUND	1,811.87	158.75	300.00	0.00	1,953.12
05 704 4020	ELEMENTARY TEACHERS	8,915.40	0.00	0.00	0.00	8,915.40
05 704 4021	ELEM PRINCIPAL FUND	0.00	0.00	516.25	0.00	516.25

Activity Fund Balance Report - Summary - Exclude Encumbrances
 09/2022 - 03/2023

Regular; Beginning Month 09/2022; Processing Month 03/2023; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 4025	HIGH SCHOOL TEACHERS	8,077.81	0.00	0.00	0.00	8,077.81
05 704 4026	HS PRINCIPAL FUND	0.00	13.86	600.00	0.00	586.14
05 704 4040	MISCELLANEOUS / STUDENT STUFF	2,958.32	337.49	113.06	0.00	2,733.89
05 704 4045	BOOKFAIR	5,209.93	1,905.86	1,868.47	0.00	5,172.54
05 704 4050	ART	900.54	318.14	490.00	0.00	1,072.40
05 704 4060	HOPE SQUAD	227.96	762.10	3,458.98	0.00	2,924.84
05 704 4070	BOBCAT CARES	0.00	0.00	1,250.00	0.00	1,250.00
Fund Total: 05		138,201.58	159,397.55	107,111.79	0.00	85,915.82

Expenditure Report by Function/Object -
Summary

03/10/2023 03:46 PM

Regular; Processing Month 03/2023; Function Number 65 Records Selected; Fund
Number 01

User ID: KAH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01 GENERAL FUND								
0500 0500	0.00	0.00	(1,000.00)	0.00	1,000.00	0.00	0.00	1,000.00
1100 REGULAR INSTRUCTIONAL PROGRAMS	3,629,800.00	281,565.51	1,865,770.88	51.40	1,764,029.12	0.00	0.00	1,764,029.12
1120 1120	100.00	0.00	60.00	60.00	40.00	0.00	0.00	40.00
1130 1130	6,250.00	158.23	3,374.03	53.98	2,875.97	0.00	0.00	2,875.97
1140 1140	11,000.00	0.00	771.30	7.01	10,228.70	0.00	0.00	10,228.70
1150 VO AG PROGRAM	9,250.00	190.43	3,947.65	42.68	5,302.35	0.00	0.00	5,302.35
1170 1170	2,000.00	0.00	687.90	34.40	1,312.10	0.00	0.00	1,312.10
1180 1180	4,000.00	219.71	2,939.63	73.49	1,060.37	0.00	0.00	1,060.37
1190 EARLY CHILDHOOD ED PROGRAMS	156,600.00	11,615.88	82,003.99	52.37	74,596.01	0.00	0.00	74,596.01
1200 SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS	928,600.00	60,140.63	440,252.03	47.41	488,347.97	0.00	0.00	488,347.97
1213 1213	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
1291 SPED AGES 3-5	0.00	0.00	108.29	0.00	(108.29)	0.00	0.00	(108.29)
2120 GUIDANCE SERVICES	117,700.00	6,443.11	42,710.64	36.29	74,989.36	0.00	0.00	74,989.36
2130 HEALTH SERVICES	91,000.00	5,988.26	43,419.82	47.71	47,580.18	0.00	0.00	47,580.18
2141 PSYCHOLOGICAL SERVICES SPED SCHOOL AGE	37,000.00	2,217.60	11,683.05	31.58	25,316.95	0.00	0.00	25,316.95
2142 PSYCHOLOGICAL SERVICES SPED AGE 3-5	500.00	0.00	38.55	7.71	461.45	0.00	0.00	461.45
2150 SPEECH & AUDIOLOGY SERVICES	1,000.00	0.00	452.25	45.23	547.75	0.00	0.00	547.75
2151 SPEECH & AUDIOLOGY SERV SPED SCHOOL AGE	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
2152 SPEECH & AUDIOLOGY SERV SPED AGE 3-5	250.00	0.00	0.00	0.00	250.00	0.00	0.00	250.00
2161 OT SERVICES SPED SCHOOL AGE	19,100.00	1,987.65	13,653.26	71.48	5,446.74	0.00	0.00	5,446.74
2162 OT SERVICES SPED AGE 3-5	5,000.00	0.00	697.87	13.96	4,302.13	0.00	0.00	4,302.13
2163 OT SERVICES SPED AGE 0-2	12,200.00	378.60	4,645.00	38.07	7,555.00	0.00	0.00	7,555.00
2171 PT SERVICES SPED SCHOOL AGE	22,000.00	0.00	9,223.31	41.92	12,776.69	0.00	0.00	12,776.69
2172 PT SERVICES SPED AGE 3-5	5,500.00	0.00	635.00	11.55	4,865.00	0.00	0.00	4,865.00
2173 PT SERVICES SPED AGE 0-2	4,000.00	0.00	3,297.88	82.45	702.12	0.00	0.00	702.12
2180 VISION SERVICES	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
2181 VISION SERVICES SPED SCHOOL AGE	5,000.00	960.50	5,505.49	110.11	(505.49)	0.00	0.00	(505.49)
2190 OTHER PUPIL SUPPORT SERVICES	10,000.00	368.30	7,811.80	78.12	2,188.20	0.00	0.00	2,188.20
2210 IMPROVEMENT OF INSTRUCTION	6,500.00	750.00	769.76	11.84	5,730.24	0.00	0.00	5,730.24
2211 SCHOOL IMPROVEMENT	6,000.00	400.00	2,219.95	37.00	3,780.05	0.00	0.00	3,780.05
2212 INST STAFF CURR DEV	0.00	0.00	123.00	0.00	(123.00)	0.00	0.00	(123.00)
2213 INST STAFF TRAINING	28,500.00	0.00	3,074.33	10.79	25,425.67	0.00	0.00	25,425.67
2220 LIBRARY/MEDIA SERVICES	154,700.00	2,088.32	15,324.29	9.91	139,375.71	0.00	0.00	139,375.71
2224 EDUCATIONAL TELEVISION SERVICES	25,000.00	1,966.46	13,990.35	55.96	11,009.65	0.00	0.00	11,009.65
2230 INSTRUCTION-RELATED TECHNOLOGY	121,500.00	2,376.93	34,313.42	28.24	87,186.58	0.00	0.00	87,186.58
2310 BOARD OF EDUCATION	127,000.00	5,720.79	51,678.14	40.69	75,321.86	0.00	0.00	75,321.86
2320 EXECUTIVE ADMINISTRATION	188,300.00	14,804.68	102,835.63	54.61	85,464.37	0.00	0.00	85,464.37
2330 DISTRICT LEGAL SERVICES	15,000.00	812.50	4,277.50	28.52	10,722.50	0.00	0.00	10,722.50
2410 OFFICE OF PRINCIPAL	385,590.00	31,654.33	232,361.25	60.26	153,228.75	0.00	0.00	153,228.75
2510 GENERAL ADMIN-BUSINESS SERVICE	222,750.00	6,438.82	80,550.97	36.16	142,199.03	0.00	0.00	142,199.03
2610 SUPPORT SERVICES OPERATION OF BUILDING	391,000.00	30,362.18	225,497.93	57.67	165,502.07	0.00	0.00	165,502.07
2620 SUPPORT SERVICES-MAINT OF BUILDING	160,100.00	16,943.14	87,577.55	54.70	72,522.45	0.00	0.00	72,522.45
2650 VEHICLE OPP, ACQUISITION AND MAINTENANCE	145,000.00	0.00	0.00	0.00	145,000.00	0.00	0.00	145,000.00
2670 SAFETY	30,000.00	3,358.51	12,986.50	43.29	17,013.50	0.00	0.00	17,013.50
2710 VEHICLE OPP & PURCH REG ED	556,250.00	28,427.24	235,692.42	42.37	320,557.58	0.00	0.00	320,557.58
2711 VEHICLE OPP & PURCH LCC	10,000.00	0.00	5,912.66	59.13	4,087.34	0.00	0.00	4,087.34
2712 VEHICLE OPP & PURCH SCHOOL AGE SPED	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
2713 VEHICLE OPP & PURCH AGE 0-5 SPED	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
2730 VEHICLE SERV & MAINT REG ED	60,000.00	17,272.12	51,543.99	85.91	8,456.01	0.00	0.00	8,456.01
2732 VEHICLE SERV & MAINT SCHOOL AGE SPED	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
2790 OTHER TRANS REG STUDENTS	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
2792 OTHER TRANS SCHOOL AGE SPED	32,100.00	0.00	0.00	0.00	32,100.00	0.00	0.00	32,100.00

Expenditure Report by Function/Object -
Summary

03/10/2023 03:46 PM

Regular; Processing Month 03/2023; Function Number 65 Records Selected; Fund
Number 01

User ID: KAH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
3300 COMMUNITY SERVICES	10,000.00	0.00	3,465.83	34.66	6,534.17	0.00	0.00	6,534.17
3512 DISTANCE EDUCATION INCENTIVE PAYMENTS	0.00	9,375.30	57,190.89	0.00	(57,190.89)	0.00	0.00	(57,190.89)
3535 HIGH ABILITY LEARNERS	4,000.00	111.38	2,419.83	60.50	1,580.17	0.00	0.00	1,580.17
6200 TITLE I, PART A ESSA IMP BASIC BY LOCAL	102,600.00	8,695.38	61,751.08	60.19	40,848.92	0.00	0.00	40,848.92
6401 6401	7,000.00	0.00	0.00	0.00	7,000.00	0.00	0.00	7,000.00
6406 IDEA PRESCHOOL(619) BASE ALLOC	48,600.00	284.76	780.57	1.61	47,819.43	0.00	0.00	47,819.43
6410 IDEA ENROLLMENT/POVERTY	110,000.00	0.00	0.00	0.00	110,000.00	0.00	0.00	110,000.00
6990 OTHER FED CATEGORICAL RECEIPTS	0.00	0.00	9,566.92	0.00	(9,566.92)	0.00	0.00	(9,566.92)
6992 REAP	0.00	0.00	344.95	0.00	(344.95)	0.00	0.00	(344.95)
6997 ESSER II	144,028.00	0.00	89,612.00	62.22	54,416.00	0.00	0.00	54,416.00
6998 ESSER III	275,000.00	2,732.64	182,283.80	66.29	92,716.20	0.00	0.00	92,716.20
8000 TRANSFERS (OUTGOING)	175,000.00	0.00	0.00	0.00	175,000.00	0.00	0.00	175,000.00
9000 NON-PROGRAM EXPENDITURES	0.00	1,670.66	11,694.62	0.00	(11,694.62)	0.00	0.00	(11,694.62)
01 GENERAL FUND	8,634,868.00	558,480.55	4,122,529.75	47.74	4,512,338.25	0.00	0.00	4,512,338.25

**Expenditure Report by Function/Object -
Summary**

03/10/2023 03:46 PM

Regular; Processing Month 03/2023; Function Number 65 Records Selected; Fund
Number 01

User ID: KAH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
Grand Total:	8,634,868.00	558,480.55	4,122,529.75	47.74	4,512,338.25	0.00	0.00	4,512,338.25

03/10/2023 03:18 PM

Posted - All; Batch Description 3 Records Selected

User ID: KAH

Vendor Name	Description	Amount
Checking Account ID 1	Fund Number 01 GENERAL FUND	
21ST CENTURY EQUIPMENT	HITCH KIT/DRIVE SHAFT	367.02
Check Number 5646 Total	21ST CENTURY EQUIPMENT	367.02
8 TO GREAT	GUIDANCE COUNSELING BOOKS	209.44
Check Number 5633 Total	8 TO GREAT	209.44
ACR GLASS	WEST NEW GYM DOOR REPAIR	368.24
Check Number 5647 Total	ACR GLASS	368.24
ADAMSON AUTOMOTIVE	BUS REPAIR/SERVICE	17,147.69
Check Number 5648 Total	ADAMSON AUTOMOTIVE	17,147.69
ALLIANCE TIMES HERALD	FFA SALUTE PAGE	15.00
Check Number 5649 Total	ALLIANCE TIMES HERALD	15.00
AMAZON	AG ED SUPPLY	74.99
AMAZON	EXTINGUISHERS	1,208.87
AMAZON	ENVELOPES	46.12
AMAZON	CLASSROOM BOOKS	269.70
AMAZON	AGED SUPPLY	75.96
AMAZON	SAFETY SIGNAGE	119.93
AMAZON	HANDICAP SIGNAGE	25.64
Check Number 5633 Total	AMAZON	1,821.21
AMERICAN LEGION	22-23 RECOGNITION DINNER	3,021.51
Check Number 5650 Total	AMERICAN LEGION	3,021.51
AMERICAN UNION VENTURES, INC	TV RECYCLING DISPOSAL	25.00
Check Number 5651 Total	AMERICAN UNION VENTURES, INC	25.00
ARNESON, SARAH	PANHANDLE FESTIVAL CHOIR MEAL	60.60
Check Number 5652 Total	ARNESON, SARAH	60.60
B & C STEEL CORP.	VOAG SUPPLY	130.45
Check Number 5653 Total	B & C STEEL CORP.	130.45
BLACK HILLS ENERGY	GAS-SCHOOL BLDG	6,377.58
BLACK HILLS ENERGY	GAS-SUPT HOUSE	122.14
Check Number 5655 Total	BLACK HILLS ENERGY	6,499.72
BOX BUTTE DEVELOPMENT CORP	ANNUAL MEMBERSHIP DUES-TM	250.00
Check Number 5656 Total	BOX BUTTE DEVELOPMENT CORP	250.00
CAPITAL BUSINESS SYSTEMS, INC	COPIER LEASE PAYMENT	1,383.11
CAPITAL BUSINESS SYSTEMS, INC	COPIER LEASE PAYMENT	1,047.52
Check Number 5657 Total	CAPITAL BUSINESS SYSTEMS, INC	2,430.63
CRICUT	SUPPLY	4.74
Check Number 5633 Total	CRICUT	4.74
CRISIS PREVENTION INSTITUTE, INC	23-24 ANNUAL MEMBERSHIP FEE	200.00
Check Number 5658 Total	CRISIS PREVENTION INSTITUTE, INC	200.00

03/10/2023 03:18 PM

Posted - All; Batch Description 3 Records Selected

User ID: KAH

Vendor Name	Description	Amount
CROSSROADS MUSIC	PERCUSSION BOOK	17.99
Check Number 5659 Total	CROSSROADS MUSIC	17.99
CSC CONFERENCING OFFICE	JH 8TH GRADE TOUR- LUNCH	358.45
Check Number 5660 Total	CSC CONFERENCING OFFICE	358.45
CULLIGAN WATER CONDITIONING	SOFT WATER RENTAL	170.57
CULLIGAN WATER CONDITIONING	SOFT WATER SERVICE	6.95
Check Number 5661 Total	CULLIGAN WATER CONDITIONING	177.52
CURTIS, MISTY	MILEAGE REIMB-SUPERVISION	623.56
Check Number 5662 Total	CURTIS, MISTY	623.56
DARREN'S CARQUEST AUTO PARTS	MAINTENANCE SUPPLY	27.56
DARREN'S CARQUEST AUTO PARTS	OIL	131.94
Check Number 5663 Total	DARREN'S CARQUEST AUTO PARTS	159.50
DAS STATE ACCOUNTING - CENTRAL FINANCE	PARTICIPATION FEE-FEB	238.13
Check Number 5664 Total	DAS STATE ACCOUNTING - CENTRAL FINANCE	238.13
DISCOVERY EDUCATION INC.	23-24 SUBSCRIPTION	2,305.00
Check Number 5665 Total	DISCOVERY EDUCATION INC.	2,305.00
DOCUSHRED	DOCUMENT SHRED	45.00
Check Number 5666 Total	DOCUSHRED	45.00
ED PUZZLE	EDPUZZLE-SUBSCR-SCIENCE	11.50
ED PUZZLE	SPEECH SUBSCRIPTION	12.50
Check Number 5633 Total	ED PUZZLE	24.00
EDUCATIONAL SERVICE UNIT #13	DL;INTERNET;NEVA;PBDS;MIPS;COUNSELING	2,502.53
EDUCATIONAL SERVICE UNIT #13	PSYCH;VISION;SUPERVISION;ASSESSMT	3,227.04
Check Number 5667 Total	EDUCATIONAL SERVICE UNIT #13	5,729.57
FAMILY CAREER AND COMMUNITY LEADERS OF AMERICA	FCS /FCCLA CHAPTER ADVISOER SUMMIT	150.00
Check Number 5633 Total	FAMILY CAREER AND COMMUNITY LEADERS OF AMERICA	150.00
H & H SANITATION	MONTHLY RENTAL ROLL OFF BOX	120.00
Check Number 5668 Total	H & H SANITATION	120.00
HEMINGFORD CO-OP TELEPHONE CO	TELEPHONE/INTERNET	1,123.31
Check Number 5669 Total	HEMINGFORD CO-OP TELEPHONE CO	1,123.31
HEMINGFORD MUNICIPAL UTILITIE	UTILITIES	7,836.42
Check Number 5670 Total	HEMINGFORD MUNICIPAL UTILITIE	7,836.42
HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	SAXON PHONICS/SPELL K-2	2,732.64
Check Number 5671 Total	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	2,732.64
HUSS AUTO REPAIR	SUBURBAN SERVICE	124.43
Check Number 5672 Total	HUSS AUTO REPAIR	124.43

03/10/2023 03:18 PM

Posted - All; Batch Description 3 Records Selected

User ID: KAH

Vendor Name	Description	Amount
IDEAL LINEN AND UNIFORM	CUSTODIAL SUPPLIES	104.86
IDEAL LINEN AND UNIFORM	CUSTODIAL SUPPLIES	104.86
Check Number 5673 Total	IDEAL LINEN AND UNIFORM	<u>209.72</u>
IDEAL/BLUFFS FACILITY SOLUTIONS	CUSTODIAL SUPPLIES	579.62
IDEAL/BLUFFS FACILITY SOLUTIONS	CUSTODIAL SUPPLIES	545.82
IDEAL/BLUFFS FACILITY SOLUTIONS	CUSTODIAL SUPPLIES	696.64
IDEAL/BLUFFS FACILITY SOLUTIONS	CUSTODIAL SUPPLIES	871.84
Check Number 5674 Total	IDEAL/BLUFFS FACILITY SOLUTIONS	<u>2,693.92</u>
INNOVATIVE OFFICE SOLUTIONS, LLC	TONER	297.04
INNOVATIVE OFFICE SOLUTIONS, LLC	TONER	470.34
INNOVATIVE OFFICE SOLUTIONS, LLC	COPIER SUPPLY	136.06
Check Number 5675 Total	INNOVATIVE OFFICE SOLUTIONS, LLC	<u>903.44</u>
J.J. PRATT ENTERPRISES, LLC	REFINISH GYM FLOOR	2,800.00
Check Number 5676 Total	J.J. PRATT ENTERPRISES, LLC	<u>2,800.00</u>
JACKS REFRIGERATION SERVICE	WEST MODULAR SENSOR	97.66
Check Number 5677 Total	JACKS REFRIGERATION SERVICE	<u>97.66</u>
JESPERSEN, GINA	TUITION REIMBURSEMENT	750.00
Check Number 5678 Total	JESPERSEN, GINA	<u>750.00</u>
JOSTEN'S INC.	DIPLOMA'S	243.95
JOSTEN'S INC.	GRADUATION CORDS	128.25
JOSTEN'S INC.	SIGNATURE IMAGE FOR DIPLOMA	24.80
JOSTEN'S INC.	GRADUATION MEDALS	38.13
Check Number 5679 Total	JOSTEN'S INC.	<u>435.13</u>
JW PEPPER & SON, INC	BAND/CHOIR MUSIC	79.64
Check Number 5680 Total	JW PEPPER & SON, INC	<u>79.64</u>
KEATING & ASSOCIATES, INC.	125 PARTICIPATION FEE	415.00
KEATING & ASSOCIATES, INC.	125 PARTICIPATION FEES - FEB	207.50
Check Number 5681 Total	KEATING & ASSOCIATES, INC.	<u>622.50</u>
KLEMKE, JOYCE	IRS ASSISTANCE	280.02
Check Number 5682 Total	KLEMKE, JOYCE	<u>280.02</u>
KOLLE, LASHAYNE	FEBRUARY 2023 MILEAGE REIMBURSEMENT	89.60
Check Number 5683 Total	KOLLE, LASHAYNE	<u>89.60</u>
KSB School Law PC, LLO	LEGAL SERVICES	512.50
Check Number 5684 Total	KSB School Law PC, LLO	<u>512.50</u>
LAWSON PRODUCTS	MAINTENANCE SUPPLY	221.10
Check Number 5685 Total	LAWSON PRODUCTS	<u>221.10</u>
LINCOLN JOURNAL STAR	INTRO SUBSCRIPTION	1.00
Check Number 5633 Total	LINCOLN JOURNAL STAR	<u>1.00</u>

03/10/2023 03:18 PM

Posted - All; Batch Description 3 Records Selected

User ID: KAH

Vendor Name	Description	Amount
LINCOLN MARRIOT CORNHUSKER	2023 NASES CONF - LODGING	218.00
Check Number 5686 Total	LINCOLN MARRIOT CORNHUSKER	218.00
LISA BRIGGS, OT, LLC	OT SERVICES	2,366.25
Check Number 5687 Total	LISA BRIGGS, OT, LLC	2,366.25
MATHCOUNTS.ORG	MATHCOUNTS COMPETITION REGISTRATION	480.00
Check Number 5633 Total	MATHCOUNTS.ORG	480.00
MOBIUS COMMUNICATIONS CO	PHONE SERVICE CALL	80.00
Check Number 5688 Total	MOBIUS COMMUNICATIONS CO	80.00
MORFORD'S DECORATING CENTER	CARPET INSTALLATION	4,214.32
MORFORD'S DECORATING CENTER	FLOORING GUARD	200.00
Check Number 5689 Total	MORFORD'S DECORATING CENTER	4,414.32
MUSIC SERVICES	STREAMING RIGHTS-CONCERT	50.00
Check Number 5633 Total	MUSIC SERVICES	50.00
NASB	PRESIDENT'S WORKSHOP REG	330.00
NASB	STRATEGIC PLAN EMBEDDED IN SPARQ	250.00
NASB	SUPT GOAL DEVELOPMENT	476.89
Check Number 5690 Total	NASB	1,056.89
NCECBVI	PAYMENT 7 OF 10	4,600.00
Check Number 5691 Total	NCECBVI	4,600.00
NE COUNCIL OF SCHOOL ADMINISTRATORS	HEARING OFFICER TRAINING-MC	100.00
NE COUNCIL OF SCHOOL ADMINISTRATORS	HEARING OFFICIER TRAINING	300.00
NE COUNCIL OF SCHOOL ADMINISTRATORS	2023 NASES REGISITRATION	150.00
Check Number 5692 Total	NE COUNCIL OF SCHOOL ADMINISTRATORS	550.00
NRCSA	NRCSA SPRING CONF REGISTRATION	840.00
Check Number 5693 Total	NRCSA	840.00
PERRY LAW FIRM	JOB DESCRIPTIONS	300.00
Check Number 5694 Total	PERRY LAW FIRM	300.00
PHILLIPS F & T, INC.	DIESEL	25.97
Check Number 5695 Total	PHILLIPS F & T, INC.	25.97
PROTEX CENTRAL INC.	FIRE ALARM SERVICE CALL	1,133.00
PROTEX CENTRAL INC.	FIRE ALARM SERVICE	806.00
PROTEX CENTRAL INC.	ALARM INSPECTIONS	750.00
PROTEX CENTRAL INC.	BRIVO ACCESS SOFTWARE FEE-1 YR-SOUTH CAM	198.00
Check Number 5696 Total	PROTEX CENTRAL INC.	2,887.00
QUALITY LOGO PRODUCTS, INC.	BADGE REEL AND HOLDERS	471.51
Check Number 5697 Total	QUALITY LOGO PRODUCTS, INC.	471.51
RABEN'S MARKET	CLASSROOM SUPPLY	40.25
RABEN'S MARKET	CLASSROOM SUPPLY	219.71

03/10/2023 03:18 PM

Posted - All; Batch Description 3 Records Selected

User ID: KAH

Vendor Name	Description	Amount
RABEN'S MARKET	SCIENCE LAB SUPPLIES	13.33
RABEN'S MARKET	VOAG SUPPLIES	15.36
Check Number 5698 Total	RABEN'S MARKET	<u>288.65</u>
ROBERTS, ERIN	MILEAGE REIMBURSEMENT	89.60
ROBERTS, ERIN	MILEAGE REIMBURSEMENT	95.20
Check Number 5699 Total	ROBERTS, ERIN	<u>184.80</u>
ROBINSON, MARY	ORIENTATION & MOBILITY SERVICES	272.00
Check Number 5700 Total	ROBINSON, MARY	<u>272.00</u>
ROCKY MOUNTAIN AIR SOLUTIONS	VOAG SUPPLY RENTAL	44.62
Check Number 5701 Total	ROCKY MOUNTAIN AIR SOLUTIONS	<u>44.62</u>
ROTH, MIKAELA	MILEAGE REIMBURSEMENT	100.80
Check Number 5702 Total	ROTH, MIKAELA	<u>100.80</u>
RSCHOOLTODAY	ACTIVITY SCHEDULER RENEWAL	400.97
Check Number 5703 Total	RSCHOOLTODAY	<u>400.97</u>
SCREENCLOUD	DIGITAL DISPLAY SOFTWARE SUBSCRIPTION	612.00
Check Number 5633 Total	SCREENCLOUD	<u>612.00</u>
SERVICE REALLY MATTERS CLEANING & RESTORATION	MOLD TESTING	408.74
Check Number 5704 Total	SERVICE REALLY MATTERS CLEANING & RESTORATION	<u>408.74</u>
SHERIDAN COUNTY	2022 GEN ELECTION	100.00
Check Number 5705 Total	SHERIDAN COUNTY	<u>100.00</u>
TRITLE PLUMBING	INSTALL NEW WATER HEATER-HS	1,300.00
Check Number 5706 Total	TRITLE PLUMBING	<u>1,300.00</u>
U.S. POSTAL SERVICE	941X/SOC SEC LETTER POSTAGE	2.37
U.S. POSTAL SERVICE	2 ROLLS STAMPS /1099'S	144.00
Check Number 5633 Total	U.S. POSTAL SERVICE	<u>146.37</u>
VALOR GENERAL STORE	VACUUM	109.00
VALOR GENERAL STORE	YAKTRAXS	624.90
Check Number 5633 Total	VALOR GENERAL STORE	<u>733.90</u>
VENNGAGE	INFOGRAPHIC MAKER SUBSCR.	100.98
Check Number 5633 Total	VENNGAGE	<u>100.98</u>
WALL STREET JOURNAL	MONTHLY SUBSCRIPTION	38.99
Check Number 5633 Total	WALL STREET JOURNAL	<u>38.99</u>
WESTCO	FUEL	5,192.47
Check Number 5708 Total	WESTCO	<u>5,192.47</u>
WESTERN NE NEWSPAPERS	ADVERTISING	214.76
Check Number 5709 Total	WESTERN NE NEWSPAPERS	<u>214.76</u>

Vendor Name	Description	Amount
WOOLY LEARNING, INC	PRO ANNUAL LICENSE	150.00
Check Number 5710 Total	WOOLY LEARNING, INC	150.00

Fund Number 01 92,642.99

Checking Account ID 1 92,642.99

03/10/2023 03:19 PM

Posted - All; Batch Description 2023-02 LUNCH FUND.

User ID: KAH

Vendor Name	Description	Amount
Checking Account ID 6	Fund Number 06 NUTRITION FUND	
ALLIANCE GROCERY KART	FOOD SUPPLIES	68.99
Check Number 7048 Total	ALLIANCE GROCERY KART	<u>68.99</u>
CASH-WA DISTRIBUTING	FOOD	1,923.79
CASH-WA DISTRIBUTING	FOOD	1,172.64
CASH-WA DISTRIBUTING	FOOD	1,773.63
CASH-WA DISTRIBUTING	FOOD	1,671.31
CASH-WA DISTRIBUTING	FOOD	2,031.14
Check Number 7049 Total	CASH-WA DISTRIBUTING	<u>8,572.51</u>
CRETE NEWS, THE	LUNCH RECEIPT BOOKS	134.62
Check Number 7050 Total	CRETE NEWS, THE	<u>134.62</u>
EDUTRAK, LLC	LUNCH SALES SOFTWARE	2,381.28
Check Number 7051 Total	EDUTRAK, LLC	<u>2,381.28</u>
HILAND DAIRY	MILK	2,927.70
Check Number 7052 Total	HILAND DAIRY	<u>2,927.70</u>
RABEN'S MARKET	LUNCH SUPPLIES	170.04
Check Number 7053 Total	RABEN'S MARKET	<u>170.04</u>
SIMPLY CLEAN	DISHWASHER SERVICE	275.40
Check Number 7054 Total	SIMPLY CLEAN	<u>275.40</u>
SYSCO DENVER	FOOD	2,468.21
SYSCO DENVER	FOOD	2,590.33
Check Number 7055 Total	SYSCO DENVER	<u>5,058.54</u>
US FOODS	FOOD	1,759.45
US FOODS	FOOD	1,804.72
US FOODS	FOOD	155.70
US FOODS	FOOD	2,088.24
US FOODS	FOOD	2,612.75
US FOODS	FOOD	1,131.29
US FOODS	FOOD-CREDIT	(1,797.72)
Check Number 7056 Total	US FOODS	<u>7,754.43</u>
Fund Number 06		<u>27,343.51</u>
Checking Account ID 6		<u>27,343.51</u>

TECHNOLOGY UPDATE

Summer

- Student device summer cleanup and storage
- Server upgrade with PaperCut migration
- Windows device upgrade
- Recycle retired devices
- New Chromebook outfitting for FR and 3rd grade Chromebooks and staff portable devices
- Classroom technology maintenance
- Student and staff technology account maintenance

First Semester

- Technology Update given to staff
- Student device check-out

Second Semester

- Enrolled in Cybersecurity & Infrastructure Security Agency Cyber Hygiene Reports via Homeland Security
- Recycle retired devices
- Canvas training
- Proofpoint training
- New device ordering
- Student device check-in

Summer

- South Campus DL room
- Summer duties/projects

ITEM	DESCRIPTION	23-24 Budget	22-23 Budget	21-22 Budget	20-21 Budget	19-20 Budget	18-19 Budget
Proofpoint	Cybersecurity product that includes staff licenses for CyberStrength, ThreatSim, ThreatSim USB, Simulation (Self Service), Security Awareness Materials. Each full license also includes 4 "light" users at no cost. In the 2023-2024 school year, the cost will be \$1.23 per user. In the 2024-2025 school year, the cost will be \$2.46 per user. Current estimate is ~125 licenses.	\$200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ScreenCloud	Service used to run our digital signage.	\$650.00	\$650.00	\$700.00	\$1,100.00	\$1,000.00	\$1,000.00
SOCS (FES)	Service used for our school webpage.	\$2,300.00	\$2,300.00	\$2,700.00	\$2,600.00	\$2,500.00	\$2,500.00
Swank Movie License	Subscription that allows for the legal showing of movies within the school buildings.	\$400.00	\$400.00	\$500.00	\$450.00	\$400.00	\$0.00
SysCloud	Intelligent Cloud Backup for Google Workspace Apps. Backup all essential Google Workspace (formerly G Suite) apps with Intelligent backup data insights to safeguard your business from ransomware, phishing, compliance risks, accidental deletions, user errors, insider threats, or even SaaS outages. Backup Gmail; Drive; Shared Drive; Calendar; Sites.	\$1,750.00	\$1,750.00	-	-	-	-
Toner	Toner used for printing.	\$10,000.00	\$10,000.00	\$10,000.00	\$12,000.00	\$16,000.00	\$15,000.00
WeVideo	Subscription to online service that allows students to create and edit their own videos. Provides thousands of free digital resources for students to use within their videos.	\$2,000.00	\$2,000.00	\$750.00	\$700.00	\$500.00	\$0.00
6-Year Device Plan	Device upkeep.	\$58,750.00	\$62,550.00	\$53,700.00	\$51,950.00	\$49,000.00	\$69,674.78
Miscellaneous: Extra devices (desktops, laptops, tablets, 3D printers, robotics), device parts, monitors, cables, adapters, etc.	Miscellaneous supplies and devices that are ordered throughout the year as needed.	\$16,650.00	\$16,150.00	\$18,300.00	\$30,450.00	\$26,800.00	\$15,175.22
Adobe Acrobat Pro	Removed from budget (19/20), use Adobe VIP subscription.	-	-	-	-	-	\$300.00
AR/STARS	Testing tool used for testing student reading levels. Moved to Curriculum Budget.	-	-	\$5,200.00	\$5,100.00	\$5,000.00	\$4,500.00
Destiny Library	Service used by librarians to manage library resources. Moved to Library Budget.	-	-	-	\$2,100.00	\$2,000.00	\$2,000.00
Harris Solutions	Removed from budget (19/20), business manager expense.	-	-	-	-	-	\$2,500.00
NWEA	Testing tool used for student assessment. Moved to Curriculum Budget.	-	-	\$7,700.00	\$7,600.00	\$7,500.00	\$7,000.00
PSNI SNAP Health	School Nurse Software that works with our Student Information System. Removed from budget (20/21), no longer used by school nurse.	-	-	-	-	\$1,500.00	\$0.00

ITEM	DESCRIPTION	23-24 Budget	22-23 Budget	21-22 Budget	20-21 Budget	19-20 Budget	18-19 Budget
SOPHOS	Removed from budget (19/20), increased firewall security, staff education, and removed most Windows machines with this service. Have substituted in Forticlient as needed.	-	-	-	-	-	\$7,000.00
REQUESTED		\$150,000.00	\$150,000.00	\$157,800.00	\$160,000.00	\$160,000.00	\$160,000.00

HEMINGFORD PUBLIC SCHOOLS DISTRICT TECHNOLOGY PLAN

YEAR 5 (2023-2024)			
Item	Number	Price	Total
FR Chromebooks (2027)	31	\$450.00	\$13,950.00
6th Grade Chromebooks (1:1)	40	\$450.00	\$18,000.00
1/6 Staff Portable	13	\$700.00	\$9,100.00
1/6 Staff Desktop	9	\$1,100.00	\$9,900.00
1/6 EL Tech Lab	6	\$800.00	\$4,800.00
1/6 HS Tech Lab	1	\$3,000.00	\$3,000.00
FINAL TOTAL			\$58,750.00

YEAR 6 (2024-2025)			
Item	Number	Price	Total
FR Chromebooks (2028)	40	\$450.00	\$18,000.00
5th Grade Chromebooks (1:1)	40	\$450.00	\$18,000.00
1/6 Staff Portable	13	\$700.00	\$9,100.00
1/6 Staff Desktop	9	\$1,100.00	\$9,900.00
1/6 EL Tech Lab	6	\$800.00	\$4,800.00
1/6 HS Tech Lab	1	\$3,000.00	\$3,000.00
FINAL TOTAL			\$62,800.00

YEAR 7 (2025-2026)			
Item	Number	Price	Total
FR Chromebooks (2029)	40	\$450.00	\$18,000.00
JH Chromebooks (1:1)	80	\$450.00	\$36,000.00
1/6 Staff Portable	13	\$700.00	\$9,100.00
1/6 Staff Desktop	9	\$1,100.00	\$9,900.00
1/6 EL Tech Lab	6	\$800.00	\$4,800.00
1/6 HS Tech Lab	1	\$3,000.00	\$3,000.00
FINAL TOTAL			\$80,800.00

YEAR 8 (2026-2027)			
Item	Number	Price	Total
FR Chromebooks (2030)	40	\$450.00	\$18,000.00
K-2 (1:2)	60	\$450.00	\$27,000.00
1/6 Staff Portable	13	\$700.00	\$9,100.00
1/6 Staff Desktop	9	\$1,100.00	\$9,900.00
1/6 EL Tech Lab	6	\$800.00	\$4,800.00
1/6 HS Tech Lab	1	\$3,000.00	\$3,000.00
FINAL TOTAL			\$71,800.00

YEAR 9 (2027-2028)			
Item	Number	Price	Total
FR Chromebooks (2031)	40	\$450.00	\$18,000.00
4th Grade Chromebooks (1:1)	40	\$450.00	\$18,000.00
1/6 Staff Portable	13	\$700.00	\$9,100.00
1/6 Staff Desktop	9	\$1,100.00	\$9,900.00
1/6 EL Tech Lab	6	\$800.00	\$4,800.00
1/6 HS Tech Lab	1	\$3,000.00	\$3,000.00
FINAL TOTAL			\$62,800.00

YEAR 10 (2028-2029)			
Item	Number	Price	Total
FR Chromebooks (2032)	40	\$450.00	\$18,000.00
3rd Grade Chromebooks (1:1)	40	\$450.00	\$18,000.00
1/6 Staff Portable	13	\$700.00	\$9,100.00
1/6 Staff Desktop	9	\$1,100.00	\$9,900.00
1/6 EL Tech Lab	6	\$800.00	\$4,800.00
1/6 HS Tech Lab	1	\$3,000.00	\$3,000.00
FINAL TOTAL			\$62,800.00

Grade	Graduation Year	Students
K	2036	40
1	2035	25
2	2034	27
3	2033	38
4	2032	28
5	2031	34
6	2030	40
7	2029	25
8	2028	28
9	2027	31
10	2026	36
11	2025	27
12	2024	24
TOTAL		403
PER CLASS		31
Using up to 40 Students/Class		

Grade	GoGuardian
K	40
1	25
2	27
3	38
4	28
5	34
6	40
7	25
8	28
9	31
10	36
11	27
12	24
EL Tech Lab	33
Extras	15
TOTAL	451

Item	Price
Student Chromebook	\$450.00
Staff Chromebook	\$700.00
Staff Desktop	\$1,100.00
Lab Chromebox	\$800.00
Lab iMac	\$3,000.00

Technology Committee District Goals (Minutes)	
1	Provide Staff with Usable Technology
2	In-House Technology Training for Staff
3	Student Monitoring
4	Digital Citizenship
5	Provide Students with Usable Technology
*	Preparation for Remote Learning

DRAFT - 2023 - 2024 SALARY SCHEDULE (PRINCIPALS)
HEMINGFORD PUBLIC SCHOOLS

\$37,000 (Base Salary of HEA Negotiated Agreement)

185 Day Contract

BASE	DOWN		ACROSS	
	2		4,5	
EXPERIENCE	MA	MA + 18	EdS	PhD/EdD
0	2.035 \$75,295	2.08 \$76,960	2.125 \$78,625	2.17 \$80,290
1	2.055 \$76,035	2.1 \$77,700	2.145 \$79,365	2.19 \$81,030
2	2.075 \$76,775	2.12 \$78,440	2.165 \$80,105	2.21 \$81,770
3	2.095 \$77,515	2.14 \$79,180	2.185 \$80,845	2.23 \$82,510
4	2.115 \$78,255	2.16 \$79,920	2.205 \$81,585	2.25 \$83,250
5	2.135 \$78,995	2.18 \$80,660	2.225 \$82,325	2.27 \$83,990
6	2.155 \$79,735	2.20 \$81,400	2.245 \$83,065	2.29 \$84,730
7	2.175 \$80,475	2.22 \$82,140	2.265 \$83,805	2.31 \$85,470
8	2.195 \$81,215	2.24 \$82,880	2.285 \$84,545	2.33 \$86,210
9	2.215 \$81,955	2.26 \$83,620	2.305 \$85,285	2.35 \$86,950
10	2.235 \$82,695	2.28 \$84,360	2.325 \$86,025	2.37 \$87,690
11	2.255 \$83,435	2.3 \$85,100	2.345 \$86,765	2.39 \$88,430
12	2.275 \$84,175	2.32 \$85,840	2.365 \$87,505	2.41 \$89,170
13	2.295 \$84,915	2.34 \$86,580	2.385 \$88,245	2.43 \$89,910
14	2.315 \$85,655	2.36 \$87,320	2.405 \$88,985	2.45 \$90,650
15	2.335 \$86,395	2.38 \$88,060	2.425 \$89,725	2.47 \$91,390

210 Day Contract

Factor: 210/185 1.135135135

EXPERIENCE	MA	MA + 18	EdS	PhD/EdD
0	\$85,470	\$87,360	\$89,250	\$91,140
1	\$86,310	\$88,200	\$90,090	\$91,980
2	\$87,150	\$89,040	\$90,930	\$92,820
3	\$87,990	\$89,880	\$91,770	\$93,660
4	\$88,830	\$90,720	\$92,610	\$94,500
5	\$89,670	\$89,670	\$93,450	\$95,340
6	\$90,510	\$92,400	\$94,290	\$96,180
7	\$91,350	\$93,240	\$95,130	\$97,020
8	\$92,190	\$94,080	\$95,970	\$97,860
9	\$93,030	\$94,920	\$96,810	\$98,700
10	\$93,870	\$95,760	\$97,650	\$99,540
11	\$94,710	\$96,600	\$98,490	\$100,380
12	\$95,550	\$97,440	\$99,330	\$101,220
13	\$96,390	\$98,280	\$100,170	\$102,060
14	\$97,230	\$99,120	\$101,010	\$102,900
15	\$98,070	\$99,960	\$101,850	\$103,740

Placement of staff on the salary schedule will be determined by the superintendent of schools. The Board of Education reserves the right to make adjustments to the schedule, add or subtract steps, and discontinue use of the schedule.

DRAFT - 2023 - 2024 SALARY SCHEDULE (INSTRUCTIONAL SERVICES DIRECTOR - SPECIAL EDUCATION)
HEMINGFORD PUBLIC SCHOOLS

\$37,000 (Base Salary of HEA Negotiated Agreement)

185 Day Contract

193 Day Contract

Factor: 193/185 1.043243243

BASE	DOWN		ACROSS	
	2		4,5	
EXPERIENCE	MA	MA + 18	EdS	PhD/EdD
0	2.035 \$75,295	2.08 \$76,960	2.125 \$78,625	2.17 \$80,290
1	2.055 \$76,035	2.1 \$77,700	2.145 \$79,365	2.19 \$81,030
2	2.075 \$76,775	2.12 \$78,440	2.165 \$80,105	2.21 \$81,770
3	2.095 \$77,515	2.14 \$79,180	2.185 \$80,845	2.23 \$82,510
4	2.115 \$78,255	2.16 \$79,920	2.205 \$81,585	2.25 \$83,250
5	2.135 \$78,995	2.18 \$80,660	2.225 \$82,325	2.27 \$83,990
6	2.155 \$79,735	2.20 \$81,400	2.245 \$83,065	2.29 \$84,730
7	2.175 \$80,475	2.22 \$82,140	2.265 \$83,805	2.31 \$85,470
8	2.195 \$81,215	2.24 \$82,880	2.285 \$84,545	2.33 \$86,210
9	2.215 \$81,955	2.26 \$83,620	2.305 \$85,285	2.35 \$86,950
10	2.235 \$82,695	2.28 \$84,360	2.325 \$86,025	2.37 \$87,690
11	2.255 \$83,435	2.3 \$85,100	2.345 \$86,765	2.39 \$88,430
12	2.275 \$84,175	2.32 \$85,840	2.365 \$87,505	2.41 \$89,170
13	2.295 \$84,915	2.34 \$86,580	2.385 \$88,245	2.43 \$89,910
14	2.315 \$85,655	2.36 \$87,320	2.405 \$88,985	2.45 \$90,650
15	2.335 \$86,395	2.38 \$88,060	2.425 \$89,725	2.47 \$91,390

EXPERIENCE	MA	MA + 18	EdS	PhD/EdD
0	\$78,551	\$80,288	\$82,025	\$83,762
1	\$79,323	\$81,060	\$82,797	\$84,534
2	\$80,095	\$81,832	\$83,569	\$85,306
3	\$80,867	\$82,604	\$84,341	\$86,078
4	\$81,639	\$83,376	\$85,113	\$86,850
5	\$82,411	\$82,411	\$85,885	\$87,622
6	\$83,183	\$84,920	\$86,657	\$88,394
7	\$83,955	\$85,692	\$87,429	\$89,166
8	\$84,727	\$86,464	\$88,201	\$89,938
9	\$85,499	\$87,236	\$88,973	\$90,710
10	\$86,271	\$88,008	\$89,745	\$91,482
11	\$87,043	\$88,780	\$90,517	\$92,254
12	\$87,815	\$89,552	\$91,289	\$93,026
13	\$88,587	\$90,324	\$92,061	\$93,798
14	\$89,359	\$91,096	\$92,833	\$94,570
15	\$90,131	\$91,868	\$93,605	\$95,342

Placement of staff on the salary schedule will be determined by the superintendent of schools. The Board of Education reserves the right to make adjustments to the schedule, add or subtract steps, and discontinue use of the schedule.

Quotation



126 NW Jackson St.
Topeka, KS 66603-3310
Main Office: 785-295-4200
Toll Free 800-255-0064
Fax 785-295-4290
eMail: aaron.baker@cytekmedia.com

Quote #: 328-21439-5

Project: Hemingford HS S Campus Board Rm Change Order

Quote Date: 3/7/2023

Quote Valid: 30 Days

Terms: Net/30

Freight: 067 Paid By Cytek

Prepared for: BJ Peters
Hemingford HS
911 Niobrara St
Hemingford NE 69348

Item	Manufacturer	Model	Qty	Unit Price	Price
------	--------------	-------	-----	------------	-------

Control - Credit

1		Crestron	TS-1070-B-S	1	(-\$2,000.00)	(-\$2,000.00)
10.1 in. Tabletop Touch Screen - Black Smooth						
The Crestron TS□1070 series is a stylish and versatile tabletop touch screen that is ideal for residential and enterprise applications. The TS□1070 features a 10.1 in. (257 mm) capacitive touch screen display with custom□programmable control buttons and support for Smart Graphics software and HTML5□based custom UI projects. PoE and Wi□Fi network connectivity and a modern tabletop design allow the touch screen to be deployed just about anywhere.						

Audio - Credit

2		Shure	MX418D/C	1	(-\$280.00)	(-\$280.00)
18" Cardioid, Desktop Gooseneck Condenser Microphone						
Shure Microflex MX400 Series microphones are miniature gooseneck-mounted electret condenser microphones designed primarily for speech and vocal pickup. They can be mounted on lecterns, pulpits, or conference tables. All models include a preamplifier and are available with interchangeable cardioid, supercardioid, or omnidirectional cartridges.						

Video - Credit

3		Crestron	HD-TX-101-C-E	1	(-\$220.00)	(-\$220.00)
HDMI over CATx Transmitter, Surface Mount						
The HD-TX-101-C-E is a surface-mountable DM Lite transmitter designed to pair with a DM Lite receiver to form a point-to-point signal extender for HDMI signals. The DM Lite family of products offers a very simple and versatile solution for extending HD, UHD, 2K, and 4K video signals, with stereo or surround sound audio, over a single CAT5e (or better) cable. A cable length of up to 230 ft (70 m) is supported for HD 1080p, WUXGA, and 2K signals, or up to 130 ft (40 m) for UHD and 4K.						
4		Crestron	HD-MD4X2-4KZ-E	1	(-\$933.00)	(-\$933.00)
4x2 4K60 4:4:4 HDR AV Switcher						
The HD-MD4X2-4KZ-E is a 4K60 4:4:4 HDR (High Dynamic Range) AV switcher that provides a cost-effective solution for professional AV applications. Equipped with four HDMI inputs and two HDMI outputs, the HD-MD4X2-4KZ-E includes features such as automatic switching of inputs, EDID management, HDCP 2.3 compliance, enterprise-grade security, and XiO Cloud service support.						



Prepared by:
Aaron Baker
Cytek Media Systems
126 NW Jackson St.
Topeka, KS 66603-3310

Phone: (800) 255-0064
Direct: (785) 295-4266
Fax: 785-295-4290
E-mail: aaron.baker@cytekmedia.com

Bid Quote - Rev 5
March 7, 2023
Page 1 of 5

Item	Manufacturer	Model	Qty	Unit Price	Price	
Video						
5		Da-Lite Model C with CSR 57.5" x 92" 109" Diagonal	70292	1	\$920.00	\$920.00
The Model C with CSR is a manual wall- or ceiling-mounted screen for larger rooms with a controlled screen return that ensures a quiet, controlled return to the case. Screens with CSR must be fully extended. Standard white powder-coated finish; available in black or veneer upon request.						
6		Epson PowerLite Full HD WUXGA Long-throw Laser Projector	L530U	1	\$2,243.00	\$2,243.00
Share bright, easy-to-read displays for meetings, lectures and more with the PowerLite L530U long-throw laser projector. Offering an incredible 5,200 lumens of brightness, the PowerLite L530U enhances spaces with vibrant, true-to-life, Full HD WUXGA images. Ideal for business, education and beyond, this versatile projector displays up to 500" and provides an array of features for engaging, impactful experiences, including integrated wireless networking and Miracast for easy sharing from laptops and smart devices. A convenient, easy-to-use solution, the PowerLite L530U features a virtually maintenance-free 20,000-hour laser light source, plus built-in tools, lens shift and advanced software for easy, streamlined installation.						
7		Crestron 1-to-4 4K HDMI Distribution Amplifier	HD-DA4-4KZ-E	1	\$404.00	\$404.00
The Crestron HD- DA4-4KZ-E is a simple to use, high-performance 4K AV distribution amplifier designed to split a single HDMI® signal to feed up to four separate displays, switchers, and/or other devices. It provides full support for UHD and DCI 4K60 4:4:4 and HDR video, HDCP 1.4 or 2.2 copy protection, and high-bitrate 7.1 audio, to ensure optimal performance and compatibility for any HD or 4K video application. No programming or control system is required for operation.						
8		Crestron Tx for HDMI Signal Extension over CATx, Wall Plate - White	HD-TX-4KZ-101-1G-W	1	\$300.00	\$300.00
The HD-TX-4KZ-101-1G is a DM Lite 4K60 4:4:4 wall plate transmitter designed to interoperate with a DM Lite receiver or DMPS Lite switcher for the transmission of an HDMI signal. A CAT5e or higher twisted pair cable is used to connect the HD-TX-4KZ-101-1G to the DM Lite receiver or DMPS Lite switcher. For 1080p, WUXGA, and 2K signals, a cable length of up to 230 ft (70 m) is supported. For UHD and 4K signals, a cable length of up to 130 ft (40 m) is supported.						
Audio						
9		QSC 6.5" 2-way 70 volt Speaker - White	AD-C6T-WH	2	\$210.00	\$420.00
The QSC AcousticDesign™ AD-C6T is a 6.5" two-way ceiling loudspeaker ideally suited for a wide variety of foreground and background sound reinforcement applications which utilize 70/100V or 16Ω bypass configurations. The AcousticDesign series offers integrators a premium quality installed sound solution where performance, consistent coverage, and aesthetics are paramount. Specifically designed to maintain a consistent tonal characteristic across the entire family in ceiling, surface, and pendant applications, the AcousticDesign series allows integrators seamless transitions within blended installations.						



Item	Manufacturer	Model	Qty	Unit Price	Price
10	Panasonic	WX-SR202DN	1	\$1,602.00	\$1,602.00
	Dual-Channel Digital Wireless Receiver w/Dante				
<p>The Panasonic WX-SR202DN is a Dante-compatible rackmount dual-channel digital wireless receiver for use with the WX-ST200 handheld microphone transmitter and the WX-ST400 bodypack transmitter (both available separately). The system operates in the 1.9 GHz range, far away from potential Wi-Fi and TV interference, and is designed to provide reliable audio reception with an operating range up to 150'. The receiver is well suited for hybrid in-room/virtual presentations in a wide variety of spaces ranging from small conference rooms to larger event spaces and auditoriums. Connect up to 8 antennas (available separately) using Cat 5 cables and tuck the receiver away in the equipment closet for a neat and tidy setup.</p>					
11	Panasonic	WX-SA250	1	\$206.00	\$206.00
	Wireless Antenna for the WX-SR202P Receiver				
<p>The WX-SA250 wireless antenna is an integral part of Panasonic's SR200 1.9 GHz Digital Wireless Microphone system, providing line of sight communication with Panasonic's ST200 wireless microphones and routes the signal flawlessly back to the WX-SR202 digital wireless receiver via CAT5 / 6 connection. Multiple antennas can be placed in a room to accommodate for room size or multiple 2-channel microphone systems.</p>					
12	Panasonic	WX-SM410	1	\$59.00	\$59.00
	Lavalier Microphone				
<p>Separate Lavalier Microphones as an accessory! Each speaker can have their own microphone – no sharing required! Featuring a condenser microphone with cardioid polar pattern and Panasonic's proprietary filtering to eliminate noise yet provide clear and original sound quality with a flat frequency response this lavalier microphone is designed to optimize vocal clarity.</p>					
13	Panasonic	WX-ST200	1	\$307.00	\$307.00
	Handheld DECT Wireless Microphone Transmitter				
<p>The Panasonic WX-ST200 is a handheld wireless microphone transmitter compatible with WX-SR receivers (available separately), featuring a lightweight and rugged design built to withstand frequent use in classrooms, conference centers, and event spaces. It comes equipped with an electret-condenser capsule, offering a cardioid polar pattern that minimizes background noise and feedback.</p>					
14	Panasonic	WX-ST400	1	\$318.00	\$318.00
	Bodypack DECT Wireless Tx w/Cardioid Lavalier Mic				
<p>The Panasonic WX-ST400 is a wireless bodypack transmitter compatible with WX-SR receivers (available separately). Featuring a lightweight and rugged design built to withstand frequent use in classrooms, conference centers, and event spaces, it includes a lavalier microphone with an electret-condenser capsule, offering a cardioid polar pattern that minimizes background noise and feedback.</p>					
15	Panasonic	WX-SZ200	1	\$249.00	\$249.00
	Wireless Microphone Desktop Charging Station				
<p>Go green and reduce battery waste with the WX-SZ200 Wireless Microphone Desktop Charging Station from Panasonic. The unit accommodates two WX-ST200 handheld mic/transmitters or WX-ST400 bodypack transmitters (or any combination thereof) and allows you to charge the Ni-MH battery inside each transmitter (batteries and transmitters available separately). Contactless charging ports make the WX-SZ200 easy to clean and an AC adapter and power cord are included. Charging time is approximately 6 hours.</p>					



Item	Manufacturer	Model	Qty	Unit Price	Price
16 	Panasonic	HHR-210AAC4B	4	\$7.00	\$28.00
AA NI-MH - Nickel Metal Hydride Battery					
AA Size extended capacity Nicel Metal Hydride Battery Cell. Has 4-times the run time of standard NICAD AA Cells. This NIMH Cell can be high rate quick charged in 1 hour. Low internal resistance excellent discharge characteristics. High Power and reliability make this an ideal choice for the most demanding consumer and industrial portable devices. Can be charged hundreds of time for extra long life.					

Control

17 	Crestron	TSW-1070-W-S	1	\$2,053.00	\$2,053.00
10.1 in. Wall Mount Touch Screen - White Smooth					
The Crestron TSW□1070 series is a stylish and versatile wall mount touch screen that is ideal for residential and enterprise applications. The TSW□1070 features a 10.1 in. (257 mm) capacitive touch screen display with custom□programmable control buttons and support for Smart Graphics software and HTML5□based custom UI projects. PoE and Wi□Fi network connectivity and a comprehensive assortment of mounting accessories simplify new and retrofit installations.					

18 	QSC	QIO-S4	1	\$375.00	\$375.00
Q-SYS Network I/O Serial Expander					
The Q-SYS QIO-S4 expands your Q-SYS system’s capabilities to enable streamlined interoperability with non-networked control devices via Serial connectivity. By separating local I/O from processing hardware, the QIO Series offer modular and easily scalable network I/O to support your desired topology.					
Native network Serial connectivity solution for Q-SYS. Four (4) bi-directional RS232 serial ports. One port includes RS422 and RS485 compatibility. Power over Ethernet (PoE) capable. Daisy-chain up to four QIO expanders on a single network run (with local daisy-chained DC power).					

Mounting

19 	Chief	LSTU	2	\$117.00	\$234.00
Large THINSTALL™ Fixed Wall Mount					
The industry's first ultra-thin flat panel wall mount at less than the width of a penny. Landscape Only					

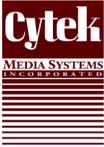
20 	Legrand	FHB5034	2	\$10.00	\$20.00
Thinstall Hardware Kit					
FHB3XXX, FHB5XXX and FHB7XXX Includes screws and spacers specific to the TV being installed M6 Screws and 1.375" spacers to space off a mount further from the screen due to inputs etc.					

21 	Chief	RPAUW	1	\$194.00	\$194.00
Universal Projector Mount - White					
An inverted ceiling mount with the exclusive All-Points security system, the Chief RPAUW is the top-selling projector mount in the industry. Ideal for use offices, schools and homes, it is supplied with everything needed for quick installation, a low-profile look and easy projector maintenance.					



Item	Manufacturer	Model	Qty	Unit Price	Price
22	Chief	CMS440	1	\$119.00	\$119.00
	Speed-Connect Above Tile Suspended Ceiling Kit				
The Chief CMS-440 Speed-Connect Lightweight Suspended Ceiling Kit focuses on speed of installation. The Speed-Connect Series was designed as an upgrade to the popular CMA Series of ceiling mount accessories. The Speed-Connect Series integrates easy-to-use features that focus on saving time and maximizing security.					

System Integration

23		Cytek	INT	1	\$1,300.00	\$1,300.00
Installation, Testing, and Commissioning						
Professional Installation and Testing Travel included						

24		Cytek	PGM	1	\$150.00	\$150.00
Custom Programming & Design						
Cytek Programming and Design						
Use 3500-PGMA for Audio programming And 3500-PGMC for Control system programming						

25		QSC	SS-EMA-P-P	2	\$13.00	\$26.00
12-Month Enterprise Manager Peripheral License						
12 Month Enterprise Manager Peripheral License - Professional						

Total: **\$8,094.00 ***

Zoom Rooms computer provided by customer



Prepared by:
Aaron Baker
Cytek Media Systems
126 NW Jackson St.
Topeka, KS 66603-3310

Phone: (800) 255-0064
Direct: (785) 295-4266
Fax: 785-295-4290
E-mail: aaron.baker@cytekmedia.com

Bid Quote - Rev 5
March 7, 2023
Page 5 of 5

**RESOLUTION ON SCHOOL DISTRICT STANDARDS FOR ACCEPTANCE
OR REJECTION OF OPTION ENROLLMENT OR OUT OF STATE
APPLICATIONS**

WHEREAS, Hemingford Public Schools is committed to providing an education of high quality to its students in an economically efficient manner; and

WHEREAS, the school district’s faculty, facilities, and equipment can serve only a limited number of students effectively; and

WHEREAS, the Hemingford Board of Education, in consultation with the administration, has reviewed the school district’s faculty, facilities, equipment, interdisciplinary efforts and interrelationships of grades, subjects, and faculty; and has determined the maximum number of students it can serve effectively at any given grade level and in total;

NOW, THEREFORE BE IT RESOLVED that the board adopts the following standards for acceptance or rejection of option enrollment applications:

Numeric Capacity. The capacity in the following grade levels, programs, classes, and/or school buildings is as follows:

- Each grade level in grades kindergarten through 6: **40** students—exception—students of siblings already enrolled
- Each grade level in grades 9 through 12: ___ students
- Students in special education programs requiring specific academic and behavioral support: ___ students
- Other: _____

Total enrollment for the school district: _____ students.

Programmatic Capacity. The board declares the following grade levels, programs, classes, and school buildings to be at capacity such that no option or out-of-state applications into any of the following will be accepted: **SPED PROGRAM.**

Other Standards. The school district shall not accept an option student when acceptance of the student:

- (a) Would increase the operating costs of the school district, such as by requiring the hiring of new staff or contracting with outside entities to provide services to the student;
- (b) Would require the procurement of new equipment, technology, or furnishings;
- (c) Would cause or require the rearrangement of caseloads for staff and contracted professionals;
- (d) Is reasonably deemed by appropriate school staff to pose a potential risk to the health or safety of students or staff;
- (e) May pose a risk of adversely affecting the quality of educational services being provided to resident students, as determined by appropriate school staff.

After the above resolution was read, board member _____ moved for passage of the motion. Board member _____ seconded the motion. After discussion, and on roll call vote:

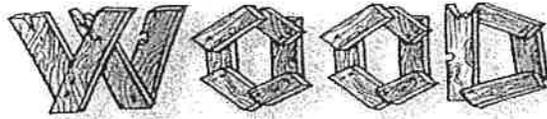
<u>ROLL CALL VOTE:</u>	<u>AYE</u>	<u>NAY</u>	<u>ABSTAIN</u>
Justin Ansley	_____	_____	_____
Brett Cullan	_____	_____	_____
Rick Horstman	_____	_____	_____
Blanche Randolph	_____	_____	_____
Trish Schumacher	_____	_____	_____
Troy Turek	_____	_____	_____

Having been consented to by a majority of the voting members, the board president declared the motion to have been passed and adopted.

Dated this 13TH day of July 2022.

 President, Board of Education

Thinking of Building? Then you'll need...



P.O. Box 275 1021 Miles Hemingford, NE 69348
Randy Wood 308-760-1346 Ron Wood 308-760-7155
Email: dalewoodconst@gmail.com

March 9, 2023

Hemingford Public Schools
913 Niobrara Ave
Hemingford, NE 69348

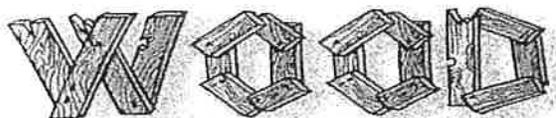
Handicap ramps

Estimate to remove existing steps and replace them with handicap ramps.

Material	\$ 8,890.42
Labor	\$ 7,200.00
Misc.	<u>\$ 500.00</u>
Total	\$16,590.42

Thank You
Dale Wood Construction Inc.

Thinking of Building? Then you'll need...



P.O. Box 275 1021 Miles Hemingford, NE 69348
Randy Wood 308-760-1346 Ron Wood 308-760-7155
Email: dalewoodconst@gmail.com

March 9, 2023

Hemingford Public Schools
913 Niobrara Ave
Hemingford, NE 69348

Modular Handicap Bathrooms

Estimate to remodel bathrooms to make them handicap accessible. Does not include plumbing, electrical or painting.

Material	\$ 8,227.89
Labor	\$ 8,460.00
Misc.	\$ <u>500.00</u>
Total	\$17,187.89

Thank You
Dale Wood Construction Inc.

Hemingford Special Education Policy - 612.01 through 612.19

File: 612.01

FREE APPROPRIATE PUBLIC EDUCATION

The Hemingford Public School district will provide a free appropriate public education to children with disabilities eligible for special education services in accordance with state and Federal regulations. An IEP outlines each student's individual education plan and will be reasonably designed to meet the unique educational needs of the student.

The district ensures that a free appropriate public education is available to all children with disabilities residing in the district through the school year in which the student reaches 21 years of age, including children with disabilities who have been suspended or expelled.

File: 612.02

FULL EDUCATIONAL OPPORTUNITY GOAL

The district has a goal of providing a full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal.

File: 612.03

CHILD FIND

The Hemingford Public School district will develop procedures to ensure all children within the district have access to the child find process. The district will provide multiple methods to provide parents, guardians, and community members with information regarding how to refer a child for an evaluation and the identification process. Each school building will have a designated contact person who is knowledgeable about the district procedures, and the district will designate a contact person to oversee the child find process. The child find process will be consistent with Federal and state regulations (34 CFR § 300.111 and 300.131; 92 NAC 51-006 and 92 NAC 51-015.03).

All children with disabilities residing in the district, including children with disabilities who are homeless children or wards of the state and children with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

File: 612.04

EVALUATION

When a child is suspected of having a disability, the Hemingford Public School district will complete a comprehensive initial evaluation within 45 school days or 60 calendar days (whichever comes first) from the date of parental consent to determine eligibility for special education services. All evaluations (both initial evaluations and reevaluations) will be completed by qualified multidisciplinary professionals and will follow Federal and state regulations. The documented results of the evaluation will be provided to parents and included in student files. The district will use a variety of assessment instruments to ensure district teams have access to appropriate measures to complete evaluations. The district and school psychologist will follow publisher guidelines for assessments (professional qualifications, use of materials, interpretations) and will not

use outdated or culturally inappropriate tools. The district and school psychologist will ensure assessment instrument regulations are followed. All evaluation components will be coordinated with the Educational Service Unit and at no expense to the parent.

File: 612.04

ADDITIONAL EVALUATION REQUIREMENTS FOR SLD

The Hemingford Public School district will collect students' reading and math performance data at least one time a year. School teams will make data-based decisions to determine who is in need of general education interventions. Interventions will include evidence-based practices. The student's progress will be monitored in the area of the deficit. School teams will review all collected data, and if it is suspected that a student has a specific learning disability, the student will be referred for an evaluation. The parent has a right to request an evaluation at any time. The district will develop procedures to ensure compliance with all Federal and state regulations concerning evaluations. District special education staff will be trained annually on procedures and district-level policies.

File: 612.042

EVALUATIONS

All evaluations (initial evaluations and reevaluations) will be completed by qualified multidisciplinary professionals and will follow Federal and state regulations. The documented results of the evaluation will be provided to parents and included in student files. The district will coordinate the use of a variety of assessment instruments to ensure district teams have access to appropriate measures to complete evaluations. The district and school psychologist will follow publisher guidelines for assessments (professional qualifications, use of materials, interpretations) and will not use outdated tools. All past evaluations will be reviewed before making decisions regarding current evaluation or reevaluation needs. The district will develop procedures to ensure compliance with all Federal and state regulations concerning evaluations and ensure regulations are followed.

File: 612.043

INDEPENDENT EDUCATION EVALUATIONS

The parent, guardian, or appointed surrogate will be notified of procedural safeguards consistent with Federal and state regulations (34 CFR § 300 502 and 92 NAC 51-006 07) associated with Independent Education Evaluations (IEEs) at the time of evaluation. When a parent, guardian, or appointed surrogate disagrees with the outcomes of an evaluation and requests an IEE, Hemingford Public School district will respond to the request within 10 school days with a decision to move forward with the IEE or initiate a hearing to determine the appropriateness of the evaluation (consistent with 92 NAC 51-006 07D). The parent, guardian, or appointed surrogate will be given written notice of the decision. The district will maintain procedures outlining criteria associated with the evaluation and provide information to the parent upon request. The school team will consider independent evaluations (whether provided at parent or public expense) when making decisions.

File: 612.044

DISABILITY VERIFICATION

A multidisciplinary team will identify whether a child is eligible for special education services after the completion of a comprehensive evaluation based on disability categories identified by state and Federal regulations (34 CFR §300 8; 92 NAC 51-006 04). The district does include the category of developmental delay.

File: 612.045

ELIGIBILITY

Eligibility for services will be determined by a multidisciplinary team based on the results of a comprehensive evaluation. The team is responsible for ruling out if the determinant factor is due to a lack of appropriate instruction in reading or math or due to a lack of English proficiency. The team will prepare a written report documenting all evaluation findings in accordance with state and Federal requirements. The district will develop procedures determining who is responsible for providing the parent with a written report and the documentation of such actions. When a student is not eligible for services, the school multidisciplinary team will determine if general education interventions or strategies are needed.

File: 612.046

CONSENT (EVALUATION AND PLACEMENT)

The Hemingford Public School district staff will provide the parent, guardian, or appointed surrogate (when applicable) with information regarding decisions to evaluate (what they are proposing or rejecting, reasons for decisions, all options considered, why other options were rejected, what information was used to make decisions, and any other relevant information.) Staff will seek written permission for evaluation on the district SRS consent form which will conform to state and Federal requirements consistent with 34 CFR §300.9; and 92 NAC 51-009. Informed consent for special education placement will be obtained on the SRS Initial Placement form before services are initiated. Revocation of consent for evaluation or services must be documented by the parent in writing. Reasonable efforts will be taken to obtain the parent's written signature for revocation of services, including phone, email, and mail requests.

File: 612.05

INDIVIDUALIZED EDUCATION PROGRAM AND FAMILY SERVICES PLAN

The district ensures that an Individualized Education Program (IEP), or an Individualized Family Service Plan (IFSP) is developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007.

Every report of alleged violations of the district's special education policies that fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing investigation of these policies, potential issues of sexual harassment or discrimination are identified, the Title IX Coordinator shall be promptly notified. The investigation shall be conducted jointly and concurrently to address the issues of alleged sexual harassment or discrimination as well as the incidents of alleged violations of the special education policies.

File: 612.06

TRANSITION FROM PART C TO PART B

The Hemingford Public School district will create procedures to ensure staff participate in transition planning with early intervention programs to ensure participating children are appropriately evaluated, identified, and have services in place by age 3 consistent with Federal regulations (34 CFR § 1.24, 34 CFR § 300.323) and state law (92 NAC 51-005.03).

File: 612.07

ASSESSMENT PARTICIPATION AND REPORTING

For students with disabilities participating in the regular education assessment, Hemingford Public School district will develop guidelines for the provision of appropriate accommodations on assessments. Students will only be eligible for participation in the alternate assessment if they meet state and Federal regulations. The district will develop guidelines for the participation and accommodations of children with disabilities in alternate assessments.

File: 612.08

PLACEMENT AND LEAST RESTRICTIVE ENVIRONMENT

Teams will develop Individual Education Plans (IEPs), which will include all roles identified by Federal and state rules, within 30 days from the initial eligibility decision and at least annually, consistent with state and Federal rules and regulations. The district will use SRS forms to make sure all required components are considered and included. While a draft may be developed before an IEP meeting, the draft will not be considered the final version and shall be reviewed and revised based on the team, including the parent, input, and consensus. If a parent requests an alternate means of attendance, the team will offer attendance via phone, zoom, or virtual conferences. Procedures for such options will be developed to ensure confidentiality and to obtain proper signatures.

To the maximum extent appropriate, children with disabilities, including children in public or nonpublic schools and approved service agencies, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or the severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The district ensures that an Individualized Education Program (IEP), or an Individualized Family Service Plan (IFSP) is developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007.

File: 612.09

CHILDREN IN NONPUBLIC SCHOOLS

Consistent with the number and location of children with disabilities who are enrolled by their parents in nonpublic elementary and secondary schools, provision is made for the participation of those children in special education and related services in accordance with the requirements contained in 92 NAC 51.

File: 612.10

PROCEDURAL SAFEGUARDS

The Hemingford Public School district will implement procedural safeguards outlined in Federal and state regulations (34 CFR § 300.500, 92 NAC 51-009.01). Parents will be given a copy of their procedural safeguards annually or upon initial referral or parental request for evaluation; upon request by a parent; upon receipt by the school district or approved cooperative of the first occurrence of the filing of a complaint under 92 NAC 51-009.11 and the first occurrence of filing a special education due process case under 92 NAC 55; and in accordance with the discipline procedures in 92 NAC 51-016. District procedures will be developed for parent participation in decision-making, parent examination of records, record access, the release of records,

record amendments, confidentiality safeguards, records regarding migratory children with disabilities, retention and destruction of records, insurance process (if applicable), and dispute resolution processes.

File: 612.11

TRANSPORTATION

The Hemingford Public School district will be responsible for coordinating and supplying transportation needs of children with disabilities within the school district consistent with state and Federal regulations (34 CFR § 300.34, 34 CFR § 300.107, and 34 CFR § 300.179; 92 NAC 51-009.07.07C4a, 92 NAC 51-009.003.49.92 NAC 51-009.014) including transportation services needed for children birth to 5-year-old, children who are wards of the state, and parentally placed nonpublic students who require services to access academic, related services, and nonacademic services and activities as determined by the child's IEP team. Except when a parent is transporting only his or her child, the board of education shall require that the driver and vehicle meet the standards required by 92 NAC 91 and 92.

File: 612.12

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

The Hemingford Public School district will implement a comprehensive system of personnel development including the Danielson Effective Educator model. Procedures shall be developed to meet the basic requirements of the comprehensive system.

The district ensures that personnel necessary to carry out IDEA requirements are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities.

File: 612.13

CONFIDENTIALITY

The Hemingford Public School district will protect the confidentiality of personally identifiable information in the education records of students with disabilities. The district shall maintain a system of safeguards to protect the confidentiality of student's educational records and personally identifiable information when collecting, retaining, disclosing, and destroying student special education records, in accordance with Board policy, state requirements, and Federal and state law and regulations.

File: 612.16

VERIFICATION

The district has a goal of preventing the inappropriate over-identification of disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment as described in 92 NAC 51-003.10.

"Child with a disability" means a child who has been verified as per 92 NAC 51-006 as a child with autism, a behavior disorder, deaf-blindness, a developmental delay, a hearing impairment including deafness, a mental handicap, multiple impairment, an orthopedic impairment, an other health impairment, a specific learning disability, a speech-language impairment, a traumatic brain injury or a visual impairment including blindness, who because of this impairment needs special education and related services. If, under 92 NAC 51-003.63, it is determined, through an appropriate evaluation under 92 NAC 51-006, that a child has one of the disabilities

identified above, but only needs a related service and not special education, the child is not a child with a disability under this Chapter. If the related service required by the child is considered special education rather than a related service, the child would be determined to be a child with a disability.

File: 612.17

PROHIBITION ON MANDATORY MEDICATION

The Hemingford Public School district, special education personnel, and related services providers are prohibited from requiring parents to obtain a prescription for a child as a condition of attending school, receiving an evaluation, or receiving services.

Nothing in this policy shall be construed to create a prohibition against teachers and other school personnel consulting or sharing classroom-based observations with parents or guardians regarding a student's academic and functional performance, or behavior in the classroom or school, or regarding the need for evaluation for special education or related services.

File: 612.18

SURROGATE PARENTS

When parents are represented in special education policy, the terms "parent, guardian, or appointed surrogate" are considered parents. "Surrogate" is defined as consistent with 34 CFR § 300.519 and 92 NAC 51-009.10.

File: 612.19

DISCIPLINARY ACTIONS AND REMOVALS

The Hemingford Public School district will implement behavioral intervention strategies in a positive and consistent manner to promote appropriate behaviors and improve school climate. Change of placement decisions related to disciplinary removals will be consistent with Federal and state regulations (Section 300.530, 92 NAC 51-009.016). The district will develop procedures to ensure disciplinary procedural safeguards and decision making follows such regulations.



Nebraska Association of School Boards
Education Leadership Search Service

2022-2023 Statewide Superintendent Salary Survey (Modified for Local Comparison)

District	Enrollment	Position	Total Yrs Supt. Experience	Total Yrs as Supt at Current District	2022 Base Salary	Health Ins Pd/Ded Amt	Life Ins	Disability Insurance	Vacation & Sick Leave	Doctorate
Alliance	PK 60 12 1,301	K- Full	17	10	\$213,250	\$1,450	\$20,000	No	20/40v 10/50s	Yes
Bayard	PK 30 12 311	K- Full	7	1	\$135,000	\$1,900	No	Yes	20/25v 10/60s	No
Chadron	PK 25 12 930	K- Full	11	3	\$149,135	\$1,450 \$250 HSA	\$15,000	Yes	20v 12/55s	No
Crawford	PK 16 12 160	K- Full	3	3	\$121,000	\$1,050	\$10,000	Yes	20v 12/45s	No
Gordon Rushville	PK 30 12 550	K- Full (Interim)	8	1	\$148,000	Stipend \$16,125	\$25,000	Yes	20v 10s	No
Hay Springs	PK 8 12 208	K- Full	1	1	\$117,000	\$1,050	No	Yes	208 day contract /10s	No
Hemingford	PK 17 12 375	K- Full	12	1	\$145,000	No	No	No	25/50 PTO	Yes
Kimball	PK 30 12 400	K- Full	3	3	\$120,000	\$1,050	\$20,000	No	20v 10/60s	No
Mitchell	PK 54 12 600	K- Full	8	8	\$145,000	\$650	\$20,000	No	20v 10/66s	Yes
Morrill	PK 39 12 300	K- Full	10	1	\$130,000	\$3,800 HSA	No	No	20/25v 12/60s	No

Hemingford Public Schools

Master Administrator Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

In addition to the individual's job description for each Administrator of Hemingford Public Schools, each Administrator must adhere to the following:

A. Performance Responsibilities and Job Tasks

1. School/Community Relations

- a. Represent the school district before the public and establish and maintain a program of public relations to keep the public well-informed of the programs and activities, policies and practices, and needs and successes of the school district, so as to promote a positive relationship between the school district and the community.
- b. Develop school partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- c. Maintain open lines of communication and cooperative working relationships with other government agencies. When appropriate, attend meetings of other government agencies to advance the interests of the school district.
- d. Maintain positive relations between the school district and local media.
- e. Serve as a role model to all students.
- f. Serve as a positive member of the community in a way that does not negatively affect the District's reputation or image in the community.
- g. Refrain from engaging in conduct that interferes with the operations of the District, including the education of students.
- h. Develop and maintain a positive rapport with students and parents.
- i. Develop and maintain a professional reputation and image among students and parents.

2. General Responsibilities

- a. Maintain confidentiality of information concerning colleagues, students, and parents in accordance with law and District policies, rules and directives.
- b. Attend, participate and be engaged in all meetings, as assigned.
- c. Participate in faculty committees and the sponsorship of activities as assigned.

- d. Participate in professional activities and staff development as assigned and as needed to maintain professional competence and to perform duties.
- e. Develop and maintain a positive and professional working relationship with other staff and administration.
- f. Provide for proper care, maintenance and reasonable security of all District property, including electronic data and other related technology, in the employee's custody.
- g. Perform administrative duties such as assisting in school libraries, hall and cafeteria monitoring, and bus loading and unloading.
- h. Adhere to all District policies, rules, regulations, and supervisor directives.

3. Administration's Essential Functions

General Administration

- a. Administer the school in conformity with the adopted policies of the Board, state and federal laws and regulations, and all other laws and regulations.
- b. Establish procedures to ensure all administrative decisions necessary to the proper functioning of the school are made.
- c. Keep current with educational trends and school management developments by attending conferences and other professional development activities.
- d. Develop and distribute staff and parent-student handbooks. Insofar as the provisions of such handbooks, manuals or booklets are not in violation of the policies and regulations or the officially adopted practices and procedures of the Board or law, these contents of the handbook shall be binding.
- e. Take necessary steps to assure the safety and welfare of students and employees in the school and at school sponsored activities.
- f. Complete, or oversee the completion of, all reports and forms required by the Nebraska Department of Education and other governmental agencies and ensure that such reports and forms are submitted on or before the due date.
- g. Prepare and maintain directly or through delegation such personnel, student, business, and other records that are required by law or by Board policy. Serve as the custodian for school records.
- h. Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
- i. Adhere to the code of ethics of the District, the Nebraska Department of Education (NDE Rule 27) and the American Association of School Administrators.
- j. Perform other tasks or duties as assigned by the Board or the Superintendent.
- k. Perform in a professional manner all other tasks as assigned.

Administration of Personnel

- a. Establish parameters for recruiting and interviewing prospective employees. Recruit and recommend for hiring the best qualified and most competent persons for positions within the limits of the budget.

- b. Recruit, hire, train, and evaluate primary and supplemental staff.
- c. Assign or transfer employees to their positions as deemed in the best interests of the school district and report such action to the Superintendent's office for information and record.
- d. Direct, supervise and evaluate any subordinate administrative staff.
- e. Direct and coordinate activities of teachers, administrators, and support staff.
- f. Recommend and implement the school district's professional development plan and staff training.
- g. Conduct staff observations and evaluations in accordance with the Board evaluation policy and legal requirements and assure that observations and evaluations are completed by others who are delegated such duties. Implement improvement or corrective action plans when needed.
- h. Recommend to the Superintendent for final action the promotion, salary changes, demotion, or dismissal of any employee. Where such are within the authority delegated to the Administrator, take such actions with employees and report, when appropriate, to the Superintendent.
- i. Hold meetings of teachers and other employees for the discussion of matters concerning the improvement and welfare of the school district.
- j. Communicate directly or through delegation all actions of the Board or the Superintendent relating to personnel matters to all affected employees and communicate to the Superintendent communications employees wish the Superintendent to receive.
- k. Develop and maintain a positive and professional working relationship with the staff.
- l. Mentor and support administrative staff members.
- m. Supervise administration of collective bargaining agreements, including the handling and resolution of grievances consistent with such agreements.
- n. Plan and lead professional development activities for teachers, administrators, and support staff.
- o. Recommend personnel actions related to programs and services.

Administration of Finances

- a. Fiscal Planning: Conduct fiscal planning or direct such to be completed, to include forecasting anticipated revenue, expenditures, and needs to ensure sound financial operations and no unexpected budget deficits.
- b. Budgeting: Recommend budget priorities and the allocation of sufficient funds for each program of the school. Prepare at request of the Superintendent the annual budget needs of the school. Administer the adopted budget for the school in accordance with legal requirements and adopted Board policies.
- c. Funding Sources: Prepare and submit grant proposals and access other available funding beyond State and local tax revenues.
- d. Accounting: Ensure funds are spent prudently by providing adequate control and accounting of the school's financial and physical resources and the development and implementation of sound business practices consistent with Board policy and law.

- e. Auditing: Implement procedures for periodic internal audits of accounts and expenditures.
- f. Purchasing and Contracting: Implement procedures for the efficient and fiscally prudent purchase of goods and services within the limits of the adopted budget. Purchase equipment, materials and supplies within the annual budget or as directed by the Board or the Superintendent in accordance with Board policy, using bidding procedures where required. Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.

Administration of School Property

- a. Maintain a current inventory of textbooks, library books, equipment, and supplies.
- b. Direct and coordinate school maintenance services and the use of school facilities.
- c. Develop programs to ensure adherence to codes and facility safety, security, and maintenance, including implementing fire, tornado and other drills as required by law, Board policy and directives of the Superintendent.
- d. Provide suitable instructions and regulations for staff to govern the use and care of school properties.
- e. Recommend to the Superintendent the sale or disposal of property no longer required by the school and delegate the proper execution of such sale or disposal through staff and legal advisors.
- f. Recommend to the Superintendent short and long-range facility needs.
- g. Advocate for new schools to be built, or for existing facilities to be repaired or remodeled.

B. Required Knowledge

The Administrator is to possess and effectively utilize knowledge in the following areas:

1. Education and Training—Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
2. Administration and Management—Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
3. English Language—Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
4. Personnel and Human Resources—Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
5. Customer and Personal Service—Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

6. Psychology—Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
7. Public Safety and Security—Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
8. Law and Government—Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
9. Clerical—Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
10. Communications and Media—Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
11. Mathematics—Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
12. Therapy and Counseling—Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
13. Computers and Electronics—Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
14. Sociology and Anthropology—Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.

C. Required Skills and Abilities

The Administrator is to possess and effectively utilize the following skills and abilities:

1. Communication:
 - a. Active Listening—Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
 - b. Speaking—Talking to others to convey information effectively. The ability to speak clearly so others can understand you. The ability to communicate information and ideas in speaking so others will understand.
 - c. Oral Comprehension and Listening—The ability to listen to and understand information and ideas presented through spoken words and sentences. The ability to identify and understand the speech of another person.
 - d. Writing—Communicating effectively in writing as appropriate for the needs of the audience. The ability to communicate information and ideas in writing so others will understand.

- e. Written Comprehension—Understanding written sentences and paragraphs in work related documents. The ability to read and understand information and ideas presented in writing. Understanding written sentences and paragraphs in work related documents.
- 2. Instructing—Teaching others how to do something. Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- 3. Monitoring—Monitoring/Assessing performance of self, other individuals, or organizations to make improvements or take corrective action.
- 4. Learning Strategies—Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- 5. Active Learning—Understanding the implications of new information for both current and future problem-solving and decision-making.
- 6. Management:
 - a. Of Personnel Resources: Motivating, developing, and directing people as they work, identifying the best people for the job.
 - b. Of Material Resources: Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- 7. Critical Thinking—Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- 8. Complex Problem Solving—Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- 9. Reasoning:
 - a. Deductive: The ability to apply general rules to specific problems to produce answers that make sense.
 - b. Inductive: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- 10. Information Ordering—The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- 11. Judgment and Decision Making—Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- 12. Originality—The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- 13. Problem Sensitivity—The ability to tell when something is wrong or is likely to go wrong. This does not involve solving the problem, only recognizing there is a problem.
- 14. Fluency of Ideas—The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- 15. Category Flexibility—The ability to generate or use different sets of rules for combining or grouping things in different ways.
- 16. Flexibility of Closure—the ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- 17. Operations Analysis—Analyzing needs and product requirements to create a design.

18. Systems Evaluation—Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the school district.
19. Systems Analysis—Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
20. Equipment Selection—Determining the kind of tools and equipment needed to do a job.
21. Social Perceptiveness—Being aware of others’ reactions and understanding why they react as they do.
22. Coordination—Adjusting actions in relation to others’ actions.
23. Negotiation—Bringing others together and trying to reconcile differences.
24. Persuasion—Persuading others to change their minds or behavior.
25. Service Orientation—Actively looking for ways to help people.
26. Time Management—Managing one’s own time and the time of others.
27. Mathematics—Using mathematics to solve problems. The ability to choose the right mathematical methods or formulas to solve a problem. The ability to add, subtract, multiply, or divide quickly and correctly.
28. Vision—The ability to see details at close range (within a few feet of the observer) and to see details at a distance.
29. Selective Attention—The ability to concentrate on a task over a period of time without being distracted.
30. Time Sharing—The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).
31. Memorization—The ability to remember information such as words, numbers, pictures, and procedures.

D. Work Activities

The Administrator is to perform the following work activities:

1. Establishing and Maintaining Interpersonal Relationships—Developing constructive and cooperative working relationships with others, and maintaining them over time.
2. Making Decisions and Solving Problems—Analyzing information and evaluating results to choose the best solution and solve problems. Resolving problems in educational settings.
3. Communicating—Providing information in a professional manner to the Board, other administrators, and employees by telephone, in written form, e-mail, or in person; in meetings of the Board, committees, or staff meetings. Communicating with people outside the school district, representing the school district to the public, government agencies, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail; in meetings, conferences, or presentations.
4. Acquiring Information—Observing, receiving, and otherwise obtaining information from all relevant sources.

5. Performing Administrative Activities—Performing day-to-day administrative tasks such as maintaining information files and processing paperwork. This includes: administering school programs, maintaining educational records, preparing and maintaining reports and files, and working with the public.
6. Developing and Building Teams—Encouraging and building mutual trust, respect, and cooperation among team members.
7. Organizing, Planning, and Prioritizing Work—Developing specific goals and plans to prioritize, organize, and accomplish work, including planning meetings or conferences and use of time management techniques.
8. Resolving Conflicts and Negotiating with Others—Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
9. Coordinating the Work and Activities of Others—Getting members of a group to work together to accomplish tasks. This includes coordinating employee continuing education programs, directing and coordinating activities of staff, and overseeing execution of organizational or program policies.
10. Guiding, Directing, and Motivating Subordinates—Providing guidance and direction to subordinates, including setting performance standards and monitoring performance. This includes assigning work to staff, establishing employee performance standards, evaluating performance of employees or contract personnel, maintaining group discipline in an educational setting, motivating staff to achieve work goals, orienting new employees, and directing and supervising extracurricular activities, such as after-school events and athletic contests.
11. Coaching and Developing Others—Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
12. Evaluating Information to Determine Compliance with Standards—Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
13. Judging the Qualities of Things, Services, or People—Assessing the value, importance, or quality of things or people.
14. Developing Objectives and Strategies—Establishing long-range objectives and specifying the strategies and actions to achieve them. This includes: developing policies, procedures, methods, or standards, establishing educational policy or academic codes, and writing grant proposals.
15. Interacting with Computers—Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
16. Scheduling Work and Activities—Scheduling events, programs, and activities, as well as the work of others.
17. Training and Teaching Others—Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others. This includes: conducting training for staff, coordinating educational content, coordinating instructional outcomes, and developing instructional materials.

18. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
19. Updating and Using Relevant Knowledge—Keeping up-to-date technically and applying new knowledge to your job. This includes using: conflict resolution techniques, government regulations, interpersonal communication techniques, interviewing procedures, public speaking techniques, and teaching techniques.
20. Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
21. Identifying Objects, Actions, and Events—Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
22. Monitoring and Controlling Resources—Monitoring and controlling resources and overseeing the spending of money; including developing budgets.
23. Staffing Organizational Units—Recruiting, interviewing, selecting, hiring, and promoting employees in an organization. This includes: developing staffing plan, conducting interviews and evaluating information from employment interviews, taking action to hire, discharge, transfer, or promote staff or to recommend such action.
24. Thinking Creatively—Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
25. Monitoring Processes, Materials, or Surroundings—Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
26. Providing Consultation and Advice to Others—Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
27. Interpreting the Meaning of Information for Others—Translating or explaining what information means and how it can be used. This includes: explaining rules, policies or regulations and preparing handbooks and manuals.
28. Documenting/Recording Information—Entering, transcribing, recording, storing, or maintaining information in written or electronic form.
29. Operating equipment—Operate equipment associated with the tasks and work activities; including operation of a motor vehicle.
30. Assisting or Caring for Others—Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
31. Influencing Others—Convincing others to change their minds or actions.

E. Required Employee Characteristics

The Administrator is to possess and exhibit the following characteristics:

1. Cooperation—Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
2. Attention to Detail—Job requires being careful about detail and thorough in completing work tasks.

3. Dependability—Job requires being reliable, responsible, and dependable, and fulfilling obligations.
4. Integrity—Job requires being honest and ethical.
5. Concern for Others—Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
6. Self Control—Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
7. Stress Tolerance—Job requires accepting criticism and dealing calmly and effectively with high stress situations.
8. Adaptability/Flexibility—Job requires being open to change (positive or negative) and to considerable variety in the workplace.
9. Independence—Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
10. Initiative—Job requires a willingness to take on responsibilities and challenges.
11. Leadership – Job requires a willingness to lead, take charge, and offer opinions and direction.
12. Analytical Thinking—Job requires analyzing information and using logic to address work-related issues and problems.
13. Persistence—Job requires persistence in the face of obstacles.
14. Achievement/Effort—Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.
15. Social Orientation—Job requires preferring to work with others rather than alone, and being personally connecting with others on the job.
16. Innovation—Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.

F. Essential Functions: The essential functions of each employee’s position includes (1) regular, dependable in person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the physical requirements on their specific job description.

G. Working Conditions

1. Inside offices and classrooms.
2. Outside for activities with students and student supervision.

Hemingford Public Schools

Superintendent of Schools Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Administrator Job Description***

- A. Job Title:** Superintendent of Schools
- B. Department:** Administration
- C. Education Level and Certification:** Bachelors degree required; Masters degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10.
- D. Reports To:** Board of Education
- E. Performance Responsibilities and Job Tasks**

The Superintendent is the chief executive officer of the school district and serves in both a leadership and management role. The responsibilities of the Superintendent extend to all activities of the school district. The Superintendent may delegate performance of management duties. Such delegation does not relieve the Superintendent from ultimate responsibility or accountability.

- 1. Educational Leadership
 - a. Serve as the educational leader of the school district.
 - b. Administer, as chief school executive officer, the development and maintenance of a positive educational program designed to meet the needs of all students and to carry out the policies of the Board of Education.
 - c. Provide a leadership structure to ensure rules and instructions to school employees and students are in compliance with Board policy.
 - d. Set or recommend educational standards and goals, including the minimum goal of maintaining accreditation, and recommend and implement policies and procedures to carry them out.
 - e. Study and review with staff all curriculum guides and courses of study on a continuing basis. Recommend, for Board adoption, curricula, courses, textbooks, the school calendar and time schedules.

- f. Prescribe rules for the classification and advancement of students, and for the transfer of students from one building to another in accordance with policies.
- g. Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency and utilization and to ensure that school activities comply with federal and state laws and regulations and Board policy or directives, and implement changes as appropriate.
- h. Collaborate with the administrative team and teachers to develop and maintain curriculum standards, mission statements, and to set performance goals and objectives.
- i. Determine the scope of educational program offerings and the staffing and facility required to provide the educational program.
- j. Observe teaching methods and examine instructional materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- k. Plan and develop instructional methods and content for educational programs.
- l. Review and approve new programs, or recommend modifications to existing programs, submitting program proposals for Board approval as necessary.
- m. Recommend personnel actions related to programs and services.
- n. Review and interpret government codes, and develop programs to ensure adherence to codes and facility safety, security, and maintenance.
- o. Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- p. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- q. Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- r. Enforce discipline and attendance rules.
- s. Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- t. Teach classes or courses to students when necessary in the absence of teachers.
- u. Establish, coordinate, and oversee particular programs, such as programs to evaluate student academic achievement.
- v. Ensure completion of student assessments in accordance with Board policy and state and federal laws and regulations. Initiate program changes in light of such assessments.
- w. Ensure that the mission and goals of the school district are adequately reflected in its educational program and operations.
- x. Ensure implementation of all Board-approved curriculum and inclusion of state-mandated programs and curriculum content standards.
- y. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
- z. Develop and maintain a positive, professional rapport with students and parents.

2. Relationship with Board of Education

- a. Attend and participate in all Board meetings and its committees, except for those executive sessions in which the evaluation or reappointment of the Superintendent is under discussion.
- b. Serve as ex officio member of all Board committees and assign administrative personnel to support committee activities when necessary.
- c. Prepare and give public notice of Board meetings, including agenda for the meetings, in compliance with Board policies and the open meetings law.
- d. Deliver to each of the members of the Board, a reasonable time in advance of each Board meeting (on the Friday preceding a Monday meeting), an information packet to include the notice and agenda for the meeting, minutes of the prior meeting, and reports or materials related to agenda items.
- e. Prepare and submit to the Board recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.
- f. Submit to the Board explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
- g. Act on own discretion if emergency action is necessary in any matter not covered by Board policy, report such action to the Board as soon as practicable, and recommend policy in order to provide guidance in the future.
- h. Make a continuous study of the development and needs of the school district. Inform and advise the Board about the programs, practices and challenges of the school district.
- i. Keep informed of current curricular and educational trends and practices, as well as proposed legislation impacting the school district, and inform the Board of significant developments in these areas.
- j. Provide long term planning to guide the Board in policy development, present recommendations for the adoption or revision of Board policies, communicate Board policies to members of the Board, personnel, students, and the public, and ensure through delegation to staff that all policies of the Board are implemented.
- k. Serve as a leader to assist the Board to develop a vision for the school district and a comprehensive long-range plan. Recommend to the Board, annually, district-wide goals and monitor and report to the Board on the progress toward achieving established goals.
- l. Confer periodically with professional and lay groups concerning the school programs and transmit to the Board suggestions gained from such conferences.

3. School/Community Relations

- a. Prepare and make available to the school community an annual report, in accordance with law.
- b. Develop and maintain relationships with community members and stakeholders, including banking, insurance, and non-organizational accounting personnel to facilitate financial activities.
- c. Confer periodically with professional and lay groups and transmit to the Board suggestions gained from such conferences.

F. Required Knowledge

The Superintendent is to possess and effectively utilize knowledge in the following areas:

1. Economics and Accounting—Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.

G. Required Skills and Abilities

The Superintendent is to possess and effectively utilize the following skills and abilities:

1. Management:
 - a. Of Financial Resources: Determining how money will be spent to get the work done, and accounting for these expenditures.

H. Work Activities

The Superintendent is to perform the following work activities:

1. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts. This includes analyzing operational or management reports or records, organizational operating practices or procedures, survey data to forecast enrollment changes, and evaluating educational outcomes.
2. Providing Consultation and Advice to Others—Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics. This includes: consulting with and providing advice to the Board on operations of the school, consulting with parents and staff to determine student needs and to develop programs, and recommending modifications to educational programs.
3. Estimating the Quantifiable Characteristics of Products, Events, or Information—Estimating sizes, distances, and quantities; or determining time, costs, resources or materials needed to perform a work activity.
4. Assisting and Caring for Others—Providing personal assistance, medical attention, emotional support, or other personal care to others such as other administrators and employees.
5. Influencing Others—Convincing others to change their minds or actions.

I. Working Conditions

1. Inside offices and classrooms.
2. Outside for activities with students and student supervision.

J. FLSA Status: Exempt.

1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.
3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

K. Essential Functions: The essential functions of the Superintendent of Schools' position include (1) regular, dependable in person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the following identified physical requirements:

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

Hemingford Public Schools Elementary Principal Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Administrator Job Description***

- A. Job Title:** Elementary Principal
- B. Department:** Administration
- C. Education Level and Certification:** Bachelors degree required; Masters degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10 and all other required or assigned certification and training.
- D. Reports To:** Superintendent
- E. Required Job Tasks**

The Elementary Principal is the chief administrator of the elementary school and serves in both a leadership and management role. The responsibilities of the Elementary Principal extend to all activities of the elementary school. The Elementary Principal may delegate performance of management duties. Such delegation does not relieve the Elementary Principal from ultimate responsibility or accountability.

1. Educational Leadership
 - a. Serve as the educational leader of the school and as a positive contributing member of the administrative team.
 - b. Administer, as chief administrator, the development and maintenance of a positive educational program designed to meet the needs of all students and to carry out the policies of the Board of Education.
 - c. Provide a leadership structure to ensure rules and instructions to school employees and students are in compliance with Board policy.
 - d. Set or recommend educational standards and goals, including the minimum goal of maintaining accreditation, and recommend and implement policies and procedures to carry them out.

- e. Study and review with staff all curriculum guides and courses of study on a continuing basis. Recommend to the Superintendent, for Board adoption, curricula, courses, textbooks, the school calendar and time schedules.
- f. Prescribe rules for the classification and advancement of students in accordance with policies.
- g. Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency and utilization, and to ensure that school activities comply with federal, state and local laws and regulations and Board policy or directives, and implement changes as appropriate.
- h. Collaborate with the administrative team and teachers to develop and maintain curriculum standards, develop mission statements, and to set performance goals and objectives.
- i. Determine the scope of educational program offerings, and prepare drafts of course schedules and descriptions to estimate staffing and facility requirements.
- j. Observe teaching methods and examine instructional materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- k. Plan and develop instructional methods and content for educational, vocational, or student activity programs.
- l. Review and approve new programs, or recommend modifications to existing programs, submitting program proposals to the Superintendent for Board approval as necessary.
- m. Coordinate and direct extracurricular activities and programs, such as after-school events and athletic contests.
- n. Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- o. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- p. Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- q. Enforce discipline and attendance rules.
- r. Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- s. Teach classes or courses to students when necessary in the absence of teachers.
- t. Establish, coordinate, and oversee particular programs, such as programs to evaluate student academic achievement.
- u. Ensure completion of student assessments in accordance with Board policy and state and federal laws and regulations. Initiate program changes in light of such assessments.
- v. Ensure that the mission and goals of the school district are adequately reflected in the school's educational program and operations.
- w. Ensure implementation of all board-approved curriculum and inclusion of state-mandated programs and curriculum content standards.

- x. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
- y. Develop and maintain a positive, professional rapport with students and parents.

2. Relationship with Superintendent

- a. Attend and participate in Board meetings and its committees as requested by the Superintendent.
- b. Participate in special education-related activities, such as attending meetings and providing support to special educators throughout the district as requested by the Superintendent.
- c. Prepare and submit to the Superintendent and administrative team recommendations relative to all matters requiring Board action, placing before the Superintendent and administrative team such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.
- d. Submit to the Superintendent explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
- e. Act on own discretion if emergency action is necessary in any matter not covered by Board policy, report such action to the Superintendent as soon as practicable, and recommend policy in order to provide guidance in the future.
- f. Make a continuous study of the development and needs of the school. Inform and advise the Superintendent about the programs, practices and challenges of the school.
- g. Keep informed of current curricular and educational trends and practices, as well as proposed legislation impacting the school district, and inform the Superintendent of significant developments in these areas.
- h. Provide long term planning to guide Board policy development, present recommendations for the adoption or revision of Board policies, communicate Board policies to personnel, students, and the public, and ensure through delegation to staff that all policies of the Board are implemented.
- i. Serve as a leader to assist the Superintendent to develop a vision for the school district and a comprehensive long-range plan. Recommend to the Superintendent, annually, district-wide goals and monitor and report on the progress toward achieving established goals.
- j. Confer periodically with professional and lay groups concerning the school programs and transmit to the Superintendent and administrative team suggestions gained from such conferences.
- k. Assist in planning, coordinating, and overseeing school logistics programs, such as bus and food services.
- l. Assist in reviewing and interpreting government codes, and developing programs to ensure adherence to codes and facility safety, security, and maintenance.

F. FLSA Status: Exempt.

1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.
3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

G. Essential Functions: The essential functions of the Elementary Principal position include: (1) regular, dependable in person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the following identified physical requirements:

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

Hemingford Public Schools Secondary Principal Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Administrator Job Description***

- A. Job Title:** Secondary Principal
- B. Department:** Administration
- C. Education Level and Certification:** Bachelors degree required; Masters degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10 and all other required or assigned certification and training.
- D. Reports To:** Superintendent
- E. Required Job Tasks**

The Secondary Principal is the chief administrator of a secondary school and serves in both a leadership and management role. The responsibilities of the Secondary Principal extend to all activities of the secondary school. The Secondary Principal may delegate performance of management duties. Such delegation does not relieve the Secondary Principal from ultimate responsibility or accountability.

1. Educational Leadership
 - a. Serve as the educational leader of the school and as a positive contributing member of the administrative team.
 - b. Administer, as chief administrator, the development and maintenance of a positive educational program designed to meet the needs of all students and to carry out the policies of the Board of Education.
 - c. Provide a leadership structure to ensure rules and instructions to school employees and students are in compliance with Board policy.
 - d. Set or recommend educational standards and goals, including the minimum goal of maintaining accreditation, and recommend and implement policies and procedures to carry them out.

- e. Study and review with staff all curriculum guides and courses of study on a continuing basis. Recommend to the Superintendent, for Board adoption, curricula, courses, textbooks, the school calendar and time schedules.
- f. Prescribe rules for the classification and advancement of students in accordance with policies.
- g. Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency and utilization and to ensure that school activities comply with federal and state and local laws and regulations and Board policy or directives, and implement changes as appropriate.
- h. Collaborate with the administrative team and teachers to develop and maintain curriculum standards, develop mission statements, and to set performance goals and objectives.
- i. Determine the scope of educational program offerings, and prepare drafts of course schedules and descriptions to estimate staffing and facility requirements.
- j. Observe teaching methods and examine instructional materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- k. Plan and develop instructional methods and content for educational, vocational, or student activity programs.
- l. Review and approve new programs, or recommend modifications to existing programs, submitting program proposals to the Superintendent for Board approval as necessary.
- m. Coordinate and direct extracurricular activities and programs, such as after-school events and athletic contests.
- n. Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- o. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- p. Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- q. Enforce discipline and attendance rules.
- r. Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- s. Teach classes or courses to students when necessary in the absence of teachers.
- t. Establish, coordinate, and oversee particular programs, such as programs to evaluate student academic achievement.
- u. Ensure completion of student assessments in accordance with Board policy and state and federal laws and regulations. Initiate program changes in light of such assessments.
- v. Ensure that the mission and goals of the school district are adequately reflected in the school's educational program and operations.
- w. Ensure implementation of all board-approved curriculum and inclusion of state-mandated programs and curriculum content standards.

- x. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
- y. Develop and maintain a positive, professional rapport with students and parents.

2. Relationship with Superintendent

- a. Attend and participate in Board meetings and its committees as requested by the Superintendent.
- b. Participate in special education-related activities, such as attending meetings and providing support to special educators throughout the district as requested by the Superintendent.
- c. Prepare and submit to the Superintendent and administrative team recommendations relative to all matters requiring Board action, placing before the Superintendent and administrative team such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.
- d. Submit to the Superintendent explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
- e. Act on own discretion if emergency action is necessary in any matter not covered by Board policy, report such action to the Superintendent as soon as practicable, and recommend policy in order to provide guidance in the future.
- f. Make a continuous study of the development and needs of the school. Inform and advise the Superintendent about the programs, practices and challenges of the school.
- g. Keep informed of current curricular and educational trends and practices, as well as proposed legislation impacting the school district, and inform the Superintendent of significant developments in these areas.
- h. Provide long term planning to guide Board policy development, present recommendations for the adoption or revision of Board policies, communicate Board policies to personnel, students, and the public, and ensure through delegation to staff that all policies of the Board are implemented.
- i. Serve as a leader to assist the Superintendent to develop a vision for the school district and a comprehensive long-range plan. Recommend to the Superintendent, annually, district-wide goals and monitor and report on the progress toward achieving established goals.
- j. Confer periodically with professional and lay groups concerning the school programs and transmit to the Superintendent and administrative team suggestions gained from such conferences.
- k. Assist in planning, coordinating, and overseeing school logistics programs, such as bus and food services.
- l. Assist in reviewing and interpreting government codes, and developing programs to ensure adherence to codes and facility safety, security, and maintenance.

F. FLSA Status: Exempt.

1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.
3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

G. Essential Functions: The essential functions of the Secondary Principal position include: (1) regular, dependable in person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

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

Hemingford Public Schools Business Manager Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Administrator Job Description***

- A. Job Title:** Business Manager
- B. Department:** Administration
- C. Education Level and Certification:** Bachelors degree or higher required. Non-certificated position; Nebraska Administrative and Supervisory Certificate is not required. Experience in business management and accounting required, in addition to all other required or assigned certification and training.
- D. Reports To:** Superintendent or Superintendent's Designee
- E. Performance Responsibilities and Job Tasks**

The primary responsibility of the Business Manager is the financial management and accounting procedures of the school district. The Business Manager may delegate performance of management duties. Such delegation does not relieve the Business Manager from ultimate responsibility or accountability.

- 1. Financial Leadership
 - a. Serve as a leader of the financial operations of the school district and as a positive contributing member of the administrative team.
 - b. Administer the development and maintenance of financial operations designed to carry out the mission, goals and policies of the Board of Education.
 - c. Analyze the financial details of past, present, and expected operations to identify development opportunities and areas where improvement is needed.
 - d. Advise the Superintendent on short-term and long-term financial objectives, policies, and actions.
 - e. Provide direction and assistance to other organizational units regarding accounting and budgeting policies and procedures and efficient control and utilization of financial resources.
 - f. Coordinate and direct the financial planning, budgeting, procurement, or investment activities of the school district.

- g. Develop internal control policies, guidelines, and procedures for activities such as budget administration, cash and credit management, and accounting.
- h. Evaluate needs for procurement of funds and investment of surpluses and make appropriate recommendations.
- i. Ensure accuracy of all bank account statements and reconciliations and review and approve all invoices and payment requests to verify the availability of monies to pay such invoices.

2. Management of Finances

- a. Purchasing and Contracting: Develop and implement procedures for the efficient and fiscally prudent purchase of goods and services within the limits of the adopted budget. Serve as central purchasing agent for the purchase of equipment, materials and supplies within the annual budget or as directed by the Board or the Superintendent in accordance with Board policy, using bidding procedures where required. Receive, record, and authorize requests for disbursements in accordance with Board policies and established procedures and prepare a monthly listing of claims for approval by the Board.
- b. Debt Management: Implement a system of cash flow management, including use of bonding systems and borrowing as necessary, to ensure the timely payment of obligations.
- c. Investing: Invest the school district funds in a prudent manner consistent with Board policies and laws. Manage the receipt, disbursement, banking, protection, and custody of funds, securities, and financial instruments.
- d. Auditing: Direct completion of an annual external audit in accordance with law and Board policy. Implement procedures for periodic internal audits of accounts and expenditures.
- e. Risk Management: Recommend to the Superintendent the purchase of adequate property and liability insurance for the protection of the school district, members of the Board, employees, and school district property at reasonable premium levels.
- f. Professional Services: Manage the use of legal and other professional services and use legal services as directed by the Superintendent to prevent litigation and other complications.
- g. Payroll: Ensure that all District employees are paid pursuant to the applicable negotiated agreement, contract, policy or other governing document and consistent with law.
- h. Required reports: Timely file all required documents with the Nebraska Department of Education or other governmental entity relating to the district's budget, finances and/or spending and doing so in a manner that does not cause any harm, loss or other detriment to the District.

3. Relationship with Superintendent

- a. Attend and participate in Board meetings and its committees as requested by the Superintendent.
- b. Prepare and submit to the Superintendent and administrative team recommendations relative to all matters within the scope of the Business

Manager's position that require Board action, placing before the Superintendent and administrative team such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.

- c. Advises the Superintendent and Board on relevant legal issues related to the business and/or financial interests of the District.
- d. Submit to the Superintendent explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
- e. Act on own discretion if emergency action is necessary in any matter not covered by Board policy, report such action to the Superintendent as soon as practicable, and recommend policy in order to provide guidance in the future.
- f. Make a continuous study of the development and needs of the school district's fiscal and plant operations. Inform and advise the Superintendent about the programs, practices and challenges of the school district in such regard.
- g. Maintain current knowledge of organizational policies and procedures, federal and state policies and directives, and current accounting standards, as well as proposed legislation impacting financial operations of the school district, and inform the Superintendent of significant developments in these areas.
- h. Provide long term planning to guide Board policy development, present recommendations for the adoption or revision of Board policies, communicate Board policies to personnel, students, and the public, and ensure through delegation to staff that all policies of the Board are implemented.
- i. Serve as a leader to assist the Superintendent to develop a vision for the school district's business operations and a comprehensive long-range plan. Recommend to the Superintendent, annually, district-wide goals and monitor and report on the progress toward achieving established goals.
- j. Confer periodically with professional and lay groups concerning the school programs and transmit to the Superintendent and administrative team suggestions gained from such conferences.

F. Required Knowledge

The Business Manager is to possess and effectively utilize knowledge in the following areas:

1. Economics and Accounting—Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.

G. FLSA Status: Exempt.

1. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other

employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.

2. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

H. Essential Functions: The essential functions of the Business Manager position include: (1) regular, dependable attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the following identified physical requirements:

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

Hemingford Public Schools

Director of Instructional Services Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Administrator Job Description***

- A. Job Title:** Director of Instructional Services
- B. Department:** Administration
- C. Education Level and Certification:** Bachelors degree or higher required, in addition to all other required or assigned certification and training. Experience in student services is required.
- D. Reports To:** Superintendent
- E. Performance Responsibilities and Job Tasks**

The primary responsibility of the Student Services Director is to manage, oversee and direct the operations of the school district with respect to students, including student enrollment, student discipline, student special education services and serving as a resource to students and their families. The Student Services Director may delegate performance of management duties. Such delegation does not relieve the Student Services Director from ultimate responsibility or accountability.

1. Organize and implement programs that serve student needs.
2. Coordinate with staff members and parents to identify students in need of academic assistance or other programming.
3. Oversee and administer academic programs for students in the gifted learning program.
4. Monitor and ensure the District's compliance with laws related to student services, including the IDEA, ADA, FERPA and NDE Rules and Regulations.
5. Oversee the District's Title I program(s) and compliance therewith, if any.
6. Attend meetings involving services to students, as assigned.
7. Continually inform parents, students, staff and community members of services available to students in the District.

8. Build positive relationships with parents, students and staff so as to effectively educate others about and implement student services throughout the District.
9. Understand, enforce and manage student behavior and disciplinary issues that may arise.
10. Research, evaluate, and prepare recommendations on ways that the District could better serve students.
11. Complete all assigned tasks in a professional manner.

F. FLSA Status: Exempt.

1. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.
2. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the development of instructional material, coordinating educational content, and incorporating current technology in specialized fields that provide guidelines to educators and instructors for developing curricula and conducting courses for the school district.

G. Essential Functions: The essential functions of the Student Services Director position include: (1) regular, dependable attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the following identified physical requirements:

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

Hemingford Public Schools Activities Director Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Administrator Job Description***

- A. Job Title:** Activities Director
- B. Department:** Administration
- C. Education Level and Certification:** Bachelors degree required, in addition to all other required or assigned certification and training. Nebraska Teaching or Administrative and Supervisory Certificate, with a Special Services Certificate in coaching preferred. First Aid and CPR training required (may be obtained on the job and must be kept current). Must possess a motor vehicle operator's license with certificate to operate a school van. Coaching experience preferred.
- D. Reports To:** Secondary Principal or Superintendent's Designee
- E. Performance Responsibilities and Job Tasks**

The Activities Director is the chief administrator of the school district's interscholastic athletic and activities programs and serves in both a leadership and management role. The responsibilities of the Activities Director extend to all activities of the athletic and activities programs. The Activities Director may delegate performance of management duties. Such delegation does not relieve the Activities Director from ultimate responsibility or accountability.

- 1. Educational Leadership
 - a. Serve as the educational leader of the school district's athletic and activities program and as a positive contributing member of the administrative team.
 - b. Administer, as chief administrator, the development and maintenance of a positive athletic program designed to meet the needs of students and to carry out the policies of the Board of Education.
 - c. Provide a leadership structure to ensure rules and instructions to school employees and students are in compliance with Board policy and NSAA rules.
 - d. Set or recommend athletic and activities program standards and goals, and recommend and implement policies and procedures to carry them out.

- e. Study and review all athletic and activities program rules and guidelines with athletic and activities program staff and volunteers on a continuing basis.
- f. Collect and analyze survey data, regulatory information, and data to forecast activity participation patterns and projections.
- g. Confer with athletic and activities program staff, volunteers, parents and students to discuss program activities, policies, NSAA rules and student behavior problems.
- h. Be aware of, communicate, and enforce activity code discipline rules and expectations.
- i. Coach teams when necessary in the absence of assigned coaches.
- j. Ensure that the mission and goals of the school district are adequately reflected in the school's athletic program and operations.
- k. Develop and maintain a positive, professional rapport with students and parents, including demonstrating good sportsmanship at all times.
- l. Ensure that all coaches and sponsors demonstrate good sportsmanship and refrain from the use of inappropriate or profane language or conduct.
- m. Develop and maintain a positive and professional working relationship with the athletic program employees and volunteers.
- n. Athletic and Activities Program Calendar and Event Services: Establish the master sports calendar and enter into contracts or agreements related to: scheduling competitions with other schools, making the required implementing arrangements for same, including ensuring that officials, referees or judges are in place for the events, that event staff workers or volunteers are in place, and that transportation and travel arrangements are made.
- o. Maintain a current inventory of the athletic and activities program's equipment, and supplies.
- p. Monitor for and dispose of any unsafe equipment or supplies.
- q. Ensure that playing conditions are safe for students. This includes scheduling the attendance of athletic trainers at practices/events, ensuring proper supervision of student-athletes, and adjusting game times or schedules, when necessary.
- r. Direct and coordinate school maintenance services related to athletic and activities program facilities.
- s. Schedule and coordinate use of school athletic and activities facilities for practices, games and special events associated with the athletic and activities program. Maintain a current facility use calendar that is available to the administrative and athletic, and activities staff.
- t. Develop programs to ensure adherence, related to the athletic program, to codes and facility safety, security, and maintenance, including implementing fire, tornado and other drills as required by law, Board policy and directives of the Superintendent.
- u. Coordinate and maintain a welcoming environment for visiting teams, fans, guests, parents, game officials and other attendees.

- v. Coordinate all reasonable and necessary provisions for the opposing team and game officials prior to an event, including locker room access, towels, access to equipment, etc.
- w. Provide suitable instructions and regulations for staff to govern the use and care of the athletic program's equipment and facilities.
- x. Recommend to the Superintendent the sale or disposal of athletic program property no longer required by the school and delegate the proper execution of such sale or disposal through staff and legal advisors.
- y. Recommend to the Superintendent short and long-range facility needs related to the athletic program.
- z. Recommend to the Superintendent any personnel changes that are in the best interests of the District.
- aa. Coordinate and implement random drug tests, in accordance with Board policies or directives.
- bb. Verify each student-athlete's academic and physical eligibility, in accordance with NSAA rules and Board policies and directives.
- cc. Coordinate and serve as a professional liaison between the District and the media and the District and the community.

2. Relationship with Superintendent

- a. Attend and participate in Board meetings and its committees as requested by the Superintendent.
- b. Prepare and submit to the Superintendent and administrative team recommendations relative to all athletic program matters requiring Board action, placing before the Superintendent and administrative team such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.
- c. Submit to the Superintendent explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
- d. Act on own discretion if emergency action is necessary in any matter not covered by Board policy, report such action to the Superintendent as soon as practicable, and recommend policy in order to provide guidance in the future.
- e. Make a continuous study of the development and needs of the school's athletic program. Inform and advise the Superintendent about the programs, practices and challenges.
- f. Keep informed of current athletic program trends and practices, as well as proposed NSAA rules or legislation impacting the athletic program, and inform the Superintendent of significant developments in these areas.
- g. Provide long term planning to guide Board policy development, present recommendations for the adoption or revision of Board policies, communicate Board policies to personnel, students, and the public, and ensure through delegation to staff that all policies of the Board are implemented.
- h. Serve as a leader to assist the Superintendent to develop a vision for the athletic program and a comprehensive long-range plan. Recommend to the

Superintendent, annually, athletic program goals and monitor and report on the progress toward achieving established goals.

- i. Confer periodically with professional and lay groups concerning the athletic program and transmit to the Superintendent and administrative team suggestions gained from such conferences.
- j. Keep the Superintendent current on the status of the athletic budget.

F. FLSA Status: Exempt.

1. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.
2. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

G. Essential Functions: The essential functions of the Activities Director position include: (1) regular, dependable attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

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

Hemingford Public Schools Master Classified Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

In addition to the specific job description for employees of Hemingford Public Schools, each certificated employee must adhere to the following:

A. Performance Responsibilities and Job Tasks

1. School/Community Relations

- a. Serve as a role model to all students.
- b. Serve as a positive member of the community in a way that does not negatively affect the district's reputation or image in the community.
- c. Refrain from engaging in conduct that interferes with the operations of the district, including the education of students.
- d. Develop and maintain a positive rapport with students and parents.
- e. Develop and maintain a professional reputation and image among students and parents.

2. General Responsibilities

- a. Maintain confidentiality of information concerning colleagues, students, and parents in accordance with law and District policies, rules and directives.
- b. Attend, participate and be engaged in all meetings, as assigned.
- c. Participate in faculty committees and the sponsorship of activities as assigned.
- d. Participate in professional activities and staff development as assigned and as needed to maintain professional competence and to perform duties.
- e. Develop and maintain a positive and professional working relationship with other staff and administration.
- f. Provide for proper care, maintenance and reasonable security of all District property, including electronic data and other related technology, in the employee's custody.
- g. Perform administrative duties such as assisting in school libraries, hall and cafeteria monitoring, and bus loading and unloading.
- h. Adhere to all District policies, rules, regulations, and supervisor directives.
- i. Adhere to the code of ethics of the District and all ethical standards as set forth in NDE Rule 27.

3. Service to the District
 - a. Perform tasks as directed by the employee's supervisor or District administration.
 - b. Perform in a professional manner all other tasks as assigned.

B. Required Knowledge

The Employee is to possess and effectively utilize knowledge in the following areas:

- a. English Language—Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- b. Customer and Personal Service—Knowledge of principles and processes for providing customer and personal services.
- c. Clerical—Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.

C. Required Skills and Abilities

The Employee is to possess and effectively utilize the following skills and abilities:

- a. Communication:
 - i. Active Listening—Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
 - ii. Speaking—Talking to others to convey information effectively. The ability to speak clearly so others can understand you. The ability to communicate information and ideas in speaking so others will understand.
 - iii. Oral Comprehension and Listening—The ability to listen to and understand information and ideas presented through spoken words and sentences. The ability to identify and understand the speech of another person.
 - iv. Writing—Communicating effectively in writing as appropriate for the needs of the audience. The ability to communicate information and ideas in writing so others will understand.
 - v. Written Comprehension—Understanding written sentences and paragraphs in work related documents. The ability to read and understand information and ideas presented in writing. Understanding written sentences and paragraphs in work related documents.
- b. Instructing—Teaching others how to do something. Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- c. Monitoring—Monitoring/Assessing performance of self, other individuals, or organizations to make improvements or take corrective action.

- d. Learning Strategies—Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- e. Active Learning—Understanding the implications of new information for both current and future problem-solving and decision-making.
- f. Management:
 - i. Of Personnel Resources: Motivating, developing, and directing people as they work, identifying the best people for the job.
 - ii. Of Material Resources: Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- g. Critical Thinking—Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- h. Complex Problem Solving—Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- i. Reasoning:
 - i. Deductive: The ability to apply general rules to specific problems to produce answers that make sense.
 - ii. Inductive: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
 - iii. Information Ordering—The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- j. Judgment and Decision Making—Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- k. Originality—The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- l. Problem Sensitivity—The ability to tell when something is wrong or is likely to go wrong. This does not involve solving the problem, only recognizing there is a problem.
- m. Fluency of Ideas—The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- n. Category Flexibility—The ability to generate or use different sets of rules for combining or grouping things in different ways.
- o. Flexibility of Closure—The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- p. Operations Analysis—Analyzing needs and product requirements to create a design.
- q. Systems Evaluation—Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the school district.
- r. Systems Analysis—Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- s. Equipment Selection—Determining the kind of tools and equipment needed to do a job.
- t. Social Perceptiveness—Being aware of others’ reactions and understanding why they react as they do.

- u. Coordination—Adjusting actions in relation to others’ actions.
- v. Negotiation—Bringing others together and trying to reconcile differences.
- w. Persuasion—Persuading others to change their minds or behavior.
- x. Service Orientation—Actively looking for ways to help people.
- y. Time Management—Managing one’s own time and the time of others.
- z. Vision—The ability to see details at close range (within a few feet of the observer) and to see details at a distance.
- aa. Selective Attention—The ability to concentrate on a task over a period of time without being distracted.
- bb. Time Sharing—The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).

D. Work Activities

The Employee is to perform the following work activities:

- a. Organizing, Planning, and Prioritizing Work—Developing specific goals and plans to prioritize, organize, and accomplish work.
- b. Establishing and Maintaining Interpersonal Relationships—Developing constructive and cooperative working relationships with others, and maintaining them over time. This includes establishing and maintaining relationships with students, parents, co-workers and administration.
- c. Acquiring Information—Observing, receiving, and otherwise obtaining information from all relevant sources.
- d. Communicating with Supervisors, Peers, or Subordinates—Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- e. Thinking Creatively—Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- f. Coaching and Developing Others—Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills. This includes: mentoring co-workers in school or educational setting.
- g. Making Decisions and Solving Problems—Analyzing information and evaluating results to choose the best solution and solve problems.
- h. Resolving Conflicts and Negotiating with Others—Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- i. Monitoring Processes, Materials, or Surroundings—Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- j. Coordinating the Work and Activities of Others—Getting members of a group to work together to accomplish tasks.
- k. Interpreting the Meaning of Information for Others—Translating or explaining what information means and how it can be used.
- l. Scheduling Work and Activities—Scheduling events, programs, and activities, as well as the work of others. This includes: scheduling student field trips.

- m. Judging the Qualities of Things, Services, or People—Assessing the value, importance, or quality of things or people.
- n. Interacting With Computers—Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information. This includes: using computers to enter, access or retrieve educational data.
- o. Performing for or Working Directly with the Public—Performing for people or dealing directly with the public.
- p. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- q. Communicating with Persons Outside Organization—Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.

E. Required Employee Characteristics

The Employee is to possess and exhibit the following characteristics:

1. Cooperation—Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
2. Attention to Detail—Job requires being careful about detail and thorough in completing work tasks.
3. Dependability—Job requires being reliable, responsible, and dependable, and fulfilling obligations.
4. Integrity—Job requires being honest and ethical.
5. Concern for Others—Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
6. Self Control—Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
7. Stress Tolerance—Job requires accepting criticism and dealing calmly and effectively with high stress situations.
8. Adaptability/Flexibility—Job requires being open to change (positive or negative) and to considerable variety in the workplace.
9. Independence—Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
10. Initiative—Job requires a willingness to take on responsibilities and challenges.
11. Leadership—Job requires a willingness to lead, take charge, and offer opinions and direction.
12. Analytical Thinking—Job requires analyzing information and using logic to address work-related issues and problems.
13. Persistence—Job requires persistence in the face of obstacles.
14. Achievement/Effort—Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.

15. Social Orientation—Job requires preferring to work with others rather than alone, and being personally connecting with others on the job.
16. Innovation—Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.

F. Essential Functions: The essential functions of each employee’s position includes (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the physical requirements on their specific job description.

Hemingford Public Schools Technology Director Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Technology Director
- B. Department:** Technology
- C. Education Level and Certification:** Bachelors degree or higher required. Non-certificated position; Nebraska Administrative and Supervisory Certificate is not required. Degree in computer science, instructional technology or business preferred. Experience in technology and experience in a school setting preferred.
- D. Reports To:** Superintendent
- E. Performance Responsibilities and Job Tasks**

The primary responsibility of the Technology Director is to plan, develop, implement, direct, review and evaluate the programs and activities related to instructional and information technology under the general direction of the Superintendent. Programs and activities include use of technology to improve staff productivity and student learning; use of technology to maintain data and meet reporting requirements; coordination of purchase, installation, repair and use of electronic equipment, software, computers and peripherals; coordination of staff training to optimize technology use; development, optimization and oversight of district technology budget and development and implementation a district-wide technology plan.

The Technology Director may delegate duties. Such delegation does not relieve the Technology Director from ultimate responsibility or accountability.

1. Management of Technology Systems

- a. Maintain and administer computer networks and related computing environments including computer hardware, systems software, applications software, and all configurations.
- b. Perform data backups and disaster recovery operations.

- c. Diagnose, troubleshoot, and resolve hardware, software, or other network and system problems, and replace defective components when necessary.
- d. Plan, coordinate, and implement network security measures to protect data, software, and hardware.
- e. Configure, monitor, and maintain email applications or virus protection software.
- f. Operate master consoles to monitor the performance of computer systems and networks, and to coordinate computer network access and use.
- g. Design, configure, and test computer hardware, networking software and operating system software.
- h. Monitor network performance to determine whether adjustments need to be made, and to determine where changes will need to be made in the future.
- i. Confer with network users about how to solve existing system problems.
- j. Research new technologies by attending seminars, reading trade articles, or taking classes, and implement or recommend the implementation of new technologies.

2. Integration of the Technology Systems into the Instructional Program

- a. Teach assigned courses. The Teacher job description is incorporated into this job description for purposes of the teaching duties.
- b. Oversee professional development; coordinate staff development activities to promote effective use of available instructional/administrative technology resources.
- c. Oversee the student information system and technology related to school district business and reporting functions.
- d. Support instructional needs and enhance technology integration in the classroom; assist in the evaluation and selection of instructional software.
- e. Assist professional staff in integrating the use of computers and related technologies into the curriculum.
- f. Assist staff and students experiencing difficulty with use of technology or having special needs related to technology.
- g. Oversee the school district's student database and seek training for staff members.
- h. Participate in meetings with administrative and teacher teams concerning technology.

F. Required Knowledge

The Technology Director is to possess and effectively utilize knowledge in the following areas:

- 1. Computers and Electronics—Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

G. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

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

Hemingford Public Schools Secretary Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Secretary
- B. Department:** Secretarial/Clerical
- C. Education Level and Certification:** High school degree.
- D. Reports To:** Superintendent/Principal
- E. Performance Responsibilities and Job Tasks**
 - 1. Operate office equipment such as fax machines, copiers, and phone systems, and use computers for email, spreadsheet, word processing, database management, and other applications.
 - 2. Answer telephones and give information to callers, take messages, or transfer calls to appropriate individuals.
 - 3. Greet visitors and callers, handle their inquiries, and direct them to the appropriate persons according to their needs.
 - 4. Set up and maintain paper and electronic filing systems for records, correspondence, and other material.
 - 5. Open, read, route, and distribute incoming mail and other material and answer routine letters.
 - 6. Make copies of correspondence and other printed material.
 - 7. Review work done by others to check for correct spelling and grammar, ensure that school format policies are followed, and recommend revisions.
 - 8. Compose, type, and distribute meeting notes, routine correspondence, and reports.
 - 9. Learn to operate new office technologies as they are developed and implemented.
 - 10. Maintain scheduling and event calendars.
 - 11. Manage projects and contribute to committee and team work.
 - 12. Order and dispense supplies.
 - 13. Perform other tasks or duties as assigned by the Superintendent, Principal or other supervisors.

F. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

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

Hemingford Public Schools School Nurse Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** School Nurse
- B. Department:** Student Services
- C. Education Level and Certification:** Graduate of an accredited school of nursing. Must possess an unrestricted license to practice nursing in the State of Nebraska at all times during employment. Must be certified in Basic Life Support or Cardiopulmonary Resuscitation. Previous experience in the Early Periodic Screening, Diagnosis, and Treatment (EPSDT) Program is preferred.
- D. Reports To:** Principal
- E. Performance Responsibilities and Job Tasks**

The School Nurse is responsible for performing within the scope of that definition, which include the following responsibilities and job tasks:

1. Promote and protect the optimal health status of students.
2. Provide health assessments:
 - a. Obtain health histories.
 - b. Screen and evaluate findings of deficit in vision, hearing, scoliosis, growth, etc.
 - c. Observe for development and health patterns in making nursing assessment.
 - d. Identify abnormal health findings.
3. Develop and implement student health plans, including individual student health plans and asthma, anaphylaxis and diabetes self-management plans:
 - a. Interpret the health status of students to parents and school personnel.
 - b. Initiate referral to parents, school personnel or community health resources for intervention, remediation and follow-through.
 - c. Provide ongoing health counseling with students, parents, school personnel or health agencies.

- d. Utilize existing health resources to provide appropriate care of students.
4. Maintain, evaluate and interpret cumulative health data to accommodate individual needs of students.
5. Plan and implement school health management protocols.
6. Promote and assist in the control of communicable diseases. Responsible to ensure appropriate exclusion from and re-entry into school in accordance with State health guidelines and Board policy and for reporting communicable diseases as required by law. Implement precautions for bloodborne pathogens and other infectious diseases.
7. Provide health education and anticipatory guidance:
 - a. Provide direct health education and health counseling to assist students and families in making decisions on health and lifestyles that affect health.
 - b. Participate in health education directly and indirectly for the improvement of health by teaching persons to become more assertive health consumers and to assume greater responsibility for their own health.
 - c. Counsel with students concerning health problems such as pregnancy, sexually transmitted diseases and substance abuse in order to facilitate responsible decision-making practices.
 - d. Serve as a resource person to staff members in health instruction.
 - e. Conduct medication administration training and assessment to permit other employees to administer medication to students.
8. Coordinate school and community health activities and serve as a liaison health professional between the home, school and community.
9. Participate in the development of IEPs and 504 assessments and plans for students with disabilities who need school health services as a related service.
10. Monitor security and safe administration of medications.
11. Complete, or oversee the completion of, all health-related reports and forms required by the Nebraska Department of Education and other governmental agencies and ensure that such reports and forms are submitted on or before the due date.

F. Required Knowledge

The School Nurse is to possess and effectively utilize knowledge in the following areas:

1. Medicine and Dentistry — Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.

G. Working Conditions

1. Inside offices and classrooms.
2. Exposure to diseases or infections.

H. FLSA Status: Exempt under the professional exemption if the School Nurse is an RN. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.

I. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

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

Hemingford Public Schools Paraeducator Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Paraeducator
- B. Department:** Instruction
- C. Education Level and Certification:** High school diploma. For paraeducator positions that work in Title I-funded programs, the paraeducator must have a high school diploma and either an associate's degree, two years of college, or a passing score on a state or local assessment that demonstrates their ability to assist with instruction in reading, writing, and math.
- D. Reports To:** Principal.
- E. Performance Responsibilities and Job Tasks**
 - 1. Provide assistance to students with special needs, non-English-speaking students, students with physical and mental disabilities, or other students as assigned.
 - 2. Tutor and assist children individually or in small groups to help them master assignments and to reinforce learning concepts presented by teachers.
 - 3. Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips.
 - 4. Enforce administration policies and rules governing students.
 - 5. Observe students' performance, and record relevant data to assess progress.
 - 6. Discuss assigned duties with classroom teachers to coordinate instructional efforts.
 - 7. Present subject matter to students under the direction and guidance of teachers, using lectures, discussions, or supervised role-playing methods.
 - 8. Organize and label materials and display students' work in a manner appropriate for their eye levels and perceptual skills.
 - 9. Distribute tests and homework assignments and collect them when they are completed.

10. Use computers, audio-visual aids, and other equipment and materials to supplement presentations.
11. Attend staff meetings and serve on committees, as required.
12. Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations.
13. Carry out therapeutic regimens such as behavior modification and personal development programs, under the supervision of special education teachers, psychologists, speech-language pathologists or other professionals.
14. Provide disabled students with assistive devices, supportive technology, and assistance accessing facilities such as restrooms.
15. Assist in bus loading and unloading.
16. Maintain computers in classrooms and laboratories and assist students with hardware and software use.
17. Perform other duties as assigned by the Principal or Principal's designee.

F. Working Conditions

1. Inside heated and air conditioned classroom.
2. Outside for activities with students and student supervision.
3. Exposure to incidents of aggression when working with students with behavioral impairments.

G. At-Will Position. This position is an "at-will" position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent's designee.

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

Hemingford Public Schools

Head Custodian Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Head Custodian
- B. Department:** Custodial/Maintenance
- C. Education Level and Certification:** High school degree or GED. Custodial and maintenance experience preferred. Must maintain at all times during employment an unrestricted motor vehicle operator's license and a satisfactory driving record that meets requirements of Board policy.
- D. Reports To:** Principal
- E. Performance Responsibilities and Job Tasks**
 - 1. Direct and supervise activities of custodial staff to maintain cleanliness and prevent the spread of infections.
 - 2. Inspect work performed to ensure that it meets specifications and established standards.
 - 3. Plan and prepare employee work schedules.
 - 4. Perform or assist with cleaning duties as necessary.
 - 5. Investigate complaints about service and equipment, and take corrective action.
 - 6. Coordinate activities with other departments to ensure that services are provided in an efficient and timely manner.
 - 7. Check equipment to ensure that it is in working order.
 - 8. Instruct and train staff in work policies and procedures, and the use and maintenance of equipment.
 - 9. Issue supplies and equipment to workers.
 - 10. Forecast necessary levels of staffing and stock at different times to facilitate effective scheduling and ordering.
 - 11. Inventory stock to ensure that supplies and equipment are available in adequate amounts.
 - 12. Evaluate employee performance and recommend personnel actions such as hiring, promotions, transfers, and dismissals.

13. Confer with staff to resolve performance and personnel problems, and to discuss District policies.
14. Establish and implement operational standards and procedures for the departments supervised.
15. Recommend or arrange for additional services, such as painting, repair work, renovations, and the replacement of furnishings and equipment.
16. Select and order or purchase new equipment, supplies, or furnishings.
17. Recommend changes that could improve service and increase operational efficiency.
18. Maintain required records of work hours, budgets, payrolls, and other information.
19. Screen job applicants, and make hiring recommendations.
20. Perform financial tasks, such as estimating costs and preparing and managing budgets.

F. Required Knowledge

The Head Custodian is to possess and effectively utilize knowledge in the following areas:

1. Mechanical—Knowledge of machines and tools, including their designs, uses, repair, and maintenance.
2. Administration and Management—Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

G. Working Conditions

1. Inside offices and throughout the school building.
2. Exposure to weather conditions.
3. Exposure to chemicals and solvents.

H. FLSA Status: Exempt under the executive exemption, provided the Head Custodian supervises two or more FTE employees.

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

I. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

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

Hemingford Public Schools Custodian Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Custodian
- B. Department:** Custodial/Maintenance
- C. Education Level and Certification:** High school degree or GED. Custodial and maintenance experience preferred. Must maintain at all times during employment an unrestricted motor vehicle operator's license and a satisfactory driving record that meets requirements of Board policy.
- D. Reports To:** Head Custodian.
- E. Performance Responsibilities and Job Tasks**
 - 1. Monitor building security and safety by performing such tasks as locking doors after operating hours and checking electrical appliance use to ensure that hazards are not created.
 - 2. Service, clean, and supply restrooms.
 - 3. Gather and empty trash.
 - 4. Clean building floors by sweeping, mopping, scrubbing, or vacuuming them.
 - 5. Follow procedures for the use of chemical cleaners and power equipment, in order to prevent damage to floors and fixtures.
 - 6. Mix water and detergents or acids in containers to prepare cleaning solutions, according to specifications.
 - 7. Strip, seal, finish, and polish floors.
 - 8. Notify supervisors concerning the need for major repairs or additions to building operating systems.
 - 9. Requisition supplies and equipment needed for cleaning and maintenance duties.
 - 10. Clean windows, glass partitions, and mirrors, using soapy water or other cleaners, sponges, and squeegees.
 - 11. Steam-clean or shampoo carpets.

12. Set up, arrange, and remove decorations, tables, chairs, ladders, and scaffolding to prepare facilities for events such as banquets, meetings, assemblies, athletic events, and plays.
13. Clean and polish furniture and fixtures.
14. Dust furniture, walls, machines, and equipment.
15. Move heavy furniture, equipment, and supplies, either manually or by using hand trucks.
16. Remove snow from sidewalks, driveways, and parking areas, using snowplows, snow blowers, and snow shovels, and spread snow melting chemicals.
17. Clean equipment, such as glassware and metal instruments, using solvents, brushes, rags, and power cleaning equipment.
18. Spray insecticides and fumigants to prevent insect and rodent infestation.
19. Make adjustments and minor repairs to heating, cooling, ventilating, plumbing, and electrical systems.
20. Drive vehicles to perform or travel to cleaning work, including vans, industrial trucks, or industrial vacuum cleaners.
21. Mow and trim lawns and shrubbery, using mowers and hand and power trimmers, and clear debris from grounds.
22. Clean and restore building interiors damaged by fire, smoke, or water, using commercial cleaning equipment.

F. Work Activities

The Custodian is to perform the following work activities:

1. Inspecting Equipment, Structures, or Material—Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects. This includes inspecting facilities to determine repair or replacement needs.
2. Performing General Physical Activities—Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials. This includes applying cleaning solvents, arranging decorations or furniture for banquets or social functions, cleaning or waxing floors, cleaning rooms or work areas, maintaining physical building or grounds of property, moving or fitting heavy objects, painting walls or other structural surfaces.
3. Handling and Moving Objects—Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things. This includes: mixing paint, ingredients, or chemicals, according to specifications; removing stains from fabric or carpet; sterilizing or cleaning laboratory or healthcare equipment; using building materials for routine building maintenance; using herbicides, fertilizers, pesticides or related products; using portable hand spray equipment.

G. Working Conditions

1. Inside offices and throughout the school building.

2. Exposure to weather conditions.
3. Exposure to chemicals and solvents.

H. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

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

Hemingford Public Schools Bus Driver Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Bus Driver
- B. Department:** Transportation
- C. Education Level and Certification:** High school degree or GED. Must maintain at all times during employment an unrestricted motor vehicle operator's license, a school bus permit as required by state and federal laws, and a satisfactory driving record that meets requirements of Board policy.
- D. Reports To:** Transportation Director/Superintendent
- E. Performance Responsibilities and Job Tasks**
 - 1. Follow safety rules as students board and exit buses or cross streets near bus stops.
 - 2. Comply with traffic regulations to operate vehicles in a safe and courteous manner.
 - 3. Check the condition of vehicle's tires, brakes, windshield wipers, lights, oil, fuel, water, and safety equipment to ensure that everything is in working order (pre- and post-inspections).
 - 4. Maintain order among students during trips to ensure safety.
 - 5. Pick up and drop off students at regularly scheduled neighborhood locations, following strict time schedules.
 - 6. Report any bus malfunctions or needed repairs.
 - 7. Drive gasoline, diesel, or electrically powered multi-passenger vehicles to transport students between neighborhoods, schools, and school activities.
 - 8. Prepare and submit reports that may include the number of passengers or trips, hours worked, mileage, fuel consumption, and student behavior.
 - 9. Maintain knowledge of first-aid procedures.
 - 10. Keep bus interiors clean for passengers.
 - 11. Read maps and follow written and verbal geographic directions.

12. Report delays, accidents, or other traffic and transportation situations, using telephones or mobile two-way radios.
13. Regulate heating, lighting, and ventilation systems for passenger comfort.
14. Escort small children across roads and highways if a responsible adult remains in the vehicle.
15. Make minor repairs to vehicles.
16. Perform first aid as necessary for the purpose of meeting the immediate health care needs of passengers.
17. Adhere to the transportation regulations of the Nebraska Department of Education.
18. Compliance with all Department of Transportation standards.
19. Perform other tasks or duties as assigned by the Superintendent, Principal or other supervisors.

F. Required Knowledge

The Bus Driver is to possess and effectively utilize knowledge in the following areas:

1. Public Safety and Security—Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
2. Transportation—Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.

G. Work Activities

The Bus Driver is to perform the following work activities:

1. Operating Vehicles, Mechanized Devices, or Equipment—Running, maneuvering, navigating, or driving vehicles or mechanized equipment. This includes operating school buses and other passenger vehicles and transporting passengers or cargo.
2. Inspecting Equipment, Structures, or Material—Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.

H. Working Conditions

1. In an enclosed vehicle or equipment.
2. Exposure to weather conditions.

I. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

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

Hemingford Public Schools Head Cook Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Head Cook
- B. Department:** Nutrition Services
- C. Education Level and Certification:** High school degree or GED preferred. Possess any required Food Handlers permit, in addition to any required or assigned certification or training. Previous food service experience, customer service experience, and cash handling experience preferred.
- D. Reports To:** Principal
- E. Performance Responsibilities and Job Tasks**
 - 1. Check the quality of raw and cooked food products to ensure that standards are met.
 - 2. Monitor sanitation practices to ensure that employees follow standards and regulations.
 - 3. Check the quantity and quality of received products.
 - 4. Order or requisition food and other supplies needed to ensure efficient operation.
 - 5. Supervise and coordinate activities of cooks and workers engaged in food preparation.
 - 6. Inspect supplies, equipment, and work areas to ensure conformance to established standards.
 - 7. Determine how food should be presented.
 - 8. Instruct cooks and other workers in the preparation, cooking, garnishing, and presentation of food.
 - 9. Estimate amounts and costs of required supplies, such as food and ingredients.
 - 10. Collaborate with other personnel to plan and develop recipes and menus, taking into account such factors as seasonal availability of ingredients, the likely number of food service customers and requirements of federal and state programs and local wellness plans.

11. Analyze recipes to assign prices to menu items, based on food, labor, and overhead costs or to keep costs within established prices.
12. Prepare and cook foods of all types, either on a regular basis or for special guests or functions.
13. Determine production schedules and staff requirements necessary to ensure timely delivery of services.
14. Recruit and make recommendations for hiring of staff, including cooks and other kitchen workers.
15. Meet with food service customers to discuss menus for special occasions.
16. Demonstrate use of cooking techniques and equipment to staff.
17. Meet with sales representatives in order to negotiate prices and order supplies.
18. Arrange for equipment purchases and repairs.
19. Record production and operational data on specified forms.
20. Adhere to all federal and State USDA regulations and State and local Food Codes.
21. Perform other tasks or duties as assigned by the Superintendent, Principal or other supervisors.

F. Required Knowledge

The Head Cook is to possess and effectively utilize knowledge in the following areas:

1. Production and Processing—Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.
2. Administration and Management—Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

G. Working Conditions

1. Inside kitchen and lunchroom.
2. Exposure to extremes of heat and humidity, high temperatures from cooking operations, and hazards of moving machinery, hot cooking surfaces and equipment, hot grease, slippery floors, and sharp objects.

H. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

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

Hemingford Public Schools Cafeteria Worker Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Cafeteria Worker
- B. Department:** Nutrition Services
- C. Education Level and Certification:** High school degree or GED preferred. Possess any required Food Handlers permit, and any other required certification and training. Previous food service experience, customer service experience, and cash handling experience preferred.
- D. Reports To:** Nutrition Services Manager/Head Cook.
- E. Performance Responsibilities and Job Tasks**
 - 1. Preparing, portioning, and serving food and beverages.
 - 2. Cashiering and maintaining accurate records of payments.
 - 3. Cleanup duties: clean and organize eating, service, and food preparation areas, wash pots, pans, dishes, utensils and other cooking equipment to ensure cleanliness and functional operation, and proper storage of leftovers.
 - 4. Arrange tables and decorations according to instructions.
 - 5. Compile and maintain records of food and beverage use and expenditures.
 - 6. Direct activities of one or more workers who assist in preparing and serving meals.
 - 7. Monitor use of government food commodities to ensure that proper procedures are followed.
 - 8. Plan or assist with the planning of menus that are varied, nutritionally balanced, and appetizing.
 - 9. Plan or assist with meeting special dietary or nutritional restrictions of students.
 - 10. Take inventory of supplies and equipment and notify cafeteria personnel of shortages and defective equipment.
 - 11. Train or assist with the training of new employees.

12. Develop and maintain a positive, professional rapport with students and parents and co-workers.
13. Adhere to all federal and State USDA regulations and State and local Food Codes.
14. Perform other tasks or duties as assigned by the Superintendent, Principal or other supervisors.

F. Required Knowledge

The Cafeteria Worker is to possess and effectively utilize knowledge in the following areas:

1. Food Handling—Knowledge of techniques and equipment for food handling, including storage/handling techniques.

G. Working Conditions

1. Inside kitchen and lunchroom.
2. Exposure to extremes of heat and humidity, high temperatures from cooking operations, and hazards of moving machinery, hot cooking surfaces and equipment, hot grease, slippery floors, and sharp objects.

H. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

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

Hemingford Public Schools Coach Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Coach
- B. Department:** Activities
- C. Education Level and Certification:** High school degree or GED required. Nebraska Teaching or Administrative and Supervisory Certificate, with a Special Services Certificate in coaching, preferred. Any other mandatory training and/or certification is required. First Aid and CPR training required (may be obtained on the job and must be kept current). Must possess a motor vehicle operator's license with a certificate to operate a school van. On-staff certificated employee preferred. Coaching experience preferred.
- D. Reports To:** Activities Director
- E. Performance Responsibilities and Job Tasks**

The Coach is to educate students through participation in extracurricular activities. Competitive success is desirable. The primary objectives, however, are to: (1) enhance the student participants' academic achievement, (2) promote the physical, mental, moral, social and emotional well-being of the student participants, (3) promote appreciation of discipline and good sportsmanship, and (4) promote an extracurricular activity program that represents the school in a positive manner.

1. Coaching and Developing the Team

- a. Head coaches and other coaches with supervisory responsibility assign specific duties to team staff (assistant coaches, equipment managers, volunteers, etc.). Provide guidance and direction to the team staff. Motivate the team staff to achieve the objectives of the activity, monitor their performance, and report on their performance to the Athletic Director for purposes of evaluations.
- b. Plan, organize, and conduct practice sessions that will efficiently develop individual skills and team performance without interfering with academic and

other commitments of the participants and that will actively involve all participants.

- c. Plan and direct physical conditioning programs that will enable athletes to achieve maximum performance.
- d. Instruct individuals or groups in sport or activity rules, strategies, and performance principles such as specific ways of moving the body, hands, and/or feet in order to achieve desired results, and explain and demonstrate the use of sports and training equipment.
- e. Encourage and build mutual trust, respect and cooperation among team members.
- f. Coach games and competitive activities with the objective of competitive success tailored to making the experience enjoyable and rewarding to the students. Maintain composure, keeping emotions, anger, and aggressive behavior in check, even in very difficult situations, so as to demonstrate good sportsmanship.

2. Student Safety

- a. Provide for the reasonable care and safety of students under the coach's supervision.
- b. Monitor students' use of equipment in order to ensure safe and proper use.
- c. Oversee the safety conditions of the facility or area in which assigned sport or activity is conducted at all times that students are present.
- d. Ensure a positive environment free of hazing, harassment, bullying and intimidating language and behaviors.

3. Record Keeping

- a. Maintain accurate individual and team statistics, records, and results of the season.
- b. Maintain an accurate and current team roster and submits copies to the Athletic Director.
- c. Maintain confidentiality of information concerning colleagues, students, and parents in accordance with law and District rules.

F. Working Conditions: Will vary depending on the sport or activity. Some sports require being outside for extended periods in inclement weather, with extreme heat or cold. Some indoor sports are held in areas where the climate controls are not always ideal.

G. At-Will Position. This position is an "at-will" position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent's designee.

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

Hemingford Public Schools

Transportation Director Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Head of Transportation
- B. Department:** Transportation/Custodial/Maintenance
- C. Education Level and Certification:** High school degree or GED. Must maintain at all times during employment an unrestricted motor vehicle operator's license, CDL, a school bus permit as required by state and federal laws, and a satisfactory driving record that meets requirements of Board policy.
- D. Reports To:** Principal/Superintendent
- E. Performance Responsibilities and Job Tasks**
 - 1. Follow safety rules as students board and exit buses or cross streets near bus stops.
 - 2. Comply with traffic regulations to operate vehicles in a safe and courteous manner.
 - 3. Check the condition of vehicle's tires, brakes, windshield wipers, lights, oil, fuel, water, and safety equipment to ensure that everything is in working order (pre- and post-inspections).
 - 4. Maintain order among students during trips to ensure safety.
 - 5. Pick up and drop off students at regularly scheduled neighborhood locations, following strict time schedules.
 - 6. Report any bus malfunctions or needed repairs.
 - 7. Drive gasoline, diesel, or electrically powered multi-passenger vehicles to transport students between neighborhoods, schools, and school activities.
 - 8. Prepare and submit reports that may include the number of passengers or trips, hours worked, mileage, fuel consumption, and student behavior.
 - 9. Maintain knowledge of first-aid procedures.
 - 10. Keep bus interiors clean for passengers.
 - 11. Maintain the cleanliness of the small vehicle fleet.

12. Read maps and follow written and verbal geographic directions.
13. Report delays, accidents, or other traffic and transportation situations, using telephones or mobile two-way radios.
14. Regulate heating, lighting, and ventilation systems for passenger comfort.
15. Escort small children across roads and highways if a responsible adult remains in the vehicle.
16. Make minor repairs to vehicles.
17. Perform first aid as necessary for the purpose of meeting the immediate health care needs of passengers.
18. Adhere to the transportation regulations of the Nebraska Department of Education and DOT.
19. Monitor and insure all transportation personnel adhere to the guidelines of the Nebraska Department of Education and DOT guidelines.
20. Perform other tasks or duties as assigned by the Superintendent, Principal or other supervisors.
21. Direct and supervise activities of bus staff to maintain cleanliness and prevent accidents.
22. Inspect work performed to ensure that it meets specifications and established standards.
23. Plan and prepare employee work schedules.
24. Perform or assist with cleaning duties as necessary.
25. Investigate complaints about service and equipment, and take corrective action.
26. Coordinate activities with other departments to ensure that services are provided in an efficient and timely manner.
27. Check equipment to ensure that it is in working order.
28. Instruct and train staff in work policies and procedures, and the use and maintenance of equipment.
29. Issue supplies and equipment to workers.
30. Forecast necessary levels of staffing and stock at different times to facilitate effective scheduling and ordering.
31. Inventory stock to ensure that supplies and equipment are available in adequate amounts.
32. Evaluate employee performance and recommend personnel actions such as hiring, promotions, transfers, and dismissals.
33. Confer with staff to resolve performance and personnel problems, and to discuss District policies.
34. Establish and implement operational standards and procedures for the departments supervised.
35. Recommend or arrange for additional services, such as repair work, renovations, and the replacement of furnishings and equipment.
36. Select and order or purchase new equipment, supplies, or furnishings.
37. Recommend changes that could improve service and increase operational efficiency.
38. Maintain required records of work hours, budgets, payrolls, and other information.
39. Coordinate with District Personnel to insure proper tracking and filing of medical physicals/drug test results/licensure and other required data.
40. Screen job applicants, and make hiring recommendations.

41. Perform financial tasks, such as estimating costs and preparing and managing budgets.

F. Required Knowledge

The Head of Transportation is to possess and effectively utilize knowledge in the following areas:

1. Mechanical—Knowledge of machines and tools, including their designs, uses, repair, and maintenance.
2. Administration and Management—Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
3. Public Safety and Security—Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
4. Transportation—Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.

G. Work Activities

The Bus Driver is to perform the following work activities:

1. Operating Vehicles, Mechanized Devices, or Equipment—Running, maneuvering, navigating, or driving vehicles or mechanized equipment. This includes operating school buses and other passenger vehicles and transporting passengers or cargo.
2. Inspecting Equipment, Structures, or Material—Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.

H. Working Conditions

1. In an enclosed vehicle or equipment.
2. Exposure to weather conditions.
3. Inside offices and throughout the school building.
4. Exposure to weather conditions.
5. Exposure to chemicals and solvents.

I. FLSA Status: Exempt under the executive exemption, provided the Head of Transportation supervises two or more FTE employees.

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

I. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

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

30.	76 to 90 pounds		X		
31.	Over 90 pounds		X		

Signature _____ Date _____
 Head of Transportation

Signature _____ Date _____
 Superintendent

Hemingford Public Schools

Master Special Education Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

In addition to the individual job description for special education employee of Hemingford Public Schools, each special education employee must adhere to the following:

A. Performance Responsibilities and Job Tasks

1. School/Community Relations

- a. Represent the school district before the public and establish and maintain a program of public relations to keep the public well-informed of the programs and activities, policies and practices, and needs and successes of the school district, so as to promote a positive relationship between the school district and the community.
- b. Develop school partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- c. Maintain open lines of communication and cooperative working relationships with other government agencies. When appropriate, attend meetings of other government agencies to advance the interests of the school district.
- d. Maintain positive relations between the school district and local media.
- e. Serve as a role model to all students.
- f. Serve as a positive member of the community in a way that does not negatively affect the district's reputation or image in the community.
- g. Refrain from engaging in conduct that interferes with the operations of the district, including the education of students.
- h. Develop and maintain a positive rapport with students and parents.
- i. Develop and maintain a professional reputation and image among students and parents.

2. General Responsibilities

- a. Maintain confidentiality of information concerning colleagues, students, and parents in accordance with law and District policies, rules and directives.
- b. Attend, participate and be engaged in all meetings, as assigned.
- c. Participate in faculty committees and the sponsorship of activities as assigned.

- d. Participate in professional activities and staff development as assigned and as needed to maintain professional competence and to perform duties.
 - e. Develop and maintain a positive and professional working relationship with other staff and administration.
 - f. Provide for proper care, maintenance and reasonable security of all District property, including electronic data and other related technology, in the employee's custody.
 - g. Perform administrative duties such as assisting in school libraries, hall and cafeteria monitoring, and bus loading and unloading.
 - h. Adhere to all District policies, rules, regulations, and supervisor directives.
 - i. Adhere to the code of ethics of the District and the code of ethics set forth in NDE Rule 27.
3. Coordination of Special Education Services
- a. Collaborate with the administrative team and teachers to develop and maintain curriculum standards, mission statements, and to set performance goals and objectives for the special education program.
 - b. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
 - c. Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
 - d. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
 - e. Develop and maintain a positive, professional rapport with students and parents.
 - f. Provide for and ensure the care and safety of students under the employee's supervision.
 - g. Supervise all students assigned to the employee, including all out-of-classroom activities as assigned, and all students that the employee can reasonably supervise within the employee's ordinary duties during the school day.
 - h. Provide care for students, including reporting suspected child abuse or neglect to the employee's supervisor and local law enforcement or Department of Health and Human Services, as required by law, and provide the appropriate medication administration, as assigned.
 - i. Participate in team meetings for the development of IEP's and 504 Plans and implement provisions of IEPs and 504 Plan accommodations.
 - j. Utilize instructional materials and other resources in a competent and effective manner, including computer, e-mail, electronic student information systems, and other technology to perform assigned duties.
 - k. Perform in a professional manner all other tasks as assigned.

B. Required Knowledge

The Special Education Employee is to possess and effectively utilize knowledge in the following areas:

- a. English Language—Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- b. Education and Training—Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- c. Mathematics—Knowledge of arithmetic, algebra, geometry and calculus and statistics, when appropriate, and their applications to classroom instruction.
- d. Psychology—Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- e. Computers and Electronics—Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- f. Customer and Personal Service—Knowledge of principles and processes for providing customer and personal services.
- g. Public Safety and Security—Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- h. Clerical—Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.

C. Required Skills and Abilities

The Special Education Employee is to possess and effectively utilize the following skills and abilities:

- a. Communication:
 - i. Active Listening—Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
 - ii. Speaking—Talking to others to convey information effectively. The ability to speak clearly so others can understand you. The ability to communicate information and ideas in speaking so others will understand.
 - iii. Oral Comprehension and Listening—The ability to listen to and understand information and ideas presented through spoken words and sentences. The ability to identify and understand the speech of another person.
 - iv. Writing—Communicating effectively in writing as appropriate for the needs of the audience. The ability to communicate information and ideas in writing so others will understand.
 - v. Written Comprehension—Understanding written sentences and paragraphs in work related documents. The ability to read and understand information

and ideas presented in writing. Understanding written sentences and paragraphs in work related documents.

- b. Instructing—Teaching others how to do something. Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- c. Monitoring—Monitoring/Assessing performance of self, other individuals, or organizations to make improvements or take corrective action.
- d. Learning Strategies—Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- e. Active Learning—Understanding the implications of new information for both current and future problem-solving and decision-making.
- f. Management:
 - i. Of Personnel Resources: Motivating, developing, and directing people as they work, identifying the best people for the job.
 - ii. Of Material Resources: Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- g. Critical Thinking—Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- h. Complex Problem Solving—Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- i. Reasoning:
 - i. Deductive: The ability to apply general rules to specific problems to produce answers that make sense.
 - ii. Inductive: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
 - iii. Information Ordering—The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- j. Judgment and Decision Making—Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- k. Originality—The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- l. Problem Sensitivity—The ability to tell when something is wrong or is likely to go wrong. This does not involve solving the problem, only recognizing there is a problem.
- m. Fluency of Ideas—The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- n. Category Flexibility—The ability to generate or use different sets of rules for combining or grouping things in different ways.
- o. Flexibility of Closure—the ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- p. Operations Analysis—Analyzing needs and product requirements to create a design.

- q. Systems Evaluation—Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the school district.
- r. Systems Analysis—Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- s. Equipment Selection—Determining the kind of tools and equipment needed to do a job.
- t. Social Perceptiveness—Being aware of others’ reactions and understanding why they react as they do.
- u. Coordination—Adjusting actions in relation to others’ actions.
- v. Negotiation—Bringing others together and trying to reconcile differences.
- w. Persuasion—Persuading others to change their minds or behavior.
- x. Service Orientation—Actively looking for ways to help people.
- y. Time Management—Managing one’s own time and the time of others.
- z. Vision—The ability to see details at close range (within a few feet of the observer) and to see details at a distance.
- aa. Selective Attention—The ability to concentrate on a task over a period of time without being distracted.
- bb. Time Sharing—The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).

D. Work Activities

The Employee is to perform the following work activities:

1. Establishing and Maintaining Interpersonal Relationships—Developing constructive and cooperative working relationships with others, and maintaining them over time.
2. Making Decisions and Solving Problems—Analyzing information and evaluating results to choose the best solution and solve problems. Resolve problems in educational settings.
3. Communicating—Providing information to the Board, other administrators, and employees by telephone, in written form, e-mail, or in person; in meetings of the Board, committees, or staff meetings. Communicating with people outside the school district, representing the school district to the public, government agencies, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail; in meetings, conferences, or presentations.
4. Getting Information—Observing, receiving, and otherwise obtaining information from all relevant sources.
5. Performing Administrative Activities—Performing day-to-day administrative tasks such as maintaining information files and processing paperwork. This includes: administering school programs, maintaining educational records, and preparing and maintaining reports and files.
6. Developing and Building Teams—Encouraging and building mutual trust, respect, and cooperation among team members.

7. Organizing, Planning, and Prioritizing Work—Developing specific goals and plans to prioritize, organize, and accomplish work, including planning meetings or conferences and use of time management techniques.
8. Resolving Conflicts and Negotiating with Others—Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
9. Coordinating the Work and Activities of Others—Getting members of a group to work together to accomplish tasks. This includes coordinating employee continuing education programs, directing and coordinating activities of staff, and overseeing execution of organizational or program policies.
10. Guiding, Directing, and Motivating Subordinates—Providing guidance and direction to subordinates, including setting performance standards and monitoring performance. This includes assigning work to staff, establishing employee performance standards, evaluating performance of employees or contract personnel, maintaining group discipline in an educational setting, motivating staff to achieve work goals, orienting new employees, and supervising extracurricular activities.
11. Coaching and Developing Others—Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
12. Evaluating Information to Determine Compliance with Standards—Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
13. Judging the Qualities of Things, Services, or People—Assessing the value, importance, or quality of things or people.
14. Developing Objectives and Strategies—Establishing long-range objectives and specifying the strategies and actions to achieve them. This includes: developing policies, procedures, methods, or standards, establishing educational policy or academic codes, and writing grant proposals.
15. Interacting with Computers—Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
16. Scheduling Work and Activities—Scheduling events, programs, and activities, as well as the work of others.
17. Training and Teaching Others—Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others. This includes: conducting training for staff, coordinating educational content, coordinating instructional outcomes, and developing instructional materials.
18. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts. This includes analyzing operational or management reports or records, organizational operating practices or procedures, survey data to forecast enrollment changes, and evaluating educational outcomes.
19. Updating and Using Relevant Knowledge—Keeping up-to-date technically and applying new knowledge to your job. This includes using: conflict resolution

- techniques, use government regulations, interpersonal communication techniques, interviewing procedures, public speaking techniques, and teaching techniques.
20. Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
 21. Identifying Objects, Actions, and Events—Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
 22. Monitoring and Controlling Resources—Monitoring and controlling resources and overseeing the spending of money; including developing budgets.
 23. Staffing Organizational Units—Recruiting, interviewing, selecting, hiring, and promoting employees in an organization. This includes: developing staffing plan, conducting interviews and evaluating information from employment interviews, taking action to hire, discharge, transfer, or promote staff or to recommend such action.
 24. Thinking Creatively—Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
 25. Monitoring Processes, Materials, or Surroundings—Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
 26. Providing Consultation and Advice to Others—Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
 27. Interpreting the Meaning of Information for Others—Translating or explaining what information means and how it can be used. This includes: explaining rules, policies or regulations and preparing handbooks and manuals.
 28. Documenting/Recording Information—Entering, transcribing, recording, storing, or maintaining information in written or electronic form.
 29. Operating equipment—Operate equipment associated with the tasks and work activities; including operation of a motor vehicle.

E. Required Employee Characteristics

The Special Education Employee is to possess and exhibit the following characteristics:

1. Cooperation—Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
2. Attention to Detail—Job requires being careful about detail and thorough in completing work tasks.
3. Dependability—Job requires being reliable, responsible, and dependable, and fulfilling obligations.
4. Integrity—Job requires being honest and ethical.
5. Concern for Others—Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
6. Self Control—Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.

7. Stress Tolerance—Job requires accepting criticism and dealing calmly and effectively with high stress situations.
8. Adaptability/Flexibility—Job requires being open to change (positive or negative) and to considerable variety in the workplace.
9. Independence—Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
10. Initiative—Job requires a willingness to take on responsibilities and challenges.
11. Leadership – Job requires a willingness to lead, take charge, and offer opinions and direction.
12. Analytical Thinking—Job requires analyzing information and using logic to address work-related issues and problems.
13. Persistence—Job requires persistence in the face of obstacles.
14. Achievement/Effort—Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.
15. Social Orientation—Job requires preferring to work with others rather than alone, and being personally connecting with others on the job.
16. Innovation—Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.

F. Working Conditions

1. Inside offices and classrooms.
2. Outside for activities with students and student supervision.

G. Essential Functions: The essential functions of each employee's position includes (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the physical requirements on their specific job description.

Hemingford Public Schools
Director of Instructional Services (Supplement Special Education Director) Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements the Master Special Education Job Description***

- A. Job Title:** Director of Instructional Services (Supplement Special Education Director)
- B. Department:** Special Education
- C. Education Level and Certification:** Bachelors degree required, in addition to all other required or assigned certification and training; Masters degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rules 10 and 51.
- D. Reports To:** Superintendent
- E. Required Job Tasks**

The Special Education Director is the chief administrator of the District's special education program and serves in both a leadership and management role. The special education program includes services to students with disabilities under NDE Rule 51, Section 504 or other applicable law. The Special Education Director may delegate performance of management duties. Such delegation does not relieve the Special Education Director from ultimate responsibility or accountability.

- 1. Educational Leadership
 - a. Serve as the educational leader of the District's special education program and as a positive contributing member of the administrative team.
 - b. Administer, as chief administrator, the development and maintenance of a special education program designed to meet the needs of students eligible for special education services and to carry out the policies of the Board of Education.
 - c. Provide a leadership structure to ensure rules and instructions to special education program employees and students are in compliance with Board policy.

- d. Set or recommend educational standards and goals, including the minimum goal of maintaining accreditation, and recommend and implement policies and procedures to carry them out.
- e. Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency and utilization and to ensure that the special education program complies with federal and state laws and regulations and Board policy or directives, and implement changes as appropriate.
- f. Determine the scope of special education program offerings and the staffing and facility required to provide the educational program.
- g. Observe teaching methods and examine instructional materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- h. Plan and develop instructional methods and content for special education programs.
- i. Review and approve new programs, or recommend modifications to existing programs, submitting program proposals to the Superintendent for Board approval as necessary.
- j. Collect and analyze survey data, regulatory information, and data on demographic trends to forecast enrollment patterns and curriculum change needs.
- k. Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- l. Teach classes or courses to students when necessary in the absence of teachers.
- m. Develop IEPs and 504 Plans, assist special education employees in the development of IEPs and 504 Plans for which they are responsible, participate in MDT, IEP and 504 team meetings, and ensure that services and accommodations are provided to students in accordance with the IEPs and 504 Plans. Provide special education instruction and related services to students as needed.
- n. Ensure completion of student assessments in accordance with Board policy and state and federal laws and regulations. Initiate program changes in light of such assessments.
- o. Ensure that the mission and goals of the school district are adequately reflected in the special education program and operations.
- p. Ensure implementation of all board-approved curriculum and inclusion of state-mandated programs and curriculum content standards in the special education program.
- q. Prepare and submit to the Superintendent and administrative team recommendations relative to all special education program matters requiring Board action, placing before the Superintendent and administrative team such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.

2. Personnel Administration

- a. Establish parameters for recruiting and interviewing prospective employees within the special education program. Recruit and recommend for hiring the best qualified and most competent persons for positions within the limits of the budget.
- b. Assign or transfer employees to their positions as deemed in the best interests of the school district and report such action to the Superintendent's office for information and record.
- c. Direct, supervise and evaluate any subordinate administrative staff.
- d. Direct and coordinate activities of teachers, administrators, and support staff within the special education program.
- e. Recommend and implement the school district's special education program staff training.
- f. Conduct observations and evaluations of special education program staff, in accordance with the Board evaluation policy and legal requirements, and assure that observations and evaluations are completed by others who are delegated such duties. Implement improvement or corrective action plans when needed.
- g. Hold meetings of teachers and other employees for the discussion of matters concerning the improvement and welfare of the special education program.
- h. Develop and maintain a positive and professional working relationship with the staff.

F. Required Knowledge

The Special Education Director is to possess and effectively utilize knowledge in the following areas:

- 1. Administration and Management—Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

G. FLSA Status: Exempt.

- 1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
- 2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion, or other change of status of other employees are given particular weight.

3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

H. Essential Functions: The essential functions of the Special Education Director position include: (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

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

Hemingford Public Schools

Special Education Teacher Job Description

Addendum

This is an Addendum to the general Teacher Job Description specific to this teacher position. The general Teacher Job Description also applies to this teaching position except to the extent the information set forth in this Addendum is directly contrary to the general Teacher Job Description. This Addendum is in addition to and supplements both the Master Teacher Job Description and Special Education Employee Job Description.

A. Additional Education, Certification or Licensure Requirements:

Endorsement: Special Education Endorsement appropriate for the instructional responsibility assigned to the teacher (grade level and disability) as required by NDE Rules 24 and 51, in addition to all other required or assigned certification and training.

B. Additional Performance Responsibilities and Job Tasks:

1. Maintain all pertinent NDE electronic documents including:
 - Maintaining current team member access
 - Maintaining current student and parent information
 - Finalizing all documents
 - Opening progress reports in timely fashion for related service providers.
2. Manage caseloads including:
 - Preparing, scheduling and conducting IEP's and MDT's on or before anniversary date
 - Managing monthly roster including insuring that:
 - i. Special education percentages accurately reflect services and are in compliance with what is stated on the IEP
 - ii. New IEP/MDT dates are recorded accurately
 - iii. Indicating all related services and other information
3. Provide services as directed in IEP.
4. Develop a working knowledge of students on case load as it pertains to providing special education services.
5. Document all parent interactions (phone calls, notes, etc.).
6. Supervise paraprofessionals.
7. Conduct formal and informal diagnostic observations and evaluations.
8. Communicate with district and outside agencies.
9. Attend regularly scheduled and other announced special education meetings.
10. Comply with NDE Rule 51 guidelines.

C. Additional or Different Physical Requirements:

1. Must be able to fulfill restraint training procedures.

Hemingford Public Schools Master Certificated Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

In addition to the individual job description for each certificated employee of Hemingford Public Schools, each certificated employee must adhere to the following:

A. Performance Responsibilities and Job Tasks

1. School/Community Relations

- a. Represent the school district before the public and establish and maintain a program of public relations to keep the public well-informed of the programs and activities, policies and practices, and needs and successes of the school district, so as to promote a positive relationship between the school district and the community.
- b. Develop school partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- c. Maintain open lines of communication and cooperative working relationships with other government agencies. When appropriate, attend meetings of other government agencies to advance the interests of the school district.
- d. Maintain positive relations between the school district and local media.
- e. Serve as a role model to all students.
- f. Serve as a positive member of the community in a way that does not negatively affect the district's reputation or image in the community.
- g. Refrain from engaging in conduct that interferes with the operations of the district, including the education of students.
- h. Develop and maintain a positive rapport with students and parents.
- i. Develop and maintain a professional reputation and image among students and parents.

2. General Responsibilities

- a. Maintain confidentiality of information concerning colleagues, students, and parents in accordance with law and District policies, rules and directives.
- b. Attend, participate and be engaged in all meetings, as assigned.
- c. Participate in faculty committees and the sponsorship of activities as assigned.

- d. Participate in professional activities and staff development as assigned and as needed to maintain professional competence and to perform duties.
 - e. Develop and maintain a positive and professional working relationship with other staff and administration.
 - f. Provide for proper care, maintenance and reasonable security of all District property, including electronic data and other related technology, in the employee's custody.
 - g. Perform administrative duties such as assisting in school libraries, study hall and cafeteria monitoring, and bus loading and unloading.
 - h. Adhere to all District policies, rules, regulations, and supervisor directives.
 - i. Adhere to the code of ethics of the District and the code of ethics set forth in NDE Rule 27.
3. Instruction
- a. Teach assigned classes, instruct students at the level expected of that of other certificated employees in the district performing the same or similar duties, and perform related duties as assigned by the employee's supervisor(s).
 - b. Provide for and ensure the care and safety of students under the employee's supervision.
 - c. Supervise all students assigned to the employee, including all out-of-classroom activities as assigned, and all students that the employee can reasonably supervise within the employee's ordinary duties during the school day.
 - d. Provide care for students, including reporting suspected child abuse or neglect to the employee's supervisor and local law enforcement or Department of Health and Human Services, as required by law, and provide the appropriate medication administration, as assigned.
 - e. Participate in team meetings for the development of IEP's and 504 Plans and implement provisions of IEPs and 504 Plan accommodations.
 - f. Utilize instructional materials and other resources in a competent and effective manner, including computer, e-mail, electronic student information systems, and other technology to perform assigned duties.
 - g. Maximize the allotted instructional time in a manner that benefits student learning and refrain from using instructional time on activities that do not relate to student instruction.
 - h. Sponsor extracurricular activities such as clubs, student organizations, and academic contests, as assigned.
 - i. Perform in a professional manner all other tasks as assigned.

B. Required Knowledge

The Employee is to possess and effectively utilize knowledge in the following areas:

- a. English Language—Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

- b. Education and Training—Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- c. Mathematics—Knowledge of arithmetic, algebra, geometry and calculus and statistics, when appropriate, and their applications to classroom instruction.
- d. Psychology—Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- e. Geography—Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.
- f. History and Archeology—Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.
- g. Computers and Electronics—Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- h. Customer and Personal Service—Knowledge of principles and processes for providing customer and personal services.
- i. Public Safety and Security—Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- j. Clerical—Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
- k. Sociology and Anthropology—Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.

C. Required Skills and Abilities

The Employee is to possess and effectively utilize the following skills and abilities:

- a. Communication:
 - i. Active Listening—Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
 - ii. Speaking—Talking to others to convey information effectively. The ability to speak clearly so others can understand you. The ability to communicate information and ideas in speaking so others will understand.
 - iii. Oral Comprehension and Listening—The ability to listen to and understand information and ideas presented through spoken words and sentences. The ability to identify and understand the speech of another person.

- iv. Writing—Communicating effectively in writing as appropriate for the needs of the audience. The ability to communicate information and ideas in writing so others will understand.
- v. Written Comprehension—Understanding written sentences and paragraphs in work related documents. The ability to read and understand information and ideas presented in writing. Understanding written sentences and paragraphs in work related documents.
- b. Instructing—Teaching others how to do something. Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- c. Monitoring—Monitoring/Assessing performance of self, other individuals, or organizations to make improvements or take corrective action.
- d. Learning Strategies—Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- e. Active Learning—Understanding the implications of new information for both current and future problem-solving and decision-making.
- f. Management:
 - i. Of Personnel Resources: Motivating, developing, and directing people as they work, identifying the best people for the job.
 - ii. Of Material Resources: Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- g. Critical Thinking—Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- h. Complex Problem Solving—Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- i. Reasoning:
 - i. Deductive: The ability to apply general rules to specific problems to produce answers that make sense.
 - ii. Inductive: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
 - iii. Information Ordering—The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- j. Judgment and Decision Making—Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- k. Originality—The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- l. Problem Sensitivity—The ability to tell when something is wrong or is likely to go wrong. This does not involve solving the problem, only recognizing there is a problem.
- m. Fluency of Ideas—The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- n. Category Flexibility—The ability to generate or use different sets of rules for combining or grouping things in different ways.

- o. Flexibility of Closure—the ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- p. Operations Analysis—Analyzing needs and product requirements to create a design.
- q. Systems Evaluation—Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the school district.
- r. Systems Analysis—Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- s. Equipment Selection—Determining the kind of tools and equipment needed to do a job.
- t. Social Perceptiveness—Being aware of others’ reactions and understanding why they react as they do.
- u. Coordination—Adjusting actions in relation to others’ actions.
- v. Negotiation—Bringing others together and trying to reconcile differences.
- w. Persuasion—Persuading others to change their minds or behavior.
- x. Service Orientation—Actively looking for ways to help people.
- y. Time Management—Managing one’s own time and the time of others.
- z. Vision—The ability to see details at close range (within a few feet of the observer) and to see details at a distance.
- aa. Selective Attention—The ability to concentrate on a task over a period of time without being distracted.
- bb. Time Sharing—The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).

D. Work Activities

The Employee is to perform the following work activities:

- a. Training and Teaching Others—Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others. This includes: assessing educational potential or need of students, converting information into instructional program, developing course or training objectives, instructional materials and teaching aids, organizing educational material or ideas, preparing audio-visual teaching aids, selecting teaching materials to meet student needs, teaching correct eating habits, teaching students with disabilities, and using classroom management techniques.
- b. Organizing, Planning, and Prioritizing Work—Developing specific goals and plans to prioritize, organize, and accomplish work. This includes organizing esteem building activities and social behavior learning activities.
- c. Establishing and Maintaining Interpersonal Relationships—Developing constructive and cooperative working relationships with others, and maintaining them over time. This includes establishing and maintaining relationships with students, parents, co-workers and administration.
- d. Acquiring Information—Observing, receiving, and otherwise obtaining information from all relevant sources.

- e. Communicating with Supervisors, Peers, or Subordinates—Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- f. Thinking Creatively—Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- g. Coaching and Developing Others—Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills. This includes: mentoring co-workers in school or educational setting.
- h. Developing Objectives and Strategies—Establishing long-range objectives and specifying the strategies and actions to achieve them. This includes writing grant proposals or assisting with grant proposals.
- i. Making Decisions and Solving Problems—Analyzing information and evaluating results to choose the best solution and solve problems.
- j. Updating and Using Relevant Knowledge—Keeping up-to-date technically and applying new knowledge to your job. This includes: using early childhood education techniques, interpersonal communication techniques, knowledge of multi-media technology, motivational techniques in education, oral or written communication techniques, public speaking techniques, special education techniques, and teaching techniques.
- k. Documenting/Recording Information—Entering, transcribing, recording, storing, or maintaining information in written or electronic form. This includes recording student progress.
- l. Assisting and Caring for Others—Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients. This includes: empathizing with others during counseling or related services and working with students with disabilities or illnesses.
- m. Evaluating Information to Determine Compliance with Standards—Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards. This includes: ensuring correct grammar, punctuation, and spelling.
- n. Resolving Conflicts and Negotiating with Others—Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others. This includes: resolving behavioral and academic problems.
- o. Developing and Building Teams—Encouraging and building mutual trust, respect, and cooperation among team members.
- p. Identifying Objects, Actions, and Events—Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events. This includes: recognizing physical or emotional abuse, student learning levels, and student problems.
- q. Monitoring Processes, Materials, or Surroundings—Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- r. Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

- s. Coordinating the Work and Activities of Others—Getting members of a group to work together to accomplish tasks. This includes: directing and coordinating activities of other staff and volunteers.
- t. Interpreting the Meaning of Information for Others—Translating or explaining what information means and how it can be used. This includes: interpreting ability or achievement test results.
- u. Scheduling Work and Activities—Scheduling events, programs, and activities, as well as the work of others. This includes: scheduling student field trips.
- v. Judging the Qualities of Things, Services, or People—Assessing the value, importance, or quality of things or people.
- w. Interacting With Computers—Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information. This includes: using computers to enter, access or retrieve educational data.
- x. Performing for or Working Directly with the Public—Performing for people or dealing directly with the public.
- y. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- z. Communicating with Persons Outside Organization—Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail. This includes: communicating student progress, communicating visually or verbally, conducting parent conferences, and making education presentations.
- aa. Performing Administrative Activities—Performing day-to-day administrative tasks such as maintaining information files and processing paperwork. This includes: maintaining educational records, reports, or files and preparing educational reports.
- bb. Guiding, Directing, and Motivating Subordinates—Providing guidance and direction to subordinates, including setting performance standards and monitoring performance. This includes: evaluating student performance, maintaining group discipline in an educational setting, and monitoring student progress.

E. Required Employee Characteristics

The Employee is to possess and exhibit the following characteristics:

- 1. Cooperation—Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- 2. Attention to Detail—Job requires being careful about detail and thorough in completing work tasks.
- 3. Dependability—Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- 4. Integrity—Job requires being honest and ethical.
- 5. Concern for Others—Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.

6. Self Control—Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
7. Stress Tolerance—Job requires accepting criticism and dealing calmly and effectively with high stress situations.
8. Adaptability/Flexibility—Job requires being open to change (positive or negative) and to considerable variety in the workplace.
9. Independence—Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
10. Initiative—Job requires a willingness to take on responsibilities and challenges.
11. Leadership – Job requires a willingness to lead, take charge, and offer opinions and direction.
12. Analytical Thinking—Job requires analyzing information and using logic to address work-related issues and problems.
13. Persistence—Job requires persistence in the face of obstacles.
14. Achievement/Effort—Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.
15. Social Orientation—Job requires preferring to work with others rather than alone, and being personally connecting with others on the job.
16. Innovation—Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.

F. Essential Functions: The essential functions of each employee’s position includes (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the physical requirements on their specific job description.

Hemingford Public Schools Teacher Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Certificated Job Description***

- A. Job Title:** Teacher
- B. Department:** Instruction
- C. Education Level and Certification:** Bachelors degree required. Must at all times during employment possess a Nebraska Teaching Certificate with such endorsements as required by NDE Rule 10 and all other certification and training as required or assigned.
- D. Reports To:** Principal or Principal's Designee
- E. Required Job Tasks**
 - 1. Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible.
 - 2. Observe and evaluate students' performance, behavior, social development, and physical health.
 - 3. Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students.
 - 4. Adapt teaching methods and instructional materials to meet students' varying needs and interests.
 - 5. Instruct through lectures, discussions, and demonstrations in one or more subjects, such as English, mathematics, or social studies.
 - 6. Prepare, administer, and grade tests and assignments in order to evaluate students' progress.
 - 7. Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
 - 8. Maintain accurate and complete student records as required by laws, district policies, and administrative regulations.
 - 9. Prepare materials and classrooms for class activities.
 - 10. Assign lessons and correct homework.
 - 11. Enforce all administration policies and rules governing students.

12. Confer with parents or guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems.
13. Prepare students for later grades by encouraging them to explore learning opportunities and to persevere with challenging tasks.
14. Prepare objectives and outlines for courses of study, following curriculum guidelines or requirements of the State and the school district.
15. Meet with parents and guardians to discuss their children's progress and to determine priorities for their children and their resource needs.
16. Guide and counsel students with adjustment or academic problems, or special academic interests.
17. Meet with other professionals to discuss individual students' needs and progress.
18. Prepare and implement remedial programs for students requiring extra help.
19. Prepare for assigned classes and show written evidence of preparation upon request of immediate supervisors.
20. Instruct and monitor students in the use and care of equipment and materials to prevent injuries and damage.
21. Prepare reports on students and activities as required by administration.
22. Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula.
23. Perform administrative duties such as assisting in school libraries, hall and cafeteria monitoring, and bus loading and unloading.
24. Administer standardized ability and achievement tests and interpret results to determine student strengths and areas of need.
25. Organize and supervise games and other recreational activities to promote physical, mental, and social development.
26. Plan and supervise class projects, field trips, visits by guest speakers or other experiential activities, and guide students in learning from those activities.
27. Select, store, order, issue, and inventory classroom equipment, materials, and supplies.

F. Working Conditions

1. Inside offices and classrooms.
2. Outside for activities with students and student supervision.

G. FLSA Status: Exempt.

Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.

H. Essential Functions: The essential functions of the Teacher position include: (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the

identified work activities; and (3) the ability to perform the following identified physical requirements:

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

29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

Hemingford Public Schools Librarian/Media Specialist Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Certificated Job Description***

- A. Job Title:** Librarian/Media Specialist
- B. Department:** Instruction
- C. Education Level and Certification:** Bachelors degree or higher required. Must at all times during employment possess a Nebraska Teaching Certificate with a Library Media Specialist endorsement and such other endorsements as may be required by NDE Rules 10 and 24 and all other certification and training as required or assigned.
- D. Reports To:** Principal or Principal's Designee
- E. Required Job Tasks**
 - 1. Administer school library and media program.
 - 2. Teach students to search for information using databases.
 - 3. Keep records of circulation and materials.
 - 4. Supervise media program's budgeting, planning, and personnel activities.
 - 5. Check media materials in and out of the library.
 - 6. Explain use of library facilities, resources, equipment, and services, and provide information about library policies.
 - 7. Evaluate and select materials needed to meet both the curricular and individual needs of students, teachers, and administrators who will be using the materials, and periodically remove outdated or non-functional materials, consistent with established policies and materials.
 - 8. Code, classify, and catalog books, publications, films, audiovisual aids, and other library materials based on subject matter or standard library classification systems and maintain records of materials.
 - 9. Develop and administer library policies and procedures.
 - 10. Plan and administer school-wide events and programs to promote literacy.

Media Teaching Tasks

1. Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students.
2. Instruct students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations.
3. Prepare, administer, and grade tests and assignments in order to evaluate students' progress.
4. Adapt teaching methods and instructional materials to meet students' varying needs and interests.
5. Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula and to integrate media materials with the instructional program.
6. Confer with parents or guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems. Utilize resources to effectively communicate with others with different communication abilities (e.g. non-English speaking, hearing impaired).
7. Enforce administration policies and rules governing students.
8. Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible.
9. Guide and counsel students with adjustment and/or academic problems, or special academic interests.
10. Perform the tasks described in the job description for a teacher applicable to the level (elementary, middle school or high school) in which the Librarian/Media Specialist is assigned.

F. Working Conditions

1. Inside; some classrooms and areas are not air conditioned.
2. Outside for activities and student supervision.

G. FLSA Status: Exempt.

Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.

H. Essential Functions: The essential functions of the Librarian/Media Specialist position include: (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

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

Hemingford Public Schools

Elementary Counselor/Social Worker Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Certificated Job Description***

- A. Job Title:** Elementary Counselor/Social Worker
- B. Department:** Instruction
- C. Education Level and Certification:** Masters degree or higher required. Must at all times during employment possess a Nebraska Teaching Certificate with a School Guidance Counselor endorsement and such other endorsements as may be required by NDE Rules 10 and 24; or a Nebraska HHS certificate as a Certified Social Worker and/or Licensed Mental Health Practitioner, and all other required certification and training.
- D. Reports To:** Principal or Principal's Designee
- E. Required Job Tasks**
 - 1. Counsel students regarding educational issues such as school adjustment, truancy, and study habits.
 - 2. Counsel students to help them understand and overcome personal, social, or behavioral problems affecting their education or personal situations that may impact on their education.
 - 3. Maintain accurate and complete student records as required by laws, district policies, and administrative regulations.
 - 4. Confer with parents or guardians, teachers, other counselors, and administrators to resolve students' behavioral, academic, and other problems. Utilize resources to effectively communicate with others with different communication abilities (e.g. non-English speaking, hearing impaired).
 - 5. Provide crisis intervention to students when difficult situations occur at schools.
 - 6. Identify cases involving domestic abuse or other family problems affecting students' development.
 - 7. Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs.

8. Prepare students for later educational experiences by encouraging them to explore learning opportunities and to persevere with challenging tasks.
9. Encourage students and/or parents to seek additional assistance from mental health professionals or other community resources when necessary.
10. Observe and evaluate students' performance, behavior, social development, and physical health.
11. Enforce all administration policies and rules governing students.
12. Meet with other professionals to discuss individual students' needs and progress.
13. Conduct follow-up interviews with student counselees to determine if their needs have been met.
14. Prepare reports on students and activities as required by administration.
15. Plan and conduct orientation programs and group conferences to promote the adjustment of students to new life experiences such as starting a new school or a new grade level.
16. Assess needs for assistance such as rehabilitation and refer students to the appropriate school program for services.
17. Address community groups, faculty, and staff members to explain available counseling services.
18. Compile and study educational information to assist counselees in determining and carrying out educational objectives.
19. Review transcripts, evaluate students' educational abilities and developmental levels and communicate with students and parents or guardians to ensure readiness to begin school and to ensure that students are placed in the appropriate grade levels and appropriate educational programs.
20. Provide special services such as alcohol and drug prevention programs, anti-bullying programs, and classes that teach students to handle conflicts without resorting to violence.
21. Establish and supervise peer counseling and peer tutoring programs as directed by supervisor.

F. Required Knowledge

The Elementary Counselor/Social Worker is to possess and effectively utilize knowledge in the following areas:

1. Therapy and Counseling—Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.

G. Working Conditions

1. Inside; some offices, classrooms and areas are not air conditioned.
2. Outside for activities and student supervision.

H. FLSA Status: Exempt. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or

learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.

- I. **Essential Functions:** The essential functions of the Elementary Counselor/Social Worker position include: (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

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

Hemingford Public Schools Secondary Counselor Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Certificated Job Description***

- A. Job Title:** Secondary Counselor
- B. Department:** Instruction
- C. Education Level and Certification:** Bachelors degree or higher required. Must possess a Nebraska Teaching Certificate at all times during employment with such endorsements as required by NDE Rules 10 and 24 and all other certification and training as required or assigned.
- D. Reports To:** Principal or Principal's Designee
- E. Required Job Tasks**
 - 1. Counsel students regarding educational issues such as course and program selection, class scheduling, school adjustment, truancy, study habits, and career planning.
 - 2. Counsel students to help them understand and overcome personal, social, or behavioral problems affecting their educational or vocational situations.
 - 3. Maintain accurate and complete student records as required by laws, district policies, and administrative regulations and directives.
 - 4. Confer with parents or guardians, teachers, other counselors, and administrators to resolve students' behavioral, academic, and other problems. Utilize resources to effectively communicate with others with different communication abilities (e.g. non-English speaking, hearing impaired).
 - 5. Provide crisis intervention to students when difficult situations occur at schools.
 - 6. Identify cases involving domestic abuse or other family problems affecting students' development.
 - 7. Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs.
 - 8. Prepare students for later educational experiences by encouraging them to explore learning opportunities and to persevere with challenging tasks.

9. Provide students with information on such topics as college degree programs and admission requirements, financial aid opportunities, trade and technical schools, and apprenticeship programs.
10. Teach classes and present self-help or information sessions on subjects related to education and career planning.
11. Conduct follow-up interviews with student counselees to determine if their needs have been met.
12. Plan and conduct orientation programs and group conferences to promote the adjustment of students to new life experiences such as starting college.
13. Assess needs for assistance such as rehabilitation, financial aid, or additional vocational training, and refer clients to the appropriate services.
14. Instruct students in career development techniques such as job search and application strategies, resume writing, and interview skills.
15. Review transcripts and communicate with students and parents or guardians to ensure that students meet graduation or college entrance requirements, and write letters of recommendation.
16. Provide special services such as alcohol and drug prevention programs, anti-bullying programs, and classes that teach students to handle conflicts without resorting to violence.
17. Establish and supervise peer counseling and peer tutoring programs.
18. Plan and promote career and employment-related programs such as work-experience programs.

F. Required Knowledge

1. Therapy and Counseling—Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
2. Post-Secondary Institutions—Knowledge of the application process, courses of study and other related information to provide to students with guidance on pursuing post-secondary educational opportunities.
3. Career Advice—Knowledge of various career paths and the ability to discuss, guide and provide students interested in career opportunities with helpful information.

G. Working Conditions

1. Inside; some offices, classrooms and areas are not air conditioned.
2. Outside for activities and student supervision.

H. FLSA Status: Exempt. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.

- I. Essential Functions:** The essential functions of the Secondary Counselor position include: (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities to perform the identified work activities; and (3) the ability to perform the following identified physical requirements:

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

Hemingford Public Schools

Administrative Assistant Job Description

It is the policy of Hemingford Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

*** This Job Description is in addition to and supplements
the Master Classified Job Description***

- A. Job Title:** Administrative Assistant
- B. Department:** Secretarial/Clerical
- C. Education Level and Certification:** High school degree.
- D. Reports To:** Superintendent/Principal
- E. Performance Responsibilities and Job Tasks**
 - 1. Manage and maintain administrator's schedules.
 - 2. Prepare invoices, reports, memos, letters, financial statements and other documents, using word processing, spreadsheet, database, or presentation software.
 - 3. Read and analyze incoming memos, submissions, and reports to determine their significance and plan their distribution.
 - 4. Open, sort, and distribute incoming correspondence, including faxes and email.
 - 5. File and retrieve school documents, records, and reports.
 - 6. Greet visitors and determine whether they should be given access to specific individuals.
 - 7. Prepare responses to correspondence containing routine inquiries.
 - 8. Perform general office duties such as ordering supplies, maintaining records management systems, and performing basic bookkeeping work.
 - 9. Prepare agendas and make arrangements for committee, board, and other meetings.
 - 10. Make travel arrangements for administrators.
 - 11. Compile, transcribe, and distribute minutes of meetings.
 - 12. Attend meetings to record minutes.
 - 13. Supervise and train other clerical staff.

F. At-Will Position. This position is an “at-will” position and may be terminated, with or without cause, at any time in the sole discretion of the Superintendent or Superintendent’s designee.

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

Student Board Representative
Board of Education Report
Date:2/13/2023

Submitted by: Cody Rathjen

1. Student Activities

- a. High School and JH track and field have begun.
- b. High school's first track meet will be on March 25.
- c. CNA students took their test in Scottsbluffs, we now have some certified nurses in the school.
- d. Speech State is on Thursday with Arielle Lawrence competing.

2. SAoL (Student Acts of Leadership)

- a. Some JH students are putting in extra work and practice time by practicing with the high school.

3. Progress on Student Board Member Initiative

- a. Mr. Dean has informed me that the scoreboard is relatively new, but the e-board in front of the school has outdated software. That information puts Project Hemingford High's agenda to updating the e-board.
 - i. If we decide to run a website for the program I have an example:
<https://projecthemingfordh.wixsite.com/project-hemingford-h>

Hemingford Public Schools

Administrative Reports to Board of Education

March 13, 2023

Mr. Arneson

HES Enrollment

PreSchool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Total
18 (-1)	23 (0)	24 (0)	36 (0)	26 (0)	31 (-1)	38 (0)	23 (0)	219 (-2)

Thank You

- I had the opportunity to assist with the Alliance Public Schools Accreditation visit. Thank you for allowing me to participate in this. I feel like I grew as an educator.

Congratulations

-

Assessment Update

- Pre-ACT has been administered. There were two students absent on the day we took it, so we will give them the opportunity to make that up and then send in the materials to be scored.
- The ACT for Juniors will be on April 12.

Strategic Plan Updates:

Personnel Effectiveness: Staff Collaboration

- Our “Read Across America” week was fantastic!

Curriculum

- No updates

School Improvement

- Last Wednesday our Continuous Improvement Committees met and then shared out during an all-school staff meeting.

Culture/Community Engagement

- We had our staff appreciation dinner that was enjoyed by all. Thank you for supporting our culture and climate committee.
- We had a great turnout for conferences on Wednesday. (~94% attendance)

Mrs. Curtis**HHS Enrollment**

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Total
27 (+1)	29 (0)	34 (0)	25 (0)	22 (0)	34 (0)	171 (+1)

Thank You

- Mrs. Butler for the yummy Valentine's Day cookies for all 300+ of her students.
- School board for supporting the staff banquet. We had a great turn out and it seemed that the staff had an enjoyable night.

Congratulations

- Mileigh Krebs on her participation in the Braille Challenge in Nebraska City
- Brinna Phillips, Hemingford Senior, signed her commitment to Cheer at Mount Marty University in Yankton, South Dakota.
- Creel Weber, Drew Varner, and Theron Miller for competing at the state wrestling meet.
- Mrs. Butler for presenting at the Panhandle Professional Development day.
- Arielle Lawrence for making it to the state speech competition.
- Teagan Burney, Avery Davies, Isabell Gomez, Maria Jacobs, Luke Loudon, Jaidyn Preiss, Ava Trickler, and Kambree Walker passed the State CNA clinical and written exams to earn their CNA certification.

Strategic Plan Updates:**Personnel Effectiveness: Staff Collaboration**

- The week of February 15th we only had 3 students on the Ineligibility list. Students are utilizing Bobcat Time to meet with teachers to receive academic support.
- Staff did a True Colors activity to identify our areas of strength and explore effective ways to communicate with each other.

Curriculum

- ACT Prep - we are using the John Baylor On to College program and are taking the Juniors and Sophomores to Bridgeport for intensive training on testing strategies.
- We are looking at adding some elective classes in English and Social Science for next year to meet the requirements of Rule 10 Instructional Units.
- We are in a good place with the Master Schedule for next year.

School Improvement

- Committees met during the March 8th Inservice.
- HHS had its first formal MTSS (multi-tiered systems of support) meeting to identify areas of concern and to create a plan that will allow for consistency among his classes.

Culture/Community Engagement

- We had a good turnout at Parent Teacher Conferences: 7th grade- 44%, 8th grade- 55%, 9th grade- 62%, 10th grade- 48%, 11th grade- 50%, 12th grade- 33%. A total of 51% of parents were in the building and several additional parents reached out via email and phone calls.

Mrs. Plog

(Special Education numbers current as of 3/1/23)

Birth-3
3

PreSchool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Total
5	10 (-1)	8 (-1)	4	2 (-1)	5 (+1)	8	3	45 (-2)

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	12+ (To age 21)	Total
4	6	5	9	5	2	1	32

Total Enrollment in PowerSchool - 395 (-1)

Total Special Education Students - 80 (-2)

Special Education Percentage - 20.2%

State Average- 16% (As of 2020-2021, most recent data year available)

- Random Drug Testing Policy update: Two members of the school board visited with students in Mr. Bailey Branson's Junior World History classes on Tuesday, February 28, to hear input from the students on the Random Drug Testing of Students Involved in Extra-Curricular Activities. The Drug Policy Committee met at 3:00 PM that day to discuss the information we have gathered so far.
- A follow-up community Drug Policy Task Force Meeting is scheduled for Monday, March 20, 2023, at 5:30 PM, here at South Campus. I am going to ask the community for input on Drug Education Programming needs for students at Hemingford. A few sample questions: What grades do you feel we should start? If we had Drug Education Kits for parents to check out that would include an at-home drug test, do you think that would be beneficial? Have your children ever mentioned drug education activities held at school that made an impression on them?

- Based on the additional information we received from the students, and the need to gather more information regarding what we are currently doing for Drug Education at Hemingford and what more we can implement, I plan to wait and bring a draft policy concerning Random Drug Testing to the April school board meeting.
- Back on Feb. 9-10, I attended the Nebraska Special Education Supervisors (NASES) Legislative conference in Lincoln. I met with the two western Nebraska senators during that time, Sen. Tom Brewer and Sen. Steve Erdman. I attached the NASES Handout that discusses recent trends in special education in Nebraska, including funding needs. I will bring hard copies of the information in the handout.
- I recently attended the Special Education Advisory Council meeting in Lincoln last week. I attached the informational flyer for what SEAC is and what we hope to accomplish. I am the only member west of Sutherland, so I feel it is very important for me to attend and represent the western part of the state, so that is why I attended the meeting over Spring Break. I will bring hard copies of this flyer also.

SEAC Priorities

2020 – 2025

1. To participate in the development, review and revision of The State Systemic Improvement Plan Process to improve results for students with disabilities in the following areas:
 - a. Improving Academic Achievement, Functional Outcomes and Child Outcomes in Natural and Inclusive Environments
 - b. Improving Communication and Relationships Among Families, Schools, Communities and Agencies
 - c. Improving Transitions from the Early Development Network to Preschool and School to Adult Living
2. To review the effectiveness of the current State Performance Plan (SPP) through the analysis of data in the Annual Performance Report (APR)
3. To monitor state and federal legislation, including the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA)
4. To inform NDE – The Office of Special Education in initiatives that are relevant to both federal and state priorities within special education, specific to:
 - a. Health/Medical
 - b. Family and Professionals Support
 - c. Discipline/Behavior – Suspension/Expulsion
 - d. Mental Health
 - e. Social/Emotional Learning
 - f. Transition Supports

Contact Us!

Amy Rhone, Director
500 S. 84th Street
P.O. Box 94987
Lincoln, NE 68510
402-471-2471

SEAC Contact:

Kris Elmshaeuser
kris.elmshaeuser@nebraska.gov

Online:

<https://www.education.ne.gov/sped/special-ed-advisory-council/>



NEBRASKA DEPARTMENT OF EDUCATION

*Office of
Special Education*



Nebraska Special Education Advisory Council (SEAC)



What Is SEAC?

The Special Education Advisory Council (SEAC) is authorized by the Individuals with Disabilities Education Act.

SEAC is an advisory panel for the purpose of providing policy guidance to the Office of Special Education and the State Board of Education with respect to Special Education and related services for children with disabilities. The responsibilities of the Special Education Advisory Council include becoming knowledgeable about research-based educational practices and reviewing Nebraska Department of Education - Office of Special Education activities designed to improve outcomes for children with disabilities. The Council consists of a balance of parents, educators, administrators, and representatives from various state agencies who serve differently-abled children birth through age 21.



How Do I Get Involved?

Two ways, first you can provide public comments at the Advisory Council meeting. You can comment on unmet needs in the education of children with disabilities, or comment of what is working, things that are leading to positive outcomes for children and youth with disabilities. Second, if you would like to be considered for membership to the Council fill out the application at <https://www.education.ne.gov/sped/special-ed-advisory-council/> and return to the address on the back of the flyer.

Who do Advisory Council Members Represent?

The Advisory Council represents all children and youth with disabilities who are eligible under the Individuals with Disabilities Education Act (IDEA). Each member also represents a certain stakeholder's group in Nebraska.



Council Membership Includes:

The Council shall include members representing the following categories:

1. Individuals with disabilities, or parents of children with disabilities (ages birth through 26);
2. Teachers;
3. Representatives of institutions of higher education that prepare special education and related services personnel;
4. State and local education officials, including officials who carry out activities under the Homeless Assistance Act;
5. Administrators of programs for children with disabilities;
6. Representatives of other state agencies involved in the financing or delivery of related services to children with disabilities;
7. Representatives of private schools;
8. Representatives of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities;

8. Representatives from the state child welfare agency responsible for foster care; and;
9. Representatives from the state juvenile and adult corrections agency. NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL 4
10. Representatives from the Nebraska Association of Special Education Supervisors (NASES) a non-voting member. The current NASES President or their designee will serve annually.

SPECIAL RULE: A majority of the members of the Council shall be individuals with disabilities or parents of children with disabilities (ages birth through 26).



When Does the SEAC Meet?

The Council meets four times each year. These meetings are announced and open to the public. Typically, meetings are held in September, December, March, and May.

Visit Our SEAC Website At:

<https://www.education.ne.gov/sped/special-ed-advisory-council/>



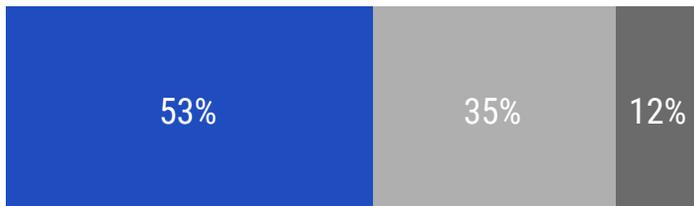
Schools need additional support to advance learning of Nebraska's most at-risk students

Building a Coherent Funding Structure.

Special Education services are critical to advance the learning of students with disabilities. These services are mandated under state and federal laws, but schools have never received adequate state and federal funding to provide the full continuum of services students need to be successful. As the number of students with disabilities continues to rise, local communities are increasingly stretched thin in meeting the unique learning needs of these students.



Special Education Funding 2020-2021



● Local ● State ● Federal

23%

of schools in NE are struggling to improve outcomes of students with disabilities

How Legislators Can Help

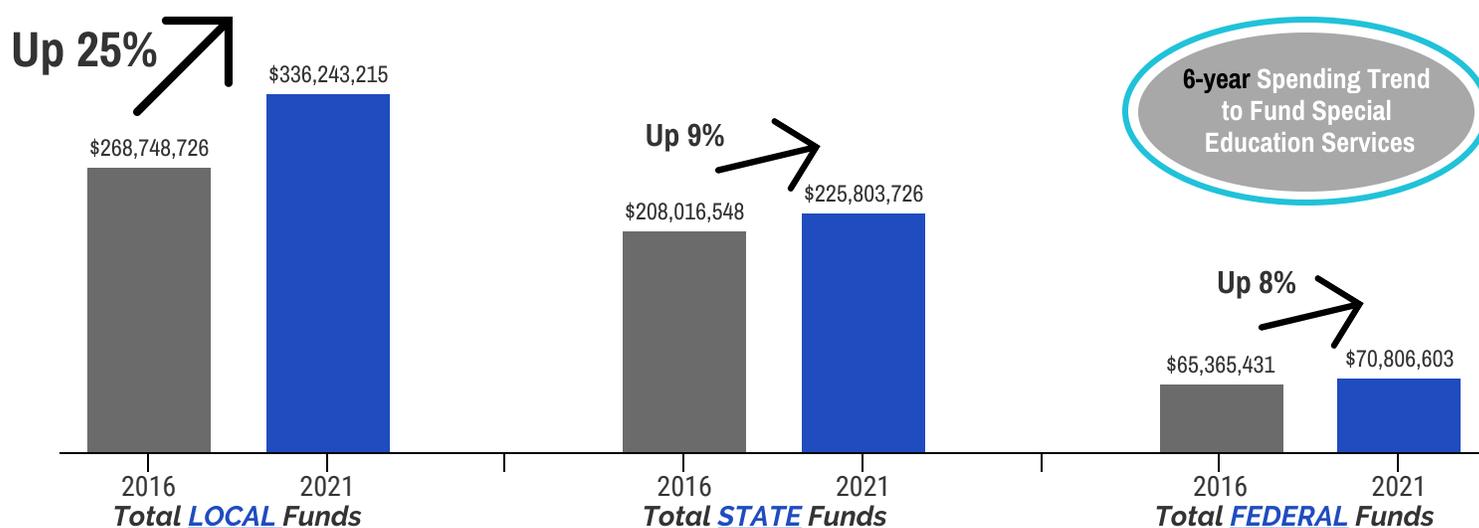
Nebraska has an opportunity to increase the state funding for special education services and create a coherent funding structure rooted in federal, state, and local funds that delivers on the promise of an equitable education experience for all students.

State appropriations for special education funding must increase.



Making all education special.

Local School Spending Continues to Increase



Help us advance the learning of ALL Nebraska students by increasing state appropriations for **Special Education** reimbursement.

LOCAL school districts cover **53%** of the total Special Education expenditures, as compared to only **34%** twenty years ago.

Federal funds are limited and are frequently diverted to cover costs for children below age 5 entitled to services, as there is no state funding available for this age group. These critical services for children below age 5 are required by state and federal law.

The number of Nebraska students entitled to Special Education services continues to rise, and local school districts need even greater supports to meet their unique learning needs.

The amount of general funds available to operate school districts is directly impacted by the level of Special Education funding from the state. Districts are forced to make difficult decisions to continue to provide quality programs for all Nebraska students.

Frequently Asked Questions

What does federal law say about Special Education funding?

The Individuals with Disabilities Act (IDEA) was passed in 1975 and implemented in 1977 as a funding bill, designed to 'supplement' state and local funds for students with disabilities. State and local governments must provide funds to ensure a free and appropriate public education for all students with disabilities. Revenue shortfalls negatively impact services but regardless of funding, local districts must assure that students with disabilities are financially supported in equivalent proportions to their non-disabled peers.

What does federal law say about Special Education services?

IDEA mandates services to all children with disabilities nationwide. It governs how states and school districts provide early intervention to infants and toddlers (IDEA Part C) as well as children and youth ages 3-21 (IDEA Part B).



What is the impact of financial shortfalls?

The reality is that more students are eligible for Special Education and significant disabilities are on the rise. It simply costs more to provide Special Education. Yet, revenues continue to decrease putting an even greater burden on schools. It forces districts to make difficult decisions to meet the needs of all children.

NOT funding Special Education has a **direct impact** on programs for **ALL** Nebraska children.

What about services for children below age 5?

Nebraska children with disabilities and their families are eligible for services beginning at birth. Early intervention services continue to soar as we work diligently to intervene as early as possible. But only federal funds are available to help cover the costs for children with disabilities below age 5. Many school districts use a combination of IDEA Section 611 and 619 funding to cover the costs for infants, toddlers, and preschool children with disabilities. However, this leaves little or no federal funds to meet the needs for school-age children. Local school districts must make up the difference to provide quality programs for **all** Nebraska children with disabilities birth through age 21.

Hemingford Public Schools
Teacher Recruitment Process
Revised February 15, 2023

Post internally through email

- Send an email to all staff: staff@gubn.org

Create a Position Opening in Unified Talent (PowerSchool)

- Create Position in Unified Talent (PowerSchool)
<https://hemingfordschools.tedk12.com/sso/Account/Login?ReturnUrl=%2F%3Fpid%3D2%26productId%3D>

Post on the Hemingford Public Schools Website

- Eric Arneson: earneson@gubn.org or Travis Miller
- Post Ad/Link on Twitter, Facebook, and Instagram through Class Intercom

Email Nebraska Workforce Development

- ndol.scottsbluffwfd@nebraska.gov

Advertise in the newspapers

- Hemingford Ledger/Star Herald Duncan.Baker@starherald.com
- Omaha World-Herald (only when deemed necessary and cost-effective)

Post on the Nebraska Department of Education's "Teach in Nebraska Site"

- <http://www.nebraskaeducationjobs.com/>

Notify colleges/universities of the opening via Handshake

- <https://app.joinhandshake.com/emp>
(Currently have 50 colleges and Universities in our "connections" on Handshake)

Links to Sample Vacancy Notices

[English Language Arts Teacher](#)

[Social Science Teacher](#)

Superintendent's Report

March 13, 2023

Mission/Vision/Goals

- School improvement committees met during our in-service time on March 8th. Committees that met included the following: Safety, Curriculum, Technology, Culture and Climate, Assessment, School Improvement/MTSS, Math, and Calendar.

Policy

- No updates to report this month. Depending on what happens in the Legislature, we may have to make some adjustments if statutes change.

Budget Planning and Management

- We will be working to update our planning documents regarding certificated staff compensation for the coming year, pending the return of contract documents for the coming school year.
- We sent a notice of termination and cancellation of automatic renewal to Heartland Roofing Consultants. HRC received the notice on March 8th.
- We hope to have any revisions to the job descriptions completed for approval at the meeting in April.

Educational Leadership

- Our administrative team conducted an off-site review/planning session in preparation for the Rule 10 Compliance Visit on April 14th. That session was very productive in preparation for the visit.

Organizational and Cultural Leadership

- I appreciate all the hard work of the culture and climate committee preparing for and hosting the staff recognition dinner. I appreciate the investment by the board in showing appreciation for our staff and recognizing their efforts and accomplishments.

Professional Leadership

- I was recently nominated from Region V for statewide recognition. As part of that process, I may need to ask for letters of support from a couple of members of our team.

Community Relations

- We have been approached by the Village of Hemingford regarding the possibility of sharing community information on our electronic sign. I let them know about Cody Rathjen's project to possibly replace the sign. If you have any concerns about us partnering with the village to share some community messages, please let me know.
- I appreciate the ongoing partnership with the law enforcement community. During the recent "swatting" incidents, we received good communication and additional support from the Box Butte County Sheriff's office.

Board-Superintendent Relations

- I am looking forward to attending the NRCSA Conference at the end of the month. Thank you to Blanche Randolph and Trish Schumacher for signing up to attend the conference.

Strategic Plan (Highlights)

- Reporting order on these Principles is based on the Prioritization Summary:
 - **Guiding Principle III: Student and Staff Well-Being**
 - We are awaiting the survey results to update data from students, staff, board, and parents as part of the strategic plan work.
 - **Guiding Principle I: Student-Centered Learning**
 - We have initiated some conversations with staff at ESU#13 regarding effective procedures for alignment and documentation of curriculum. Kristin Kasten (ESU#13) will work with our math team to begin this work this semester.
 - **Guiding Principle IV: Communication and Engagement**
 - We have been able to get the “notifications” features set up and operational within the school’s app. We anticipate this feature to be helpful to patrons who do not have Remind accounts, but are still interested in receiving various notifications.
 - **Guiding Principal II: Personnel Effectiveness**
 - I am grateful for the help by members of our team in getting the word out about openings in our school. The team effort has helped with recruiting staff.
 - We continue to refine the written procedures/guidelines for the recruitment of staff. Please see the attached draft for the most recent revision of our procedures for notification of opportunities for employment.
 - **Guiding Principal V: District Resources**
 - We have shared information with our staff regarding a transition to the use of electronic requisitions and purchase orders. We anticipate being “live” with the new system by April 15th. We are asking our staff to try to spread supply orders throughout the school year in order to reduce the number of supplies on hand during the coming year.

Planned Professional Travel

- March 21 - Accreditation Visit at Potter-Dix
- March 22-24 - Facilities Visits and NRCSA Spring Conference (Kearney)
- April 20-21 - Nebraska Association of School Business Officials Convention (Lincoln)
- May 16 - State Accreditation Committee Meeting (Lincoln)
- May 19 - Attend State Track (Omaha)
- June 6 - Cy Wakeman Leadership Workshop (Kearney)
- June 27-28 - Western Nebraska Administrators Summer Retreat (Ogallala)
- July 17-18 - NDE Budget Workshop (North Platte)
- I plan to attend student activities as my schedule allows.

Board Reminders (from the Contract with the Superintendent)

- **Evaluation.** The Board shall evaluate the Superintendent twice during the Superintendent's first year of employment and at least once each year thereafter. The first evaluation during the first year of employment and the yearly evaluations after the first year of employment shall occur no later than the regular November meeting. The Superintendent shall: remind the Board members in writing of this provision no later than its regular October meeting; make the Superintendent evaluation an agenda item for the regular November Board meeting during each year of this contract; and provide the Board members with the written evaluation instrument that is on file with the Nebraska Department of Education.
- **Renewal of Contract.** If a Board representative does not inform the Superintendent in writing on or before the seventh day after the regular December 2022 board meeting (and each December thereafter) of the Board's intention to consider the nonrenewal or amendment of this contract, the contract will automatically renew for a period of one year from and after the expiration date provided in Section 1 of this contract. The Superintendent shall remind the Board in writing of this provision no later than its regular November meeting of each year of this contract and shall make the renewal of the Superintendent's employment contract an agenda item for the regular December board meeting during each year of this contract. At the time of each contract renewal and/or amendment, the Superintendent shall be responsible for taking all necessary steps to ensure that the District has complied with the Superintendent Pay Transparency Act.

Leave Log

- I have used ten days of PTO leave (July 22, 25, 26, 27, 28, 29, September 26 ½, November 3, 7, 30, and March 8). I have 15 PTO Days Remaining in the contract year ending June 30th.