

Raymond Central Public Schools (District 0161) Board of Education Regular Meeting

Wednesday, May 10, 2023 at 6:00 PM

Raymond Central Jr-Sr High School - Mustang Room

1800 West Agnew Road

Raymond, NE 68428-9783

Present: Mary Benes, Brad Breitreutz, Cathy Burklund, Bill Lange, Derek Matulka, **Absent:** Matt Blanchard. Also in attendance were: Lynn Johnson, Superintendent; Scott Shepard, Jr-Sr High School Principal; Tony Kobza, Asst Principal/Activities Director; Steve Rose, Elementary Principal; Deb Kruse, Asst Elementary Principal; and Amanda Coufal, SpEd Director.

Call to Order and Pledge of Allegiance

President Breitreutz called the meeting to order at 6:00 PM and the Pledge of Allegiance was said.

Motion to Excuse Board Member's Absence

Motion by Matulka, second by Lange to excuse the absence of Matt Blanchard. RCV 5-0. Motion carried.

Open Meeting Law

The audience was reminded that Open Meeting Laws would be followed.

District Mission Statement

The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual to be a responsible citizen in an ever-changing society.

Consent Agenda

Motion by Benes, second by Matulka to approve the consent agenda as presented including the regular meeting minutes of April 12, 2023; April financial statement; and monthly bills. RCV 5-0. Motion carried.

Regular Minutes of April 12, 2023

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Call to Order and Pledge of Allegiance

President Breitreutz called the meeting to order at 6:00 PM and the Pledge of Allegiance was said.

Motion to Excuse Board Member's Absence

All members were present.

Open Meeting Law

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District Mission Statement

The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual to be a responsible citizen in an ever-changing society.

Consent Agenda

Motion by Matulka, second by Burklund to approve the consent agenda as presented including the regular meeting minutes of March 15, 2023; March financial statement; and monthly bills. RCV 6-0. Motion carried.

Regular Minutes of March 15, 2023

Financial Statement/Report

Monthly Bills

Correspondence/Recognition

Thank you to Madison Parham who has served as our Student Board Member this past year.

Congratulations to the entire Central Players team on their District B-4 Championship and to the following individuals for their performance and success at State Speech: Extemporaneous Speaking 2nd place - Sarah Lange; Persuasive Speaking 5th place - Sarah Lange; NIETOC Qualifiers - Sarah Lange, Carlee Wolfe, Robert Ortiz, Luke Tvrdy, Alli Miller; and NSDA Qualifier - Sarah Lange.

Congratulations to the following individuals for their performance and success at State FFA: Parliamentary Procedure State CHAMPIONS - Hailee Nelson, Aleyna Cuttlers, Braelyn Christensen, Sarah Lange, Carlee Wolfe, Jaelynn Kliment; Vet Science Top 10 Finish - Rachel Bos; Creed Speaking Gold Medal Recipient - Khloe Cuttlers; and Senior Degree Recipients - Rachel Bos, Aleyna Cuttlers.

Congratulations to the Prom 2022 Royalty: Queen - Rachel Bos ; King - Isaak Fredrickson; Princess - Josie Lahm; Prince - Tyler Malousek; Dutchess -Madison Parham ; Duke - Mason Kreikemeier.

Congratulations to the following on their success at State FBLA. Placers: Sarah Lange - 5th Business Law; 2nd Intro to Business Proc ; Ashler Lahm - 1st Network Infrastructure, 1st UX Design, 7th

Computer Problem Solving; Ethan Norlen - 5th Computer Game & Sim Program; and Mae Masek - 1st Digital Animation. National Qualifiers include: Sarah Lange and Rosalie Tvrdy - Local Annual Chapter Business Report; Asher Lahm - Digital Animation; Josie Lahm and Mae Masek - E-Business; Rosalie Tvrdy - Health Care Administration; and Sarah Lange - Introduction to Business Procedures.

Public Forum

Reports

Administrative Reports

Submitted by Scott Shepard, Jr-Sr High School Principal

Student Engagement - The spring activities season is in full swing. Tony has posted many of the successes at the local and state level. Our students and sponsors have done a great job. Last night, we inducted 13 new NHS members. It was a great program that recognized students for their Leadership, Character, Scholarship and Service.

This week we completed the state required ACT Test on Tuesday. Along with the testing, our 8th-10th graders took educational field trips to UNL and East Campus, Midland, Concordia, SCC, and Lincoln Poultry. Our 6th and 7th graders participated in a health fair in which all of the students rotated through 12 sessions throughout the day. Thanks to Tasha and our entire team for making this day a success!

Community Engagement - The musical "Singing in the Rain" will be performed May 5th-6th at 7:00 and on May 7th at 2:00 and 7:00. This will be a great opportunity to see our kids perform in a musical for the first time in many years.

Schedule for 2023-24 - We are starting to set the master schedule for next year. I have given Lynn an overview of classes that will run and few that will not run because of small numbers. With that in mind, I am proposing that we use teachers to fill in some gaps that I have identified throughout the year. We need support in the areas of junior high motivational, social emotional and accountability support. We also need additional support for reading across all levels and counseling services. I will give more information as it becomes available.

Staffing - We received an additional resignation letter from Court Croghan in the JH SpEd department. We will be interviewing for the high school SpEd position on Friday as we have one application. This is the most unique hiring season that I have experienced in my 20 year career as a principal. Although it is difficult, we will continue to search until we find high quality people to work with our students!

Go Stangs!

Submitted by Tony Kobza, Asst Jr-Sr High School Principal/Athletic Director

Activities - State FFA received a State Championship in Parliamentary Procedure by the team of Aleya Cuttlers, Carlee Wolfe, Sarah Lange, Braelynn Christensen and Jaelynn Kliment! Several additional awards were received and mentioned under Correspondence/Recognition.

State Speech results were highlighted by a 2nd place finish by Sarah Lange.

State FBLA had multiple placers including 1st place by: Asher Lahm and Mae Masek. The chapter also received a Gold Seal of Merit Award and was 1st place in the Local Annual Chapter Business Report.

Athletics - Spring Sports are in full swing and we will start having postseason play and competition in one month. To celebrate the accomplishments of the athletes throughout the entire year we will be having an end of year Athletic Banquet on Monday, May 15. All athletes that participated in an NSAA sanctioned event this year will be invited along with their families.

Submitted by Steve Rose, Elementary Principal and Deb Kruse, Assistant Elementary Principal

RESTORE (HAL) Grant - Steve participated at the ESU to begin looking at the process of identification and serving High Ability Learners as part of a NDE and ESU2 lead grant. The purpose of the grant is to increase the identification of students, especially those in groups that are underrepresented (SpEd, ELL) and to increase the capacity of schools to serve those students. The first couple of meetings have been geared towards solidifying the identification process and creating a universal screening process that is consistent across districts. This grant will continue for the next 5 years and we will continue to work with them to increase our capacity to serve HAL students.

Wit & Wisdom / ELL Curriculum - Deb, Steve, and Monica are working on a master schedule to accommodate all of the components of the effective implementation of our new reading curriculum. We are working with guidelines from NDE, Wit & Wisdom, and the leading research on what will have the greatest impact on student achievement.

School-Wide Expectations - The Teacher Leadership team as part of our work on MTSS-B (behavior) is working with the administration and have been developing school-wide expectations and language that can be used across our campuses. The process has been to identify those common areas that we need to have expectations for, and define what it looks like to be safe, responsible, and respectful in those areas. The team has now been tasked with creating a lesson template and lessons to go along with each of these expectations so that they may be taught consistently by all teachers and across all grade levels. More work will continue and will be presented to all staff later this year.

School News -

- The 2023-2024 Kindergarten parent meeting was held on March 27 in the High School Commons area. A majority of the incoming parents were in attendance to get basic information from Mrs. Bohac and Mrs. Carlson. Incoming Kindergarten students are slated to visit their prospective Kindergarten classrooms on Monday, May 8.
- Plant Sale 2023 - The online plant sale has ended. We did almost \$25,000 worth of pre-sales this year. Many teachers and staff are stepping up to help shoulder the responsibilities of this sale. The pickup for those plants will be on Friday, April 28.
- The PTO Spring Carnival will be on Friday, April 21 at the HS. Many games and activities will be structured for the students. Different groups and volunteers will be helping with this event.

Submitted by Amanda Coufal, Director of Special Education

9th Grade SpEd Students: Ms. Highstreet (HS SpEd Teacher) shared that all of her 9th grade caseload students improved on the Language Arts MAP test this Spring! Their improvement was between 2-6 points from the Winter assessment. Ms. Highstreet commended Ms. Starnier for the instruction, practice and formative assessment that she does each day in the area of grammar & usage. I would also like to commend Ms. Highstreet for the same thing as she co-teaches with Ms. Starnier.

Indicator 13: I have submitted our Indicator 13 for Raymond Central to the NDE portal. All districts are responsible for completing the individual self-assessment that measures the percent of youth with IEPs aged 14 and above. Their IEPs must include appropriate measurable postsecondary goals that are annually updated and based upon transition assessments and services that will enable the student to meet their postsecondary goals and annual IEP goals. As you might remember, last year all students age 14 or would be turning 14 during the annual IEP would require a transition plan. Our special education staff has done a great job to make sure that our students have an appropriate transition plan and invite students to their IEP meetings.

World Down Syndrome Day: Raymond Central recognized World Down Syndrome Day on March 21. Some staff purchased shirts and wore those on that day to show support. We currently have four students in our district with down syndrome.

Some facts about Down Syndrome: 1) Down syndrome is named for Dr. John Langdon Down, who wrote the most prominent paper describing the disorder in the 1860s. The name Down syndrome was not

standardized until 1975. More than 400,000 people are living with Down syndrome in the United States. 2) A few of the common physical traits of Down syndrome are low muscle tone, small stature, an upward slant to the eyes, a tongue that tends to stick out of the mouth, and a single deep crease across the center of the palm. Each person with Down syndrome is a unique individual and may possess these characteristics to different degrees, or not at all.

Here is a short video about a student talking about inclusion in the classroom:

<https://www.youtube.com/watch?v=3VMz06iVzqs>. Some takeaways from the video: Inclusion is more than just what it is, it is a culture, a mindset, and an expectation that everyone can and will learn and succeed along with their age-appropriate peers; I know it can be challenging to include me in the learning as sometimes I might require extra resources and information but giving me space to learn from my teacher and peers is the best way to challenge me and allow me to grow; Treat me the same as any other student and watch me flourish. I will rise to the challenge of the expectations you set for me.

Autism Awareness: We will recognize Autism Awareness day on April 14 in a similar way that we recognized Down Syndrome Day. We currently have six students verified with Autism.

Paraprofessional Appreciation Day - April 3. If you see our amazing paraprofessionals, please thank them for their dedicated work that they provide to our students and to our staff. We would be truly lost without them: Jody Albrecht, Yvonne Brenner, Aiden Cronin, Dorie Dickey, Michelle Gerdes, Kate Gralheer, Cindra Jensen, Lynnsey Jewett, Megan Johnson, Cindy Kaiser, Jessica Knopp, Kristen Lovell, Ashley Matulka, Kristi Meier, Julie Mueller, Kara Nelson, Melani Nelson, Teresa Pester, Heather Potter, Melanie Schmalken, Kristy Sears, Matt Smith, Jil-Beth Svoboda, Cherie Swanson, Leann Wiese, and Carol Wischhof.

Student Board Member

Superintendent's Report

Marcia Herring from NASB has been invited Marcia Herring, NASB, to our annual summer board retreat. Marcia can provide the board with some training on board roles and then assist in performing a self assessment, and assist in identifying goals. A date needs to be finalized.

NASB Monthly Update

NRCSA Monthly Update

Update on Superintendent Goals

Goal 1: Develop a visible presence within the schools, the school community, and the state.

Goal 2: Foster a learning environment in which every student has the maximum opportunity to achieve academic excellence.

Goal 3: Continue the development of a 10 year facilities strategic plan for implementation that addresses maintenance and improvements for existing building assets and new construction.

Goal 4: Continue the development of safety and security practices for Raymond Central Public Schools.

Safety Report

Important Upcoming Dates:

Facilities Report

The Facility/Transportation Committee met on March 31. The committee did review summer projects planned for this year.

There are a variety of less expensive projects that Jared and his crew will be undertaking: FCS tear out cabinets and redo plumbing (inhouse), redo some cabinets and take out block walls between concession and sink room in the concession area, concrete repairs at Jr/Sr parking and box drain by the shed as well as some at Ceresco parking area, and painting inside and outside. There were three bigger projects that the Facility/Transportation Committee had discussed and prioritized. Those bigger projects include:

- Remote door access at all campuses - Committee prioritized this item. Jaxn is still getting quotes. The committee favors getting door access at the Jr/Sr high this summer and then moving forward with the two elementaries at a later date if bond does not pass. It will be easier to do those two campuses during the school year if need be. The board can expect to take action on this in May.
- Concrete Work - Finishing the concrete on the east side of the Jr/Sr High and in the west parking lot and drive area are of medium priority. We will continue to discuss if there are finances and time to do any of this this summer.
- Hard Surface Elementary Playgrounds - We have only received one quote and are waiting on a second. The one quote we have for Ceresco is \$140,000 and Valparaiso is \$135,000. This is more than the committee thinks we should take on at this time. We will be evaluating to see if additional rubber mats and maybe some crumb rubber could be possibilities to improve things in the near future. One of the cost factors is that the depth of the poured surface is 5" in some places in order to get the right fall zone depths.

We are working with Wolfe Construction on the following projects. Kevin will try to keep us below the insurance estimates. We plan to move forward with these repairs with Wolfe ASAP. Here is where we are at so far:

- HS - Quote to replace metal along the west side and in other identified spots is less than the insurance quote, fascia, gutter, minimal roof work (recoat perimeter and rerock perimeter), bus barn south roof and gutters, etc. There has already been work done on concession stand, storage shed, etc.
- Ceresco - Asbestos tiled roof, the membrane roof was not covered but we are hoping to save enough other places to do this (also depends upon the bond), gutters, downspouts, etc. We are getting quotes on the windows and plan to do those as soon as we see the quote. The quote for the stucco was minimal so we are contacting insurance to see if we can't get better coverage since the quote only allows for spot repair and our past experience shows that it is impossible to match paint colors and it is a splotchy result.
- Valparaiso - Jared has already repaired window screens. We have been provided coverage for window frames and we are getting quotes for that and plan to repair if within quotes. Same situation with stucco here. To do it right (paint it all) it is a lot more than coverage provided, so checking with agent to see if they will provide additional coverage.

Review of Technology Plan

Submitted by Jaxn Kobza, Technology Director

Technology Projects

- Working on getting our technology rotation plan finalized.
- Renewal of our web filter and student web safety platform GoGaurdian (our current system).
- Need to decide what printer vendor to go with for our new lease. We will start this new lease on July 1, 2023. I am recommending Access Systems. They are cheaper than others and offer better devices than what we currently have.
- Need to select a vendor for purchasing student and staff devices. I recommend Computer Hardware for our chromebook purchase. They are a local shop in Lincoln and always going out of their way to help us. They are \$1 more per device on student machines. On Staff devices they are cheaper and offer a 3yr warranty.

Miscellaneous

- Waiting for a quote from Kidwell to install an access control system (card readers for doors)

- Our network upgrade for Val and Cer is scheduled for the week of June 12- 16th.
- Working with Lynn to get a security grant filled out. That could provide up to 500,000 dollars for school security.

Board Committee Reports

Curriculum & American Civics Committee (Burklund-chair, Lange, Matulka)

Facilities & Transportation Committee (Blanchard-chair, Burklund, Matulka)

Finance Committee (Blanchard-chair, Breitreutz, Burklund)

Negotiations Committee (Blanchard-chair, Benes, Lange)

Policy Committee (Breitreutz-chair, Benes, Lange)

Old Business

Discuss, Review and Consider Action on amending Policy 5306 Drug and Alcohol Testing on second reading

Motion by Blanchard, second by Lange to approve amended Policy 5306 Drug and Alcohol which reflects the protocols that were discussed at the last Board Meeting and has been reviewed by our legal counsel. In essence, the actual testing includes a review by a Medical Review Officer for accuracy and therefore, there is no meaningful appeal past that point of the actual results. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to Approve multiple policies as amended in series 1000 Community Relations on second reading

Motion by Benes, second by Matulka to approve updated policies as presented: 1000-Statement of Intent; 1030A-Parent-Patron Comment Form; 1050-Public Access to School Records; 1100A-Request for Use of Facilities; 1102-Recording of Others; 1211-Title IX Grievance; 1220-Title IX Procedure for Complaints of Sexual Harassment; 1230-Building Accessibility; and new policies 1270-Therapy Animals; 1500-Emergency Closure of School Buildings; and 1501-Emergency Exclusions. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to Approve on second reading Narcan Policy 5602

Motion by Matulka, second by Lange to approve Narcan Policy 5602 Opioid Overdose Prevention and Response. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to amend policy 9200 Formulation, Adoption, and Amendment of Policies

Motion by Blanchard, second by Burklund to approve amended Policy 9200 Formulation, Adoption, Amendment of Policies. RCV 6-0. Motion carried.

New Business

Discuss, Consider and Take Necessary Action to Approve Staff Resignations

Motion by Lange, second by Burklund to approve staff resignations: Court Croghan, JH Special Education; Chelsea Larkins, .5 FTE 3-Yr-Old Preschool; Kalyn Brannagan, Elementary Physical Education; Nathan Sliva, Elementary Teacher, Asst FB and Asst Boys BB; Michelle Gerdes, SpEd Paraeducator; and Kate Gralheer, PK3 Paraeducator. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to Approve Staff Hires

Motion by Matulka, second by Benes to approve new staff: Hannah Kring, Elementary Teacher, Step 7, BA; Zachary Ochsner, Vocal Music, Step 1, BA; Michael Lucas, Elementary Physical Education, Step 5, BA+27 and Asst JH Boys BB/Asst Track; Shawn Semler, High School Special Education, Step 15, MA+9; and Taylor Vasa, Track. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve a one year lease for the farm land south/southeast of the Jr/Sr High School

Motion by Benes, second by Matulka to approve a one-year Cash Rent Lease for the farmland south/southeast of the Jr-Sr High School for \$13,299.66. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve the order and purchase of a 2023 Ford Transit Passenger Van

Motion by Lange, second by Matulka to approve the order and purchase of a 2023 Ford Transit Passenger Van not to exceed \$54,680.00. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve the order and purchase of a THOMAS SAF-T-LINER HDX, 46 passenger Activity Bus

Motion by Matulka, second by Benes to approve the order and purchase of a 2024 Thomas SAF-T-LINER HDX, 46 passenger activity bus at a cost of \$189,350.00. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve the addition of a Head Girls Wrestling Coach for the 2023-24 school year

Motion by Benes, second by Blanchard to approve the addition of a Head Girls Wrestling Coach for the 2023-24 school year. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve the purchase of a charging station from InCharge for the new electric bus

Motion by Matulka, second by Blanchard to approve the purchase of a charging station from InCharge for the new electric bus at a cost of \$23,166.00. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve the annual purchase of student chromebook devices

Motion by Lange, second by Burklund to approve the annual purchase of student chromebook devices through Computer Hardware at a cost of \$52,233.45. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve the annual purchase of staff laptop computers

Motion by Matulka, second by Benes to approve the annual purchase of staff laptop computers through Computer Hardware at a cost of \$18,753.40. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve a five-year contract for printing and copying services

Motion by Matulka, second by Lange to approve a five-year contract with Access Systems for printing and copying services at \$2,229.25 per month.

Discuss, Consider and Take Necessary action to approve the renewal of our GoGuardian subscriptions.

Renewal of our GoGuardian subscriptions was tabled in order for us to test another student protection software company before making a final decision.

Next Regular Board Meeting - Wednesday, May 10, 2023

The next regular Board of Education meeting will be Wednesday, May 10, 2023.

Adjournment

Motion by Lange, second by Matulka to adjourn the meeting at 7:17 PM. RCV 6-0. Motion carried.



Raymond Central Public Schools
General Fund Comparison to Previous Year
April 2023

| | 4/1/2023 Thru 4/30/2023 | 4/1/2022 Thru 4/30/2022 |
|------------------------------|----------------------------|----------------------------|
| Balance - Beginning of Month | \$2,469,403.60 | \$1,897,601.34 |
| Receipts | \$2,204,298.92 | \$2,045,919.25 |
| Interest Earned | \$3,841.33 | \$273.66 |
| Disbursements | <u>-\$830,844.06</u> | <u>-\$719,080.39</u> |
| Balance - End of Month | \$3,846,699.79 | \$3,224,713.86 |



**Raymond Central Public Schools
General Fund Receipts April 2023**

| | | |
|-------------------------------|----------------------|----------------|
| 4/1/23 BOOK BALANCE | | \$2,469,403.60 |
| LANCASTER COUNTY TREASURER | | |
| TAXES | 1,411,428.71 | |
| MOTOR VEHICLE TAXES | 28,266.20 | |
| FINES & FEES | 1,027.87 | |
| PROPERTY TAX CREDIT | 84,801.09 | |
| HOMESTEAD EXEMPTION | 17,815.49 | |
| AG LAND PROPERTY TAX CREDIT | 57,919.76 | |
| PERSONAL PROPERTY TAX CREDIT | 98,345.08 | |
| MOTOR VEHICLE PRO RATE | 5,379.59 | |
| SAUNDERS COUNTY TREASURER | | |
| TAXES | 147,047.35 | |
| MOTOR VEHICLE TAXES | 19,898.75 | |
| FINES & FEES | 1,532.59 | |
| HOMESTEAD EXEMPTION | 18,699.32 | |
| PROPERTY TAX CREDIT | 117,919.65 | |
| MOTOR VEHICLE PRO RATE | 4,213.11 | |
| SEWARD COUNTY TREASURER | | |
| MOTOR VEHICLE TAXES | 1,331.84 | |
| FINES & FEES | 319.28 | |
| HOMESTEAD EXEMPTION | 308.76 | |
| PROPERTY TAX CREDIT | 3,500.30 | |
| MOTOR VEHICLE PRO RATE | 129.49 | |
| BUTLER COUNTY TREASURER | | |
| FINES & FEES | 8.08 | |
| PROPERTY TAX CREDIT | 291.36 | |
| MOTOR VEHICLE PRO RATE | 9.31 | |
| STATE OF NEBRASKA | | |
| SPED SCHOOL AGE | 49,954.00 | |
| STATE AID | 96,348.00 | |
| MEDICAID DIRECT SERVICE | 11,833.83 | |
| ESU 2 RECEIPTS | | |
| EIR GRANT SUB TEACHER REIMB | 1,395.00 | |
| RCPS HOT LUNCH FUND | | |
| APRIL PAYROLL EXPENSES | 24,450.77 | |
| PRE-SCHOOL FEES | | |
| TUITION FEES | 124.34 | |
| JONES BANK | | |
| GENERAL FUND INTEREST - APRIL | 3,841.33 | |
| | TOTAL APRIL RECEIPTS | 2,208,140.25 |
| | APRIL DISBURSEMENTS | -830,844.06 |
| MAY 1, 2022 BOOK BALANCE | | 3,846,699.79 |



Raymond Central Public Schools
Financial Report 4/30/2023

GENERAL FUND

Purpose: Pays day to day expenses for District

Funded by: Local Taxes, State/Fed Reimb. for SPED, State Aid, Title 1, other misc. grants

For RC: Salaries, benefits, educ expenses, technology, building and grounds maintenance, transportation

| | |
|-------------------------------|----------------------|
| Cash Balance -April 1, 2023 | \$2,469,403.60 |
| April Receipts | \$2,208,140.25 |
| April Disbursements | <u>-\$830,844.06</u> |
| Cash Balance - April 30, 2023 | \$3,846,699.79 |

LUNCH FUND

Purpose: Pays all expenses for Hot Lunch program including kitchen payroll.

Funded by: Parent/Student/Staff payments for meals and State/Fed Reimb. for meals served.

For RC: Salaries, benefits for HL staff, food, milk, supplies, equipment, repairs associated with HL program.

Note: General Fund can transfer funds into HL account if needed. No transfers out of HL Fund.

| | |
|-------------------------------|---------------------|
| Cash Balance -April 1, 2023 | \$226,589.11 |
| April Receipts | \$43,526.10 |
| April Disbursements | <u>-\$52,180.75</u> |
| Cash Balance - April 30, 2023 | \$217,934.46 |

BUILDING/SINKING FUND

Purpose: To acquire new sites, improve existing buildings, all new building/construction expenses.

Funded by: Local Taxes, sale of property.

For RC: Previously used for HVAC projects, new propane tank HS, pays property taxes on farmland south of HS.

Would also be used for construction.

| | |
|-----------------------------------|-----------------------|
| Cash Balance -April 1, 2023 | \$1,919,049.17 |
| April Receipts | \$166,922.17 |
| April Disbursements | <u>\$0.00</u> |
| Cash Balance - April 30, 2023 | \$2,085,971.34 |
| Certificate of Deposit | <u>\$1,009,715.07</u> |
| Combined Balance - April 30, 2023 | \$3,095,686.41 |

HIGH SCHOOL BOND FUND

Purpose: Pay principal/interest on loans for new construction and additions.

Funded by: Local Taxes through a bond.

For RC: Used to pay interest/principal payts on 2009 HS Bond

| | |
|-------------------------------|---------------|
| Cash Balance -April 1, 2023 | \$473,561.55 |
| April Receipts | \$161,101.20 |
| April Disbursements | <u>\$0.00</u> |
| Cash Balance - April 30, 2023 | \$634,662.75 |

DEPRECIATION FUND

Purpose: Pays to 'replace' not add. Fixing a roof, replacing a bus, upgrading systems.

Funded by: General Fund (GF) transfers at YE only with specific purpose identified.

For RC: In 8/2022, \$300,000.00 was transferred from the GF budget that was planned but not spent. This transfer was earmarked for truck/bus purchase, technology, safety upgrades and curric. materials.

| | |
|-----------------------------------|-----------------------|
| Cash Balance -April 1, 2023 | \$617,723.69 |
| April Receipts | \$1,088.70 |
| April Disbursements | <u>-\$103,561.00</u> |
| Cash Balance - April 30, 2023 | \$515,251.39 |
| Certificates of Deposit | <u>\$1,229,360.96</u> |
| Combined Balance - April 30, 2023 | \$1,744,612.35 |

QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

Purpose: Pays for removal of environmental hazards (mold, asbestos) and reduction/removal of accesiblity barriers in school buildings.

Funded by: Local taxes via tax levy.

For RC: Not used at this time.

| | |
|-------------------------------|---------------|
| Cash Balance -April 1, 2023 | \$10,539.02 |
| April Receipts | \$5.51 |
| April Disbursements | <u>\$0.00</u> |
| Cash Balance - April 30, 2023 | \$10,544.53 |

EMPLOYEE BENEFIT FUND - UNEMPLOYMENT

Purpose: Part of the General Fund. Can be used to pay unemployment, benefits, early retirement

Funded by: General Fund transfers at YE only with specific purpose identified.

For RC: In 8/2022, \$100,000.00 was transferred from the GF earmarked to pay Admin Benefit costs during the 22-23SY.

| | |
|-----------------------------------|--------------------|
| Cash Balance -April 1, 2023 | \$135,560.91 |
| April Receipts | \$113.14 |
| April Disbursements | <u>\$0.00</u> |
| Cash Balance - April 30, 2023 | \$135,674.05 |
| Certificate of Deposit | <u>\$16,145.13</u> |
| Combined Balance - April 30, 2023 | \$151,819.18 |

| APRIL 2023 | Percent of Year Completed | | 67.00% | | | |
|------------------------------------|---------------------------|-----------------------|-----------------------|-----------------------|---------------|---------------|
| 2022-2023 RECEIPTS | | M-T-D | Y-T-D | Y-T-D | Y-T-D | Y-T-D |
| | 2022-2023 | RECEIVED | RECEIVED | RECEIVED | % Received | % Received |
| ACCOUNT | ANTICIPATED | 2022-2023 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 |
| Property Taxes | \$8,135,208.00 | \$1,558,476.06 | \$4,491,989.15 | \$4,339,938.66 | 55.22% | 56.32% |
| Motor Vehicle Tax | \$450,000.00 | \$49,496.79 | \$376,310.35 | \$339,100.08 | 83.62% | 75.36% |
| Public Power Tax (5% Gross) | \$35,000.00 | \$0.00 | \$8,192.91 | \$3,925.72 | 23.41% | 9.81% |
| Carlisle Taxes | \$3,000.00 | \$0.00 | \$474.26 | \$1,078.82 | 15.81% | 35.96% |
| Other Tuition | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00% | 0.00% |
| Interest | \$3,200.00 | \$3,841.33 | 21,447.53 | 1,711.89 | 670.24% | 17.12% |
| Local License Fees | \$2,000.00 | \$0.00 | \$300.00 | \$1,900.00 | 15.00% | 158.33% |
| Other Local Receipts(Pre-K) | \$12,000.00 | \$124.34 | 9,382.91 | 11,944.28 | 78.19% | 238.89% |
| Fines & License Fees | \$30,000.00 | \$2,887.82 | \$23,179.19 | \$20,070.67 | 77.26% | 50.18% |
| ESU Receipts | \$7,000.00 | \$1,395.00 | 6,552.96 | \$0.00 | 93.61% | 0.00% |
| State Aid | \$963,483.00 | \$96,348.00 | 770,784.00 | \$657,377.00 | 80.00% | 70.00% |
| Special Education | \$490,000.00 | \$49,954.00 | 375,212.00 | 342,517.00 | 76.57% | 85.63% |
| Special Educ. Transportation | \$21,000.00 | \$0.00 | \$0.00 | \$0.00 | 0.00% | 0.00% |
| Homestead Exemption | \$0.00 | \$36,823.57 | \$78,448.39 | \$71,098.66 | 100.00% | 0.00% |
| High Ability Learners | \$6,000.00 | \$0.00 | \$5,909.00 | \$6,041.00 | 98.48% | 97.11% |
| Pro-Rate Motor Vehicles | \$18,000.00 | \$9,731.50 | \$10,161.35 | \$14,554.77 | 56.45% | 97.03% |
| State Apportionment | \$70,000.00 | \$0.00 | \$145,873.17 | \$105,637.03 | 208.39% | 80.49% |
| Relief to Property Tax Payers | \$0.00 | \$206,512.40 | \$413,024.80 | \$391,228.74 | 100.00% | 0.00% |
| Other State Receipts | \$23,000.00 | \$0.00 | \$0.00 | \$0.00 | 0.00% | 0.00% |
| Personal Property Tax Credit | \$0.00 | \$98,345.08 | \$143,394.16 | 120,086.72 | 100.00% | 100.00% |
| Title I Funds | \$27,000.00 | \$0.00 | \$55,839.00 | \$41,010.00 | 206.81% | 91.13% |
| Title II, Part A ESSA (NCLB) | \$0.00 | \$0.00 | \$13,642.00 | \$14,536.00 | 100.00% | 100.00% |
| Other Federal Receipts | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00% | 0.00% |
| SPED IDEA Grant | \$123,000.00 | \$0.00 | \$163,149.00 | \$136,984.00 | 132.64% | 136.98% |
| Private Grants | \$0.00 | \$0.00 | \$5,601.61 | \$5,000.00 | 100.00% | 27.78% |
| Carl Perkins | \$500.00 | \$0.00 | \$0.00 | \$325.00 | 0.00% | 8.13% |
| Other Non-Revenue Receipts | \$0.00 | \$0.00 | \$3,454.03 | \$14,647.57 | 100.00% | 100.00% |
| Ag Land Property Credit | \$0.00 | \$57,919.76 | 115,839.52 | 114,239.86 | 100.00% | 100.00% |
| ESSER (COVID-19) Funds | \$0.00 | \$0.00 | \$0.00 | \$512,383.00 | 0.00% | 100.00% |
| Sale of Property | \$3,000.00 | \$0.00 | \$0.00 | \$0.00 | 0.00% | 0.00% |
| MIPS-Medicaid-Public Schools | \$9,400.00 | \$11,833.83 | \$19,877.54 | \$2,664.93 | 211.46% | 70.13% |
| TransferOther Fund/ Imprest | \$0.00 | \$0.00 | \$60.00 | \$132,014.58 | 100.00% | 100.00% |
| Insurance Adjustments | \$0.00 | \$0.00 | \$9,231.50 | \$30,543.06 | 100.00% | 100.00% |
| | | | | | | |
| TOTAL | \$10,431,791.00 | \$2,183,689.48 | \$7,267,330.33 | \$7,432,559.04 | 69.67% | 74.50% |
| | | | | | | |
| 2021-2022 DISBUREMENTS | | M-T-D | Y-T-D | Y-T-D | Y-T-D | Y-T-D |
| | 2022-2023 | DISBURSED | DISBURSED | DISBURSED | % Disbursed | % Disbursed |
| CATEGORY | BUDGET | 2022-2023 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 |
| Instructional Services | \$5,206,425.00 | \$366,299.61 | \$2,982,078.30 | \$2,846,442.45 | 57.28% | 61.35% |
| Special Education | \$1,996,647.00 | \$119,273.29 | 1,104,782.26 | 1,084,880.01 | 55.33% | 60.32% |
| Guidance | \$227,900.00 | \$19,195.62 | 154,753.68 | 134,473.42 | 67.90% | 67.43% |
| School Health Nurse | \$112,750.00 | \$8,644.06 | 71,906.73 | 54,643.35 | 63.78% | 59.11% |
| Safety & Security | \$52,151.00 | \$3,110.82 | 24,733.64 | 26,010.16 | 47.43% | 100.04% |
| Activities | \$95,020.00 | \$7,445.37 | \$62,132.69 | \$64,951.54 | 65.39% | 115.98% |
| Media, Audio Visual, Technology | \$710,125.00 | \$85,200.65 | \$384,673.10 | \$458,539.10 | 54.17% | 61.42% |
| General Administration | \$428,800.00 | \$25,920.98 | \$220,434.32 | \$254,778.97 | 51.41% | 56.82% |
| School Administration | \$762,100.00 | \$54,360.08 | 444,270.03 | 426,542.24 | 58.30% | 76.51% |
| Business | \$322,600.00 | \$12,346.56 | 96,425.19 | 41,874.27 | 29.89% | 60.31% |
| Operation of Plant | \$789,500.00 | \$67,377.09 | 427,396.97 | 408,116.01 | 54.14% | 63.32% |
| Maintenance of Plant | \$517,500.00 | \$8,439.27 | 144,704.10 | 272,611.87 | 27.96% | 49.69% |
| Pupil Transportation | \$536,549.00 | \$21,023.79 | 197,453.24 | \$173,852.22 | 36.80% | 33.34% |
| Fed. Grants (PreK, previously ESS) | \$129,975.00 | \$9,756.10 | \$81,653.91 | \$124,363.24 | 62.82% | 36.08% |
| Transfers | \$75,000.00 | \$0.00 | \$0.00 | \$0.00 | 0.00% | 0.00% |
| | | | | | | |
| TOTAL | \$11,963,042.00 | \$808,393.29 | \$6,397,398.16 | \$6,372,078.85 | 53.48% | 55.29% |
| | | | | | | |
| Cash Reserves in General Fund | \$1,939,135.00 | | | \$0.00 | 0.00% | 0.00% |
| TOTAL | \$13,902,177.00 | | \$6,397,398.16 | | | |



Raymond Central Public Schools
Student Fees Fund Balances April 2023

| <u>Activity Name</u> | <u>Beginning Balance</u> | <u>Receipts</u> | <u>Expenses</u> | <u>Balance</u> |
|-----------------------------|--------------------------|-----------------|-----------------|----------------|
| Activity Pass | 40.00 | 0.00 | 0.00 | 40.00 |
| Service Fees (Student Fees) | 377.68 | 30.20 | 17.93 | 389.95 |
| Ag-Ed Labs | 1,829.72 | 0.00 | 0.00 | 1,829.72 |
| Art Class | 666.51 | 25.00 | 0.00 | 691.51 |
| Band Dry Cleaning | 0.00 | 0.00 | 0.00 | 0.00 |
| Band Repair/Rental | 0.00 | 50.00 | 0.00 | 50.00 |
| Choir Dry Cleaning | 0.00 | 0.00 | 0.00 | 0.00 |
| Chromebooks | 10,575.75 | 695.00 | 0.00 | 11,270.75 |
| Computer Science | 327.97 | 0.00 | 0.00 | 327.97 |
| Drama | 411.64 | 10.00 | 0.00 | 421.64 |
| FBLA | 252.09 | 0.00 | 0.00 | 252.09 |
| FFA | 0.00 | 0.00 | 0.00 | 0.00 |
| Foods Class | 2,898.25 | 0.00 | 505.44 | 2,392.81 |
| Mock Trial | 0.00 | 0.00 | 0.00 | 0.00 |
| NFL | 0.00 | 0.00 | 0.00 | 0.00 |
| Skills USA | 1,510.00 | 0.00 | 0.00 | 1,510.00 |
| Speech | 25.00 | 0.00 | 0.00 | 25.00 |
| Sports Fees | 11,005.22 | 0.00 | 0.00 | 11,005.22 |
| Tech Ed | 206.03 | 288.00 | 463.00 | 31.03 |



Raymond Central Public Schools
Student Activities Fund Balances April 2023

| <u>Activity Name</u> | <u>Beginning Balance</u> | <u>Revenues</u> | <u>Expenses</u> | <u>Balance</u> |
|----------------------------------|--------------------------|-----------------|-----------------|----------------|
| After School Club | 2,387.13 | 0.00 | 0.00 | 2,387.13 |
| Annual | 13,714.90 | 600.00 | 0.00 | 14,314.90 |
| AP Funds | 37,976.03 | 0.00 | 0.00 | 37,976.03 |
| APEX | 369.05 | 0.00 | 0.00 | 369.05 |
| ART CLUB | 154.20 | 0.00 | 50.00 | 104.20 |
| Athletics | 225,507.41 | 1,228.00 | 13,162.99 | 213,572.42 |
| Band | 1,783.29 | 36.00 | 15.00 | 1,804.29 |
| Band Trip | 10,669.76 | 0.00 | 0.00 | 10,669.76 |
| Baseball | 810.49 | 0.00 | 572.40 | 238.09 |
| Boys BB | 2,491.01 | 0.00 | 75.00 | 2,416.01 |
| Ceresco Book Fair | 1,362.66 | 0.00 | 0.00 | 1,362.66 |
| Ceresco Box Tops | 439.69 | 0.00 | 0.00 | 439.69 |
| Ceresco Field Trips | 2,994.32 | 0.00 | 0.00 | 2,994.32 |
| Ceresco Playground | 1,422.76 | 0.00 | 0.00 | 1,422.76 |
| Ceresco Pop | 31.35 | 23.12 | 0.00 | 54.47 |
| Cheerleaders | 8,638.33 | 1,628.00 | 321.37 | 9,944.96 |
| Choir | 14,556.17 | 0.00 | 0.00 | 14,556.17 |
| Class 2022 | 0.00 | 0.00 | 0.00 | 0.00 |
| Class 2023 | 439.77 | 180.00 | 0.00 | 619.77 |
| Class 2024 | 7.84 | 0.00 | 308.19 | (300.35) |
| Class 2025 | 91.78 | 0.00 | 0.00 | 91.78 |
| Class 2028 | 2,682.33 | 0.00 | 0.00 | 2,682.33 |
| Class 2029 Field Trip Funds C | 241.23 | 481.88 | 0.00 | 723.11 |
| Class 2030 Field Trip Funds C | 348.12 | 1,537.04 | 0.00 | 1,885.16 |
| Class 2030 Field Trip Funds V | 338.19 | 1,524.76 | 0.00 | 1,862.95 |
| Class 2031 Field Trip Funds C | 487.82 | 1,639.80 | 0.00 | 2,127.62 |
| Class 2031 Field Trip Funds V | 298.49 | 1,553.84 | 0.00 | 1,852.33 |
| Class 2032 Field Trip Funds C | 328.27 | 1,217.60 | 125.00 | 1,420.87 |
| Class 2032 Field Trip Funds V | 308.42 | 1,156.21 | 125.00 | 1,339.63 |
| Class 2033 Field Trip Funds C | 318.34 | 802.44 | 229.45 | 891.33 |
| Class 2033 Field Trip Funds V | 358.03 | 863.83 | 0.00 | 1,221.86 |
| Class 2035 Cer | 0.00 | 357.88 | 0.00 | 357.88 |
| Class 2035 Val | 0.00 | 592.96 | 0.00 | 592.96 |
| Class of 2026 | 205.18 | 0.00 | 0.00 | 205.18 |
| Class of 2027 | 2,367.98 | 710.00 | 740.00 | 2,337.98 |
| Class of 2028 Field Trips V | 326.00 | 0.00 | 0.00 | 326.00 |
| Class of 2029 Field Trip Funds V | 361.37 | 481.88 | 0.00 | 843.25 |
| Class of 2034 Ceresco | 300.00 | 611.36 | 260.63 | 650.73 |
| Class of 2034 V | 0.00 | 648.21 | 260.62 | 387.59 |
| College Access Grant | 1,932.06 | 0.00 | 127.71 | 1,804.35 |
| Computer | 7,539.02 | 0.00 | 3,690.55 | 3,848.47 |
| Concessions | 21,325.57 | 0.00 | 0.00 | 21,325.57 |
| Cross Country | 1,721.56 | 0.00 | 0.00 | 1,721.56 |
| Culinary Snack Cart | 1,898.53 | 138.00 | 124.75 | 1,911.78 |
| DI | 4,614.68 | 0.00 | 0.00 | 4,614.68 |
| Drama Act | 2,077.34 | 0.00 | 0.00 | 2,077.34 |

| | | | | |
|------------------------------|-----------|----------|-----------|-----------|
| Drill Team | 1,387.46 | 0.00 | 0.00 | 1,387.46 |
| Elem Fines | 555.04 | 0.00 | 0.00 | 555.04 |
| Elem PE | 2,167.50 | 0.00 | 0.00 | 2,167.50 |
| Elem Pictures | 4,060.62 | 0.00 | 0.00 | 4,060.62 |
| Elem Prof Development | 2,028.73 | 0.00 | 0.00 | 2,028.73 |
| Elem Reading Promotion | 488.06 | 0.00 | 0.00 | 488.06 |
| Elem Student Council | 483.85 | 0.00 | 0.00 | 483.85 |
| FBLA Act | 4,961.76 | 468.00 | 4,063.86 | 1,365.90 |
| FFA Act | 27,152.82 | 771.65 | 10,126.17 | 17,798.30 |
| Fines | 2,240.58 | 0.00 | 0.00 | 2,240.58 |
| Football | 7,792.38 | 0.00 | 0.00 | 7,792.38 |
| Girls BB | 1,738.66 | 0.00 | 1,514.42 | 224.24 |
| Golf Activity | 1,068.91 | 0.00 | 0.00 | 1,068.91 |
| HAL | 59.66 | 0.00 | 0.00 | 59.66 |
| Hot Lunch | 347.63 | 0.00 | 0.00 | 347.63 |
| HS Caring Shelves | 4,732.09 | 0.00 | 76.07 | 4,656.02 |
| HS Pop | 664.39 | 67.23 | 0.00 | 731.62 |
| HS Quiz Bowl | 355.04 | 888.00 | 750.00 | 493.04 |
| JH Boys BB | 15.31 | 0.00 | 0.00 | 15.31 |
| JH Football | 489.51 | 0.00 | 0.00 | 489.51 |
| JH Girls BB | 357.93 | 0.00 | 0.00 | 357.93 |
| JH Speech | 260.35 | 0.00 | 0.00 | 260.35 |
| JH Student Council | 1,413.72 | 0.00 | 75.00 | 1,338.72 |
| JH Track | 515.96 | 0.00 | 79.95 | 436.01 |
| JH Volleyball | 1,015.38 | 0.00 | 0.00 | 1,015.38 |
| JR Achievements | 629.57 | 0.00 | 0.00 | 629.57 |
| Kindness Acct | 29,226.73 | 0.00 | 320.00 | 28,906.73 |
| Library | 2,632.66 | 0.00 | 0.00 | 2,632.66 |
| Life Skills | 2.41 | 0.00 | 0.00 | 2.41 |
| Mock Trial | 380.96 | 0.00 | 0.00 | 380.96 |
| National Honor Society | 768.25 | 0.00 | 75.00 | 693.25 |
| Pre-Kindergarten | 5,120.68 | 0.00 | 0.00 | 5,120.68 |
| Professional Development | 19,841.59 | 0.00 | 1,102.69 | 18,738.90 |
| PTO | 0.00 | 0.00 | 721.60 | (721.60) |
| Rain Garden | 459.50 | 0.00 | 0.00 | 459.50 |
| RC Blue Crew | 17.13 | 0.00 | 0.00 | 17.13 |
| RC Concessions | 3,295.73 | 0.00 | 542.90 | 2,752.83 |
| RC Foundation | 509.10 | 1,019.00 | 509.10 | 1,019.00 |
| RC PACTS | (62.65) | 0.00 | 0.00 | (62.65) |
| Restitution | 140.00 | 0.00 | 0.00 | 140.00 |
| SADD | 61.17 | 0.00 | 0.00 | 61.17 |
| Score Vision | 8,401.64 | 0.00 | 0.00 | 8,401.64 |
| Service Fees (Activity Acct) | 2,638.93 | 667.94 | 29.95 | 3,276.92 |
| Social Justice | 194.12 | 0.00 | 0.00 | 194.12 |
| Softball | 6,950.97 | 0.00 | 862.65 | 6,088.32 |
| Spanish Club | 1,615.38 | 39.00 | 0.00 | 1,654.38 |
| Speech | 10,228.64 | 598.72 | 385.00 | 10,442.36 |
| Staff Inservice | 854.92 | 0.00 | 0.00 | 854.92 |
| 'Stang Gang Student Section | (0.01) | 0.00 | 0.00 | (0.01) |
| Student Council | 6,216.65 | 77.39 | 75.00 | 6,219.04 |
| Student Pop | 777.52 | 499.45 | 0.00 | 1,276.97 |
| Testing | 3,897.23 | 0.00 | 0.00 | 3,897.23 |

| | | | | |
|-----------------------------|------------------|-------------|---------------|------------------|
| TFK - Ceresco | 347.92 | 0.00 | 0.00 | 347.92 |
| TFK - Valparaiso | 2,127.82 | 0.00 | 0.00 | 2,127.82 |
| Tonettes | 159.86 | 0.00 | 0.00 | 159.86 |
| Track | 1,351.20 | 0.00 | 150.00 | 1,201.20 |
| Val Book Fair | 11,082.70 | 0.00 | 0.00 | 11,082.70 |
| Val Box Tops | 3,315.33 | 0.00 | 0.00 | 3,315.33 |
| Val Field Trips | 6,022.24 | 0.00 | 0.00 | 6,022.24 |
| Val In-Service | 1,815.96 | 0.00 | 0.00 | 1,815.96 |
| Val Movie Night | 3,310.84 | 0.00 | 0.00 | 3,310.84 |
| Val Office Book Fund | 944.12 | 0.00 | 0.00 | 944.12 |
| Val Pop | 1,105.00 | 0.00 | 0.00 | 1,105.00 |
| VolleyBall | 7,411.26 | 0.00 | 0.00 | 7,411.26 |
| Washington DC Trip | 280.32 | 0.00 | 0.00 | 280.32 |
| Weight Room | 4,000.00 | 0.00 | 0.00 | 4,000.00 |
| Wrestling | (678.94) | 0.00 | 62.98 | (741.92) |

Monthly Bills



Raymond Central Public Schools

Bills Paid April 2023

General Fund - Report of Bills Paid April 2023

| | <u>Check Date</u> | <u>Vendor Name</u> | <u>Description</u> | <u>Amount</u> |
|----|-------------------|-------------------------------------|--|---------------|
| 1 | 04/20/2023 | RCPS District #161 | April Payroll | \$661,322.55 |
| 2 | 04/19/2023 | Pine Cove Consulting | Network Infrastructure Switches C,V | 55,965.58 |
| 3 | 04/06/2023 | Farmers Cooperative | Propane HS, Bus Barn | 18,356.95 |
| 4 | 04/18/2023 | Norris Public Power | Electricity HS | 9,561.48 |
| 5 | 04/28/2023 | U. S. Bank Equipment Finance | Photo Copiers Lease | 4,097.56 |
| 6 | 04/28/2023 | Alternative Service & Repair | 19A Oil /Filter, Brakes | 3,542.04 |
| 7 | 04/28/2023 | First Wireless Inc. | Admin Hand Held Radios | 3,110.82 |
| 8 | 04/11/2023 | Butler Public Power District | Electricity V | 2,672.94 |
| 9 | 04/28/2023 | Omaha Public Power Dist | Electricity C | 2,342.87 |
| 10 | 04/06/2023 | MCS | Bathroom Paper, Ice Melt, Disinfectant | 2,018.02 |
| 11 | 04/06/2023 | FES | Website Hosting /Final Payt | 2,000.00 |
| 12 | 04/18/2023 | Brooke L. Cheleen | March 2023 SPED Physical Therapy | 1,883.57 |
| 13 | 04/28/2023 | Nebraska FBLA | NLC - Fees | 1,882.00 |
| 14 | 04/11/2023 | Omaha World-Herald | Publications | 1,695.00 |
| 15 | 04/28/2023 | Nebraska/Central Equipment, Inc | Bus Parts Buses19C,19A,19B,22,21 | 1,526.02 |
| 16 | 04/28/2023 | CDW Government | Teacher Laptop Spare | 1,461.21 |
| 17 | 04/28/2023 | CDW Government | Classroom Projectors HS | 1,324.22 |
| 18 | 04/13/2023 | US Bank | Printer Drivers (Athletics & HS Art) | 1,247.50 |
| 19 | 04/11/2023 | Nebraska Dept Of Revenue | Motor Fuels Tax | 1,247.00 |
| 20 | 04/28/2023 | School Specialty | Gen. Tchg Supplies HS,C | 1,097.53 |
| 21 | 04/11/2023 | Perry Guthery Haase & Gessford P.C. | Legal Services | 1,065.60 |
| 22 | 04/06/2023 | KSB School Law PC LLO | Legal Service | 1,042.50 |
| 23 | 04/28/2023 | CDW Government | Document Camera- Classroom Instruct.C,V | 1,022.50 |
| 24 | 04/18/2023 | Home Depot Pro | Lawn Fertilizer, Spreader all location | 1,007.61 |
| 25 | 04/11/2023 | CDW Government | Doc Cameras Classrooms C,V | 924.48 |
| 26 | 04/13/2023 | US Bank | Spanish Curr. , Tech Software-Servers | 906.04 |
| 27 | 04/28/2023 | Quill Corporation | General Tchg Supplies | 891.36 |
| 28 | 04/28/2023 | Alternative Service & Repair | Bus 17A Install Drums/Shoes rear brakes | 873.78 |
| 29 | 04/18/2023 | Staples Advantage | General Tchg Supplies C, V, HS | 837.49 |
| 30 | 04/11/2023 | NE FFA Assoc. | FFA State Convention Registration | 781.00 |
| 31 | 04/28/2023 | CDW Government | SPED Para chromebooks | 739.12 |
| 32 | 04/28/2023 | Pine Cove Consulting | Wireless casting for rooms | 704.00 |
| 33 | 04/11/2023 | Waste Connections Co | Garbage HS, V | 652.27 |
| 34 | 04/11/2023 | Ron's Rolloffs Inc. | Dumpster/Dump Fees HS | 636.70 |
| 35 | 04/18/2023 | Millington, Kent | Jr HS Speech Supplies | 620.75 |
| 36 | 04/18/2023 | Flinn Science | Science Classroom Supplies | 578.22 |
| 37 | 04/28/2023 | Alternative Service & Repair | Bus 21 Oil/Filter | 556.42 |
| 38 | 04/28/2023 | Follett Content Solutions | Library Books/Golden Sowers C/V | 506.89 |
| 39 | 04/11/2023 | Purchase Power | Postage HS | 505.00 |
| 40 | 04/28/2023 | CDW Government | Jaxns laptop replacemt as other returned | 496.44 |
| 41 | 04/18/2023 | Doty, Marita | SLP Services North Am Martyrs Sch. 3/23 | 458.33 |
| 42 | 04/11/2023 | Windstream | Phone HS | 453.55 |
| 43 | 04/11/2023 | Doty, Marita | SLP Services at NA Martyrs Feb 2023 | 435.60 |
| 44 | 04/13/2023 | US Bank | NHS Supplies, Caring Shelves Food | 423.30 |
| 45 | 04/28/2023 | Alternative Service & Repair | Bus 19C Replace fuses for Lights/Door | 406.15 |
| 46 | 04/28/2023 | Alternative Service & Repair | DOT Inpects #17A,17B,11,13,19A,19B,21,22 | 400.00 |
| 47 | 04/28/2023 | Dr. Graham House | Accompanist Fee | 390.00 |
| 48 | 04/06/2023 | Kobza, Jaxn | Feb/March Mileage Reimb. Tech Director | 353.70 |
| 49 | 04/17/2023 | Doane University | Doane Track and Field entry fee | 350.00 |
| 50 | 04/28/2023 | Menards Lincoln | Student Supplies Tech Ed Projects | 328.53 |

| | <u>Check Date</u> | <u>Vendor Name</u> | <u>Description</u> | <u>Amount</u> |
|-----|-------------------|----------------------------------|--|---------------|
| 51 | 04/13/2023 | US Bank | F&CS Classroom Supplies | 324.98 |
| 52 | 04/11/2023 | Village Of Ceresco | Utilities C | 324.53 |
| 53 | 04/28/2023 | Voss Lighting | Lightbulbs | 321.80 |
| 54 | 04/06/2023 | Dickerson, Nicholas | Reimb.to Foster Parent Student Trans. | 320.95 |
| 55 | 04/06/2023 | Benes Service | Lawn/Grounds Supplies | 300.00 |
| 56 | 04/11/2023 | Literacy Resources, LLC | Kindergarten & primary intervention prog | 299.16 |
| 57 | 04/13/2023 | US Bank | Maint Supply/ Step Stand C | 286.45 |
| 58 | 04/11/2023 | US Bank | Tech Ed Classroom Supplies | 280.42 |
| 59 | 04/06/2023 | Engineered Controls | Heat Pump Repair C | 280.00 |
| 60 | 04/13/2023 | US Bank | Prof Dev HS Math Conf | 279.00 |
| 61 | 04/28/2023 | NCSA | Prof Training Fee NASBO Business Manager | 270.00 |
| 62 | 04/06/2023 | Jackson Services Inc. | Mats/Mops | 268.89 |
| 63 | 04/11/2023 | Glaser Ceramics Inc | Clay-stoneware HS Art Supplies | 242.95 |
| 64 | 04/28/2023 | Millard North | Entry Fees for JH Speech Meet | 240.00 |
| 65 | 04/28/2023 | NCSA | SPED Conf Fee NASES AC,AH | 235.00 |
| 66 | 04/11/2023 | Donald R. Prentice | Extermination Service Spring Outside | 230.00 |
| 67 | 04/11/2023 | Ramada Midtown Conference Center | Ramada Inn-March 28-NAEP Convention | 229.90 |
| 68 | 04/06/2023 | Dramatic Publishing Company | Royalties for One Act 2022 | 223.47 |
| 69 | 04/11/2023 | Menards Lincoln | Tech Ed Student Supplies | 218.54 |
| 70 | 04/18/2023 | Jostens | Diplomas 2023 | 217.35 |
| 71 | 04/11/2023 | Oak Valley Lumber Co | Building Maint Supplies | 216.33 |
| 72 | 04/28/2023 | Intermedia.net, INC | Phone Service | 215.73 |
| 73 | 04/28/2023 | Engineered Controls | Heat Pump Repair-Lightning Strike C | 210.00 |
| 74 | 04/11/2023 | Donald R. Prentice | Extermination Service | 205.00 |
| 75 | 04/11/2023 | Bauer Built Tire & Service | Repair Flat Tire Bus 19A | 195.50 |
| 76 | 04/11/2023 | Glaser Ceramics Inc | Ceramic glaze Art C, V | 195.35 |
| 77 | 04/28/2023 | Amanda Ehlers | Mileage Reimbursement J/F/M | 195.19 |
| 78 | 04/11/2023 | Wahoo-Wav.-Ashl. News | Publications | 188.35 |
| 79 | 04/11/2023 | Village Of Valparaiso | Utilities V | 186.32 |
| 80 | 04/17/2023 | Wahoo Public Schools | Track and Field entry fee | 185.00 |
| 81 | 04/28/2023 | Midwest Automatic | Repair Fire Sprinkler Head C | 184.50 |
| 82 | 04/17/2023 | Centennial High School | Track and Field entry fee | 180.00 |
| 83 | 04/06/2023 | Trenhaile, Clair | March. Mileage Reimb. SLP | 153.01 |
| 84 | 04/19/2023 | Archbishop Bergan High School | Bergan JH Spch Meet Entry Fees | 144.00 |
| 85 | 04/13/2023 | US Bank | Anatomy Lab Supplies HS Science | 141.77 |
| 86 | 04/11/2023 | University of Nebraska Lincoln | FFA State convention CDE Team Regist. | 136.00 |
| 87 | 04/28/2023 | Alternative Service & Repair | Bus 19B Fuel Filter | 134.50 |
| 88 | 04/13/2023 | US Bank | Classroom supplies SPED C | 131.37 |
| 89 | 04/19/2023 | David City Speech Team | JH Spch Meet Entry fees | 130.00 |
| 90 | 04/06/2023 | Milford High School | Entry Fee | 130.00 |
| 91 | 04/17/2023 | Milford HS | Track and Field entry fee | 130.00 |
| 92 | 04/13/2023 | US Bank | Props for Vocal Music Concert | 108.06 |
| 93 | 04/11/2023 | Windstream | Fax | 107.08 |
| 94 | 04/11/2023 | William V. MacGill & Co | HealthOfficeSupplies/Educational Posters | 102.23 |
| 95 | 04/18/2023 | Educational Service Unit #2 | SPED Reading Training V | 100.00 |
| 96 | 04/17/2023 | Malcolm Public Schools | Entry Fee JrHS Track | 100.00 |
| 97 | 04/17/2023 | Wilber Clatonia Public Schools | Entry Fee JrHS Track | 100.00 |
| 98 | 04/18/2023 | Menards Lincoln | Supplies: Custodial C Maint /Grounds HS | 91.45 |
| 99 | 04/18/2023 | Johnson Hardware Co. | Maint. Supplies HS | 82.50 |
| 100 | 04/19/2023 | Logan View Public Schools | JH WR Entry fee | 80.00 |
| 101 | 04/28/2023 | Home Depot Pro | Princ. Office Supplies | 70.90 |
| 102 | 04/06/2023 | Matheson Tri-Gas Inc. | Tanks for Welding | 67.40 |
| 103 | 04/18/2023 | School Specialty Supply | Railroad Board HS Art Supplies | 59.79 |
| 104 | 04/13/2023 | US Bank | SPED Supplies HS Protective iPad Cases | 55.98 |
| 105 | 04/06/2023 | ASI | Payflex Admin Fees- April | 50.00 |
| 106 | 04/28/2023 | CDW Government | Gen Educ Supplies C | 48.75 |

| | <u>Check Date</u> | <u>Vendor Name</u> | <u>Description</u> | <u>Amount</u> |
|-----|-------------------|---------------------|--|---------------|
| 107 | 04/13/2023 | US Bank | 3 Background Checks | 46.50 |
| 108 | 04/13/2023 | US Bank | STEM supplies for project 6th Grade | 44.96 |
| 109 | 04/28/2023 | WalMart Capital One | F&CS Fabric 7th grade | 42.57 |
| 110 | 04/06/2023 | Dr. Graham House | Accompanist fees. | 40.00 |
| 111 | 04/06/2023 | Dr. Graham House | Accompanist fees. | 40.00 |
| 112 | 04/13/2023 | US Bank | BOE Supplies- Signature Stamps | 37.52 |
| 113 | 04/13/2023 | US Bank | Disinfectant Supplies V Office | 37.29 |
| 114 | 04/13/2023 | US Bank | Adapters for Technology | 33.18 |
| 115 | 04/13/2023 | US Bank | Princ. Office Supply V | 29.95 |
| 116 | 04/13/2023 | US Bank | Pack of 24 scissors for sci department | 25.99 |
| 117 | 04/06/2023 | Dietze Music | Instrument Repair | 22.06 |
| 118 | 04/11/2023 | RevTrak | Revtrak Fees | 19.53 |
| 119 | 04/13/2023 | US Bank | Vocal Solo Book for Contest | 15.99 |
| 120 | 04/13/2023 | US Bank | HS Band Sheet Music | 15.98 |
| 121 | 04/28/2023 | Coufal, Amanda | Reimb. Parking SPED Mtg | 13.75 |
| 122 | 04/11/2023 | J.W. Pepper | Vocal Music Sheet Music HS | 12.39 |
| 123 | 04/13/2023 | US Bank | SPED Supply OT grip C | 7.99 |

Depreciation Fund - Report of Bills Paid April 2023

| | <u>Check Date</u> | <u>Vendor Name</u> | <u>Description</u> | <u>Amount</u> |
|---|-------------------|--------------------------|---------------------------------|---------------|
| 1 | 04/24/2023 | Anderson Ford of Lincoln | 10 Passenger Van | 53,989.00 |
| 2 | 03/24/2023 | Open-Up Resources | Reading Curr Grades 6+ 1st payt | 49,572.00 |

Hot Lunch Fund - Report of Bills Paid March 2023

| | <u>Check Date</u> | <u>Vendor Name</u> | <u>Description</u> | <u>Amount</u> |
|----|-------------------|-----------------------|--|---------------|
| 1 | 04/20/2023 | RCPS District #161 | April Hot Lunch Payroll | \$22,450.77 |
| 2 | 04/06/2023 | Cash-Wa Distributing | Food | 15,551.78 |
| 3 | 04/06/2023 | Sysco Lincoln | Food | 4,472.48 |
| 4 | 04/26/2023 | Buresh Meat | Fresh Meat for HL Program | 3,916.00 |
| 5 | 04/06/2023 | Hiland Dairy | Milk | 3,815.96 |
| 6 | 04/13/2023 | US Bank | HL Supplies | 551.31 |
| 7 | 04/11/2023 | RevTrak | Revtrak Fees | 503.37 |
| 8 | 04/06/2023 | MCS | Spoons, Aprons | 457.59 |
| 9 | 04/06/2023 | Jackson Services Inc. | Kitchen Towels | 180.00 |
| 10 | 04/06/2023 | US Foods Inc. | Food | 152.00 |
| 11 | 04/18/2023 | Patty Hudson | Food | 75.59 |
| 12 | 04/13/2023 | US Bank | Supplies Taste Test Menu Items (Grant) | 53.90 |



Raymond Central Public Schools
Student Activities Fund Checks April 2023

| <u>Activity Name</u> | <u>Date</u> | <u>Vendor</u> | <u>Description</u> | <u>Amount</u> |
|----------------------|-------------|---------------------------------|--------------------------------------|---------------|
| Athletics | 04/28/2023 | Morley Athletic | Cushioned Folding Chairs/Rack | 6,925.15 |
| FFA | 04/11/2023 | National FFA Organization | Chaperone Registration | 3,540.00 |
| FFA | 04/11/2023 | National FFA Organization | Student Registration | 3,150.00 |
| FFA | 04/13/2023 | US Bank | Round Trip Flights Natl | 2,739.00 |
| Athletics | 04/18/2023 | Nebraska Sports | Athletics | 2,730.00 |
| Computer | 04/06/2023 | Computer Hardware | Computers for Sec.Cameras C, V | 2,499.95 |
| FBLA | 04/28/2023 | LaQuinta Inns & Suites | SLC Rooms - State | 1,979.20 |
| Girls BB | 04/11/2023 | Rivalry | Team shooting shirts and Sweatshirts | 1,375.00 |
| Athletics | 04/13/2023 | US Bank | Athletics | 1,247.50 |
| Computer | 04/13/2023 | US Bank | Security CameraTVs C, V Offices | 1,025.29 |
| FBLA | 04/28/2023 | Nebraska FBLA | Chapter Contribution | 1,000.00 |
| Class of 2027 | 04/21/2023 | SAC Museum-Ashland | Field Trip Entry Fee | 740.00 |
| Softball | 04/18/2023 | Eclipse, Inc, | T Shirts HS Camp | 738.15 |
| HS Quiz Bowl | 04/06/2023 | Nat'l Academic Quiz Tournaments | Tournament Fee | 710.00 |
| FBLA | 04/28/2023 | LuLu's on N | FBLA Banquet Food | 611.80 |
| PTO | 04/28/2023 | Success By Design, Inc. | Student Planners C,V | 581.70 |
| Baseball | 04/11/2023 | Nebraska Sports | Baseballs | 572.40 |
| Prof Development | 04/13/2023 | US Bank | Supplies for P/T Conf | 433.96 |
| Speech | 04/11/2023 | National Speech & Debate Assoc | Fees for NSDA Nationals | 385.00 |
| RC Concessions | 04/28/2023 | Del Gould Meat Co., Inc | RC conc. dogs/burgers | 347.80 |
| Athletics | 04/18/2023 | School Specialty | Footballs | 342.36 |
| Prof Development | 04/28/2023 | Del Gould Meat Co., Inc | Tchr. Appreciation Supplies | 327.60 |
| Kindness Acct | 04/26/2023 | Cash | Cash for Money Bag-Plant Sale | 320.00 |
| RCEF | 04/13/2023 | US Bank | 4 bar table/chairs Tchr Wishlist | 310.00 |
| FFA | 04/11/2023 | National FFA Organization | Banquet Supplies | 284.75 |
| FBLA | 04/17/2023 | Eclipse, Inc, | FBLA Senior tshirt | 265.40 |
| Prof Development | 04/17/2023 | US Bank | Supplies for P/T Conferences | 263.39 |
| Class of 2034 V | 04/11/2023 | Univ of NE State Museum | Class of 2034 Ceresco Field Trip | 260.63 |
| Class of 2034 V | 04/11/2023 | Univ of NE State Museum | Class of 2034 Val Field Trip | 260.62 |
| Class of 2024 | 04/11/2023 | Lancaster County | Security for prom | 255.22 |
| Athletics | 04/06/2023 | NSIAAAA - LTI | Membership NSIAAAA- Kobza 23-24 | 250.00 |
| Class of 2033 C | 04/25/2023 | Henry Doorly Zoo | Class of 2033 Ceresco Field Trips | 229.45 |
| RCEF | 04/13/2023 | US Bank | 4 black stools | 199.10 |
| Athletics | 04/13/2023 | US Bank | FB Coaches Clinic: 4 coaches | 192.00 |
| FFA | 04/06/2023 | United States Postal Service | Stamps for mailing invites & TYs | 189.00 |
| FBLA | 04/13/2023 | US Bank | Food for Meeting | 173.91 |
| Computer | 04/13/2023 | US Bank | Keyboard for Sec.Cameras C, V | 165.31 |
| FBLA | 04/28/2023 | Arlington Public Schools | NLC Pins | 152.00 |
| Track | 04/28/2023 | North Bend Central High School | Entry Fee | 150.00 |
| FFA | 04/13/2023 | US Bank | Scrub Tops -for competition | 149.98 |
| FBLA | 04/17/2023 | Perch Merch LLC | SLC Signs | 146.95 |
| PTO | 04/28/2023 | Raymono's Pizza | Food Donation for P/Tchr Conf C,V | 139.90 |
| RC Concessions | 04/13/2023 | US Bank | Pretzels/buns | 136.12 |
| Athletics | 04/28/2023 | Senters, Todd | JV/Varsity Umpire 4/28/23 | 135.00 |

| <u>Activity Name</u> | <u>Date</u> | <u>Vendor</u> | <u>Description</u> | <u>Amount</u> |
|------------------------------|-------------|-------------------------------|--------------------------------------|---------------|
| Athletics | 04/17/2023 | woods, beau | JV/Varsity Umpire 4/18 | 135.00 |
| Athletics | 04/17/2023 | Rosene, Dale | JV/Varsity Umpire 4/18 | 135.00 |
| Athletics | 04/26/2023 | Michl, Bob | Baseball Umpire 4/29 | 135.00 |
| Athletics | 04/26/2023 | Spieker, Steve | Baseball Umpire 4/29 | 135.00 |
| Athletics | 04/26/2023 | Spieker, Steve | Baseball Umpire 4/28 | 135.00 |
| Class of 2032 C | 04/12/2023 | Larsen Tractor & Power Museum | Class of 2032 Ceresco Field Trips | 125.00 |
| Class of 2032 V | 04/12/2023 | Larsen Tractor & Power Museum | Class of 2032 Val Field Trips | 125.00 |
| Culinary Cart | 04/13/2023 | US Bank | Snack Cart Containers | 124.75 |
| Softball | 04/28/2023 | Eclipse, Inc, | Freshman State 2022 Players T-Shirts | 124.50 |
| Athletics | 04/06/2023 | Olson, Brian | 4/6 Varsity Baseball Umpire | 80.00 |
| Athletics | 04/06/2023 | Donahoe, Dave | 4/6 Varsity Baseball Umpire | 80.00 |
| Athletics | 04/21/2023 | Spieker, Steve | Varsity Baseball Umpire 4/25 | 80.00 |
| Athletics | 04/21/2023 | Ford, Steve | Varsity Baseball Umpire 4/25 | 80.00 |
| Girls BB | 04/17/2023 | US Bank | Supplies for HSGBB banquet | 79.42 |
| HS Caring Shelves | 04/13/2023 | US Bank | Perishable Foods for Families | 76.07 |
| Boys BB | 04/19/2023 | Louisville High School | JV tournament fee. | 75.00 |
| JrHS Student Council | 04/28/2023 | Make A Wish | Raffle ticket fundraiser & donation | 75.00 |
| Natl Honor Society | 04/21/2023 | Oldfield, Torie | Cookies for NHS | 75.00 |
| Student Council | 04/28/2023 | Make A Wish | Student Council Donation | 75.00 |
| Athletics | 04/06/2023 | Music Theatre International | Supplies Musical | 66.18 |
| Wrestling | 04/13/2023 | US Bank | YE banquet supplies | 62.98 |
| Athletics | 04/13/2023 | US Bank | Kobza Meals State FFA | 60.81 |
| Girls BB | 04/06/2023 | Benes, Brooklyn | Refund-missing backpack now found | 60.00 |
| Coll Access Grant | 04/13/2023 | US Bank | ACT Breakfast | 59.12 |
| Athletics | 04/13/2023 | US Bank | Athletics | 58.99 |
| RC Concessions | 04/13/2023 | US Bank | RC Concessions | 58.98 |
| Prof Development | 04/17/2023 | US Bank | Supplies for P/T Conferences | 57.18 |
| FBLA | 04/13/2023 | US Bank | Cheerleaders | 55.97 |
| Athletics | 04/26/2023 | Ford, Steve | JV baseball umpire 4/25 | 55.00 |
| Athletics | 04/26/2023 | Spieker, Steve | JV baseball umpire 4/25 | 55.00 |
| FFA | 04/13/2023 | US Bank | Meeting Food | 53.45 |
| Class of 2024 | 04/13/2023 | US Bank | Prom Supplies | 52.97 |
| Athletics | 04/26/2023 | Spieker, Steve | Assignor's Fee for scheduling umps. | 50.00 |
| Boys BB | 04/19/2023 | Louisville High School | Conference Fee | 50.00 |
| Coll Access Grant | 04/28/2023 | Big Red Business Center | UNL junior visit day | 45.00 |
| JrHS Track | 04/13/2023 | US Bank | Track spikes | 43.97 |
| HS Quiz Bowl | 04/06/2023 | Lincoln Northeast HS | Entry fee | 40.00 |
| JrHS Track | 04/13/2023 | US Bank | Track Spikes | 35.98 |
| Service Fees (Activity Acct) | 04/11/2023 | RevTrak | Service Fees (Activity Acct) | 29.95 |
| Coll Access Grant | 04/13/2023 | US Bank | College Access Grant | 23.59 |
| Prof Development | 04/06/2023 | Peggy Breitreutz | Reimb- expenses NAEP Conf | 20.56 |
| FFA | 04/13/2023 | US Bank | Mechanics Shirts for Competiton | 19.99 |
| Band | 04/28/2023 | RC Student Art Class Fees | Transfer for Student | 10.00 |
| Band | 04/28/2023 | Rcps Hot Lunch Fund | Transfer for Student | 5.00 |



Raymond Central Public Schools
Student Fees Fund Checks April 2023

| <u>Activity Name</u> | <u>Date</u> | <u>Vendor</u> | <u>Description</u> | <u>Amount</u> |
|-----------------------------|-------------|--------------------------|---|---------------|
| Foods Class Stud. Fee | 04/13/2023 | US Bank - Walmart Online | Groceries/Supplies for Foods and Culinary | 505.44 |
| Tech Ed Student Fees | 04/28/2023 | Menards Lincoln | brushes, stain, general fluids | 263.00 |
| Tech Ed Student Fees | 04/11/2023 | Menards Lincoln | drill bits, wood glue, torque wrench | 200.00 |
| Service Fees (Student Fees) | 04/11/2023 | RevTrak | Service Fees (Student Fees) | 17.93 |
| Foods Class Stud. Fee | 04/28/2023 | WalMart Capital One | Fruit for Culinary II | 14.27 |

Correspondence/Recognition

Shannon Volger, Director of the Midwest Region with Cognia, presented a framed certificate and banner to Raymond Central for their 50th year of engagement with the regionally accredited institution.

Congratulations to the girls soccer team and to the boys baseball team on being district runner-ups.

Kudo's to the directors, cast and crew of the Raymond Central Musical. They gave four performances this past weekend and did a great job.

Congratulations to the 48 seniors who will be receiving their diplomas this Saturday.

Congratulations and kudo's to Lori Morgan who was awarded a Burns/McDonnel STEM Grant in the amount of \$622.00 for curriculum materials.

Public Forum

Hailey Drahota addressed the Board regarding the results of the bond election.

Reports

Administrative Reports

Submitted by Scott Shepard, Jr-Sr High School Principal

Student Engagement - As we wrap up the school year, the seniors are preparing for graduation next Saturday, May 13 at 2:00 PM. Please plan to arrive by 1:45 and meet in the Mustang room. We will have seating for the Board on the stage. Let me or Lynn know if you will not be in attendance.

Seniors last day will be Wednesday starting with breakfast, check out, a visit to the elementary schools and then senior signing and faculty basketball game. It should be a great day to recognize and send off our seniors.

All spring testing was completed this week. All juniors took the state required ACT and we are receiving some of those scores back. The 9th and 10th graders have taken the MAP tests and the NSCAS was given to the 6th-8th graders. We will report on the results of the tests in June.

Community Engagement - The musical "Singing in the Rain" will be performed May 5-7, . 7:00 pm each evening and a 2:00 matinee on Sunday. Hopefully you all get a chance to come out. Tony will include the information in his report, but I want to thank Tony and Laura for organizing end of the year awards nights for athletics and activities. This is a lot of work, but important to honor students and their families for all of their accomplishments this year.

Schedule for 2023-24 - We are continuing to set the master schedule for next year. It has been a difficult process of trying to meet the needs of individual students while making educationally and financially sound decisions of what classes to run. Not filling the ELA/Sped position at this time creates some concern on my part in not knowing exactly what the strengths of the individual teacher in that position will be for next year.

Staffing - As of this morning, we have interviewed 3 people for the potential ELA (6th-7th grade Reading). We offered one and he took a job in LPS. The other two were not employable. As I described two months ago, we are looking for either a junior high sped teacher or we will move Johanna Jackson to that position if we can find an ELA teacher to cover for her. Several of our initiatives for next year hinge on finding a quality person for this position. This continues to be the most unique hiring season that I have experienced in my 20 year career as a principal. Although it is difficult, we will continue to search until we find high quality people to work with our students!

Future Planning - One of our school improvement goals is in the area of reading. I have met with our new liaison from ESU to plan out our PD days for next year. She will be working with our leadership team this summer to plan the day to teach reading across all curricular areas. She also has some connections (that I was hoping to find) to work with our staff on engaging activities for students in the block schedule. I believe this will be engaging for our staff and in turn for our students. I am

attaching three "proposals" that I have given to Lynn as we consider supporting our students moving forward. I understand this is a process and we have to move slowly, especially when we are limited on resources. We will have a system to support, motivate and hold students more accountable next year. But it takes more than a system, it takes people that are able to carry out the plans and follow-up with and support students when they need it.

This year has been a struggle at times as most of our office time has been spent dealing with social emotional and behavioral issues with our 6th-8th grade students. This challenge will be addressed, but in the near future, I believe we need to consider a 6th-8th counselor. The behavioral interventionist that we are trying to hire will assist, but I believe we will need more staff to truly meet the needs of these students and families. I appreciate the support from Lynn and board!

Go Stangs!

Submitted by Tony Kobza, Asst Jr-Sr High School Principal/Athletic Director

Spring Musical - We hosted our Spring Musical, "Singin' in the Rain" the weekend of May 5, 6 and 7.

Athletics - Spring Sports are in full swing and we will start having postseason play and competition in one month. To celebrate the accomplishments of the athletes throughout the entire year we will be having an end of year Athletic Banquet on Monday, May 15th. All athletes that participated in an NSAA sanctioned event this year will be invited along with their families.

Submitted by Steve Rose, Elementary Principal and Deb Kruse, Assistant Elementary Principal

Wit & Wisdom / ELL Curriculum - Deb, Steve, and Monica are working on a master schedule to accommodate all of the components of the effective implementation of our new reading curriculum. We are working with guidelines from NDE, Wit & Wisdom, and the leading research on what will have the greatest impact on student achievement. Teachers are slated to begin their week long Orton Gillingham training at the beginning of June and Wit & Wisdom training will happen at the beginning of August. New materials have already begun to ship. We met with the staff and our ESU support during the April 26th late start to lay out the implementation plan for next Fall and how we will support teachers throughout the year.

MTSS-B School-Wide Expectations - The Teacher Leadership team as part of our work on MTSS-B (behavior) is working with the administration to develop school-wide expectations and language that can be used across our campuses. The process has been to identify the common areas we need to have expectations for, and define what it looks like to be safe, responsible, and respectful in those areas. The team has now been tasked with creating a lesson template and lessons to go along with each of these expectations so that they may be taught consistently by all teachers and across all grade levels.

In addition to our Teacher Leadership Team's work on MTSS-B the staff will be going through a program called Cultural Connections with Mike Feit from ESU 2. This will be our Tier 1 in the MTSS-B Process. It will be what is expected of all classrooms and all teachers. This will enhance our implementation of school-wide expectations within the classrooms and give teachers tools and strategies to increase positive interactions with students.

Deb and Steve are also working on a flow chart for behavior data tracking especially in the area of Minor incidents and defining the difference between Majors and Minors as well as giving teachers the process for how each is dealt with from a teacher managed level and an office managed level. We will also be working to provide skills and strategies for behavior management and intervention centered around that flow chart.

Assessments - The school has just finished taking the NSCAS Growth (3-8), NWEA Map (2nd), and the FastBridge Screener (K-5). We will be looking at data as it becomes available and hope to have some preliminary data to share at the June Board Meeting. We are hopeful to see improvements. Change will be slow, but with the support we are giving teachers in the classroom and the new curricular materials that we are implementing next year, we plan to see improvements.

Submitted by Amanda Coufal, Director of Special Education

NASES (Nebraska Association of Special Education Supervisors) Spring Conference:

Andrea Hicks (HS SpEd teacher) and I attended the NASES Spring Conference in Lincoln on April 13-14.

SPED Strategies presented information about Utilizing High-Quality IEPs for Instructional Planning: 1) Determining what is and is not inclusive education; and 2) Discussed Inclusive Communication Framework: focus on the positive, keep the end in mind, communicate thoughtfully, acknowledge emotion, identify a shared solution.

Karen Haase, school attorney, presented on Assessing What We Know and What We Are Learning About Compliance: 1) Reviewed law cases about non-compliance in schools; 2) The use of positive behavior strategies and documenting implementation; 3) Reviews of accommodations/modifications: frequency, location and duration.

May is Better Speech & Hearing Month (from Clair Trenhaile (SLP)):

Each May, the work of speech-language pathologists and audiologists is recognized as the two fields work together to ensure the human right of effective communication is accessible and achievable for all. This month, take the time to turn down the music in your headphones (damage to the hair cells in your inner ear can contribute to hearing loss) and drink more water (high consumption of caffeine and alcohol can negatively impact your vocal hygiene).

In the United States, 5-10% of the population has a communication disorder. In the education realm, this can include but is not limited to articulation and language disorders, as well as stuttering. In our district, the most common target for articulation therapy is /r/. Some students target what is known as consonant /r/, which is usually found at the beginning of a word (like in "red"), and is sometimes paired with another consonant to form a blend (like in "bread). Other students target vocalic /r/, which is usually found in the middle or at the end of the word. This includes "ear" as in "hear" and "ire" as in "fireman." To help teach correct placement for this tricky sound, I use a variety of methods, including a flavored tongue depressor, a large mouth model, and play doh. Students work up a complexity hierarchy, moving through syllable, word, phrase, sentence, and conversational levels before mastering the sound.

Unified Track Meet:

The Special Olympics Unified Track Meet was held on Wednesday, May 3rd in Ashland. It was a beautiful day of track for our athletes and partners. If you have never been to a unified event, I encourage you to attend.

A special thank you to Stacey Doan, Jody Albrecht and Michelle Gerdes for all of their hard work so 12 of our students could participate in such a neat opportunity.

Scott Shepard, 6-12 Principal
May Board Report

Student Engagement

As we wrap up the school year, the seniors are preparing for graduation next Saturday, May 13th at 2:00 pm. Please plan to arrive by 1:45 and meet in the Mustang room. We will have seating for the board on the stage. Let me or Lynn know if you will not be in attendance. Seniors last day will be Wednesday starting with breakfast, check out, a visit to the elementary schools and then senior signing and faculty basketball game. It should be a great day to recognize and send off our seniors.

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Community Engagement

The musical "Singing in the Rain" will be performed tonight through Sunday. 7:00 pm each evening and a 2:00 matinee on Sunday. Hopefully you all get a chance to come out. Tony will include the information in his report, but I want to thank Tony and Laura for organizing end of the year awards nights for athletics and activities. This is a lot of work, but important to honor students and their families for all of their accomplishments this year.

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We are continuing to set the master schedule for next year. It has been a difficult process of trying to meet the needs of individual students while making educationally and financially sound decisions of what classes to run. Not filling the ELA/Sped position at this time creates some concern on my part in not knowing exactly what the strengths of the individual teacher in that position will be for next year.

Staffing

As of this morning, we have interviewed 3 people for the potential ELA (6th-7th grade Reading). We offered one and he took a job in LPS. The other two were not employable. As I described two months ago, we are looking for either a junior high sped teacher or we will move Johanna Jackson to that position if we can find an ELA teacher to cover for her. Several of our initiatives for next year hinge on finding a quality person for this position. This continues to be the most unique hiring season that I have experienced in my 20 year career as a principal. Although it is difficult, we will continue to search until we find high quality people to work with our students!

[Reading/ELA](#)

6th-8th Increased [Staffing](#) - we landed on a behavioral interventionist at this time

6th-12th [Staff Assignments](#)

Future Planning

One of our school improvement goals is in the area of reading. I have met with our new liaison from ESU to plan out our PD days for next year. She will be working with our leadership team this summer to plan the day to teach reading across all curricular areas. She also has some connections (that I was hoping to find) to work with our staff on engaging activities for students in the block schedule. I believe this will be engaging for our staff and in turn for our students. I am attaching three "proposals" that I have given to Lynn as we consider supporting our student moving forward. I understand this is a process and we have to move slowly, especially when we are limited on resources. We will have a system to support, motivate and hold students more accountable next year. But it takes more than a system, it takes people that are able to carry out the plans and follow-up with and support students when they need it.

This year has been a struggle at times as most of our office time has been spent dealing with social emotional and behavioral issues with our 6th-8th grade students. This challenge will be addressed, but in the near future, I believe we need to consider a 6th-8th counselor. The behavioral interventionist that we are trying to hire will assist, but I believe we will need more staff to truly meet the needs of these students and families. I appreciate the support from Lynn and board!

Go Stangs!
Scott Shepard

May Board Report
Mr. Steve Rose
Principal | Elementary

Mrs. Deb Kruse
Assistant Principal | Elementary

Topics

- Wit & Wisdom / ELL Curriculum
 - **Continued...** Deb, Steve, and Monica are working on a master schedule to accommodate all of the components of the effective implementation of our new reading curriculum. We are working with guidelines from NDE, Wit & Wisdom, and the leading research on what will have the greatest impact on student achievement. Teachers are slated to begin their week long Orton Gillingham training at the beginning of June and Wit & Wisdom training will happen at the beginning of August. New materials have already begun to ship. We met with the staff and our ESU support during the April 26th late start to lay out the implementation plan for next Fall and how we will support teachers throughout the year.

- MTSS-B School-Wide Expectations
 - **Continued...** The Teacher Leadership team as part of our work on MTSS-B (behavior) is working with the administration to develop school-wide expectations and language that can be used across our campuses. The process has been to identify the common areas we need to have expectations for, and define what it looks like to be safe, responsible, and respectful in those areas. The team has now been tasked with creating a lesson template and lessons to go along with each of these expectations so that they may be taught consistently by all teachers and across all grade levels.
 - In addition to our Teacher Leadership Team's work on MTSS-B the staff will be going through a program called Cultural Connections with Mike Feit from ESU 2. This will be our Tier 1 in the MTSS-B Process. It will be what is expected of all classrooms and all teachers. This will enhance our implementation of school-wide expectations within the classrooms and give teachers tools and strategies to increase positive interactions with students.
 - Deb and Steve are also working on a flow chart for behavior data tracking especially in the area of Minor incidents and defining the difference between Majors and Minors as well as giving teachers the process for how each is dealt with from a teacher managed level and an office managed level. We will also be working to provide skills and strategies for behavior management and intervention centered around that flow chart.

- Assessments
 - The school has just finished taking the NSCAS Growth (3-8), NWEA Map (2nd), and the FastBridge Screener (K-5). We will be looking at data as it becomes available and hope to have some preliminary data to share at the June Board Meeting. We are hopeful to see improvements. Change will be slow, but with the support we are giving teachers in the classroom and the new curricular materials that we are implementing next year, we plan to see improvements.

- School News
 - Plant Sale 2023 - The Plant Sale was a great success thanks to the help of a lot of different staff members. Everyone pitched in to make it all happen smoothly. Special thanks to Ron and Jared for moving tables and carts for us and to Kris White for guiding us through the process.
 - The PTO Spring Carnival was held on April 21st at the HS. A vast majority of our staff turned out to help with the event. Many parents had positive comments to say about the support our teachers showed by being there for the students. There were a lot of students present and the event was a success.
 - The PTO sponsored an assembly for the entire K-5 at Valparaiso Elementary School on Friday, May 5th. The students were able to participate in [Stomp, Chomp, Roar](#). It was great to have all the students in the grade levels together again.
 - Kindergarten students visited their prospective Kindergarten classrooms on Monday, May 8th.
 - The Elementary Concert was held on May 8th at the HS for 3-5 students. Ms. Spale put on an amazing show for the students and parents.

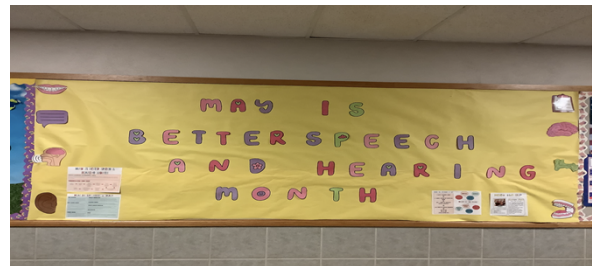
Mrs. Amanda Coufal
Special Education Director

NASES (Nebraska Association of Special Education Supervisors) Spring Conference:

- Andrea Hicks (HS sped teacher) and I attended the NASES Spring Conference in Lincoln on April 13-14.
- SPED Strategies presented information about Utilizing High-Quality IEPs for Instructional Planning
 - Determining what is and is not inclusive education.
 - Discussed Inclusive Communication Framework: focus on the positive, keep the end in mind, communicate thoughtfully, acknowledge emotion, identify a shared solution.
- Karen Haase, school attorney, presented on Assessing What We Know and What We Are Learning About Compliance
 - Reviewed law cases about non-compliance in schools
 - The use of positive behavior strategies and documenting implementation
 - Reviews of accommodations/modifications: frequency, location and duration

May is Better Speech & Hearing Month
(from Clair Trenhaile (SLP):

- Each May, the work of speech-language pathologists and audiologists is recognized as the two fields work together to ensure the human right of effective communication is accessible and achievable for all. This month, take the time to turn down the music in your headphones (damage to the hair cells in your inner ear can contribute to hearing loss) and drink more water (high consumption of caffeine and alcohol can negatively impact your vocal hygiene).
- In the United States, 5-10% of the population has a communication disorder. In the education realm, this can include but is not limited to articulation and language disorders, as well as stuttering. In our district, the most common target for articulation therapy is /r/. Some students target what is known as consonant /r/, which is usually found at the beginning of a word (like in “red”), and is sometimes paired with another consonant to form a blend (like in “bread). Other students target vocalic /r/, which is usually found in the middle or at the end of the word. This includes “ear” as in “hear” and “ire” as in “fireman.” To help teach correct placement for this tricky sound, I use a variety of methods, including a flavored tongue depressor, a large mouth model, and play doh. Students work up a complexity hierarchy, moving through syllable, word, phrase, sentence, and conversational levels before mastering the sound.



Unified Track Meet:

- The Special Olympics Unified Track Meet was held on Wednesday, May 3rd in Ashland. It was a beautiful day of track for our athletes and partners. If you have never been to a unified event, I encourage you to attend.
- A special thank you to Stacey Doan, Jody Albrecht and Michelle Gerdes for all of their hard work so 12 of our students could participate in such a neat opportunity.







January AD Board Report
Mr. Tony Kobza
Assistant Principal/AD

AD Newsletter

We began a weekly newsletter laying out the upcoming events as well as the successes from the previous week. Please take a look at them below with more in depth information:

[4/17/23](#)

[4/24/23](#)

[5/1/23](#)

Activities

Spring Musical

We hosted our Spring Musical, "Singin' in the Rain" the weekend of May 5, 6 and 7.

Athletics

Spring Sports are in full swing and we will start having postseason play and competition in one month. To celebrate the accomplishments of the athletes throughout the entire year we will be having an end of year Athletic Banquet on Monday, May 15th. All athletes that participated in an NSAA sanctioned event this year will be invited along with their families.

Raymond Central Graduation Requirements Standard Diploma

240 Credits required for Graduation for Class of 2023 and younger

| Program | Course | Credits |
|---|--|-----------|
| Language Arts Exceptions: Life Skills Communications per IEP | English 9 | 10 |
| | English 10 | 10 |
| | English 11 | 10 |
| | English 12 | 10 |
| | +Optional to replace English 12 with SCC Comp and SCC Lit taught by our instructor | |
| | Personal Communications | 5 |
| | +Optional to replace Personal Communications with Competitive Speech per IEP | |
| | Total Credits | 45 |
| Social Studies *World History and American History can be taught as dual credit through SCC | Geography | 10 |
| | World History | 10 |
| | American History | 10 |
| | American Government | 10 |
| | Economics | 5 |
| | Total Credits | 45 |
| Math Students will continue on their Math track 30 credits of 3 separate math courses are required Algebra 1 is to be taken prior to General Math. Note: University of Nebraska System (UNL) requires 4 years of Math to be accepted. And must be Algebra 1, Geometry, Adv. Algebra and a year that builds on Adv. Alg. | Pre Algebra | 10 |
| | Algebra 1 | 10 |
| | Geometry | 10 |
| | Advanced Algebra | 10 |
| | PreCalculus | 10 |
| | SCC College Algebra | 5 |
| | SCC Trigonometry | 5 |
| | Statistics | 5 |
| | Calculus | 10 |
| | General Math | 10 |
| | Total Credits | 30 |
| Science Students will complete 30 credits of 3 separate science courses. *Physical Science and Biology will be two of them. Students have a choice for the last 10 credits. | *Physical Science | 10 |
| | Life Science | 10 |
| | *Biology | 10 |
| | Earth and Space | 10 |
| | Chemistry | 10 |
| | Physics | 10 |
| | Advanced Biology | 10 |
| | Physiology | 10 |
| Total Credits | 30 | |

| | | |
|--|--------------------------------------|-----------------------------|
| Physical Education/Health | *Health | 5 |
| | Physical Education and Fitness | 5 |
| | Strength and Conditioning | 5 |
| | | Total Credits 10 |
| Business/Technology Graduating Class of 2022 only needs 5 total credits. *Class of 2023 and younger needs 15 with IT Applications I being 5 credits | *IT Applications I | 5 |
| | IT Applications II | 5 |
| | Cybersecurity | 5 |
| | IT Fundamentals | 5 |
| | Networking | 5 |
| | Foundations of Web Design | 5 |
| | Digital Design | 5 |
| | Web Design and Development | 5 |
| | Computer Science Principles | 10 |
| | HS Career Development | 5 |
| | Introduction to Business | 5 |
| | Management & Leadership | 5 |
| | Business Law | 5 |
| | Accounting 1 & 2 | 10 |
| | Accounting 3 & 4 | 10 |
| Agri-Business | 5 | |
| | Total Credits 15 | |
| Family Consumer Science *Life and Career Readiness is a senior required course. | *Life and Career Readiness | 5 |
| | Fundamentals of Foods and Nutrition | 5 |
| | Culinary 1 | 5 |
| | Culinary 2 | 5 |
| | Baking and Pastry - coming soon | |
| | Child Development | 5 |
| | Early Childhood Educational Services | 5 |
| | Early Childhood Practicum | 5 or 10 |
| | Home Design and Interior | 5 |
| | Apparel Production and Construction | 5 |
| | Interpersonal Relationships | 5 |
| | Total Credits 5 | |
| Fine Arts Students are required to complete 10 credits for graduation. *2D and 3D are dual credit through Doane University | Band | 5 or 10 |
| | Choir | 5 or 10 |
| | Intro to Art | 5 |
| | Ceramics 1 | 5 |
| | Ceramics 2 | 5 |
| | Drawing 1 | 5 |
| | Drawing 2 | 5 |
| | Graphic Design 1 | 5 |
| Graphic Design 2 | 5 | |

| | | |
|---|--|---------------------|
| | Painting 1 | 5 |
| | Painting 2 | 5 |
| | Advanced Art | 5 or 10 |
| | 2D Design - college credit via Doane | 5 |
| | 3D Design - college credit via Doane | 5 |
| | Drama | 5 |
| | | Total Credits 10 |
| <h2>Electives</h2> | | |
| 50 credits total – 10 credits must be from Fine or Vocational Arts | | |
| Any additional course in a specific subject area outside of required credit hours are considered electives. | | |
| Foreign Language Most college will require 2 consecutive years of a foreign language for acceptance | Spanish 1 | 10 |
| | Spanish 2 | 10 |
| | Spanish 3 | 10 |
| | Spanish 4 | 10 |
| Agriculture Education Due to schedule rotations some classes will be offered every other year. *Counts as Business Credits | Introduction to Agriculture | 5 |
| | SMAW | 5 |
| | GMAW I | 5 |
| | GMAW II | 5 |
| | OA | 5 |
| | Power Tech | 5 |
| | Plant Science | 5 |
| | *Agri-Business | 5 |
| | Animal Science | 5 |
| | Advance Animal Science | 5 |
| | Vet Science | 5 |
| | Agri-Leadership | 5 |
| Skilled Technical Sciences Due to scheduling courses are offered on a rotating basis. | Introduction to STS | 5 |
| | Advanced Industrial Technology - Woods | 5 |
| | Transportation | 5 |
| | Construction Trades 1 & 2 | 10 |
| | Woods Manufacturing Process 1 | 5 |
| | Woods Manufacturing Process 2 | 5 |
| | Drafting & Design | 5 |
| Social Sciences | Psychology | 5 |
| | Sociology | 5 |
| | Holocaust Literature | 5 |
| | Modern Problems | 5 |
| Language Arts | Creative Writing | 5 or 10 |
| | Journalism | 5 or 10 |
| | Holocaust Literature | 5 |
| | Reading | 5 |
| | SCC Public Speaking | 5 |
| | SCC Business Communications | 5 |

Public Results

Machine ID: A Machine #: 4519103390

Saunders County, Nebraska

School Bond Election

05/09/2023 19:30:48

05/09/2023

First Ballot Date Time: 05/09/2023 14:19:45

Total Sheets Processed: 2380

Last Ballot Date Time: 05/09/2023 19:04:23

Total Ballots Cast: 2380

Blank Sheets Cast: 1

Contest

Votes

School Bond Election

(Vote For 1)

FOR such Bonds and tax 687

AGAINST such Bonds and tax 1691

Total **2378**

Public Results By Precinct

Machine ID: A Machine #: 4519103390

Saunders County, Nebraska

Butler

School Bond Election

05/09/2023 19:31:03

05/09/2023

First Ballot Date Time: 05/09/2023 14:19:45

Total Sheets Processed: 3

Last Ballot Date Time: 05/09/2023 19:04:23

Total Ballots Cast: 3

Blank Sheets Cast: 0

Contest

Votes

School Bond Election

(Vote For 1)

FOR such Bonds and tax 1

AGAINST such Bonds and tax 2

Total **3**

Butler

Public Results By Precinct

Machine ID: A Machine #: 4519103390
Lancaster

Saunders County, Nebraska
School Bond Election
05/09/2023

05/09/2023 19:31:03

First Ballot Date Time: 05/09/2023 14:19:45
Last Ballot Date Time: 05/09/2023 19:04:23

Total Sheets Processed: 1145
Total Ballots Cast: 1145
Blank Sheets Cast: 1

Contest

Votes

School Bond Election

(Vote For 1)

| | |
|----------------------------|-------------|
| FOR such Bonds and tax | 425 |
| AGAINST such Bonds and tax | 719 |
| Total | 1144 |

Lancaster

Public Results By Precinct

| | | |
|-------------------------|-----------------------|------------------------------|
| Machine ID: A | Machine #: 4519103390 | Saunders County, Nebraska |
| Saunders | | School Bond Election |
| 05/09/2023 19:31:03 | | 05/09/2023 |
| First Ballot Date Time: | 05/09/2023 14:19:45 | Total Sheets Processed: 1210 |
| Last Ballot Date Time: | 05/09/2023 19:04:23 | Total Ballots Cast: 1210 |
| | | Blank Sheets Cast: 0 |

| Contest | Votes |
|-----------------------------|-------------|
| School Bond Election | |
| (Vote For 1) | |
| FOR such Bonds and tax | 256 |
| AGAINST such Bonds and tax | 953 |
| Total | 1209 |

Saunders

Public Results By Precinct

Machine ID: A Machine #: 4519103390

Saunders County, Nebraska

Seward

School Bond Election

05/09/2023 19:31:04

05/09/2023

First Ballot Date Time: 05/09/2023 14:19:45

Total Sheets Processed: 22

Last Ballot Date Time: 05/09/2023 19:04:23

Total Ballots Cast: 22

Blank Sheets Cast: 0

Contest

Votes

School Bond Election

(Vote For 1)

FOR such Bonds and tax 5

AGAINST such Bonds and tax 17

Total **22**

Seward

NASB Monthly Update

NASB BOARD NOTES

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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Vision

Engagement

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324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA



'ORGANIZED CHAOS:' CELEBRATING CORKY'S SPARK AND PASSION IN PENDER

Article by: Michael Wunder, Nebraska Community Foundation - Video by: Brian Kreikemeier, B&B Video Productions - <https://www.necommfound.org/>

Much like the observable universe, CoraLynn “Corky” Malmberg’s love for Pender continues to expand. But where astronomers measure cosmic expansion by studying the ever-increasing distance between galaxies, Pender residents measure Corky’s impact by investigating the ways it brings the community closer together.

The raucous cheers of 450 K-12 students indicated the community was closer than ever during the inaugural Corky Malmberg Annual Science Day, held March 31 in Pender. Each student wore a T-shirt bearing an outline of Corky’s smiling face, a common sight during her 34 years of teaching science at Pender Public Schools. Organizers conceived the event as a celebration and continuation of her passion for teaching and learning, emphasizing activities for students of all ages and culminating with a paper rocket building and launching competition that found high schoolers cooperating with elementary students.



“Today is all about celebrating the spark Corky wanted to bring to science education,” said Jennifer Davis, a science teacher at Pender Public Schools. “It’s about trying to help the kids see how incredible our world is.”

The day brought an armadillo, a planetarium, volcanos, (toy) dinosaurs, a young kangaroo and more to Pender. When Adam Davis, a professor of physics at Wayne State University, asked the 450 students if they wanted to do a couple explosions, he was met with thundering affirmation. Many students said his demonstration was their favorite part of the day—even if they were initially startled by the booming ball of fire.

It was “organized chaos,” said Pender Public Schools Principal Kelly Ballinger. Corky would not have had it any other way. Corky went above and beyond in her efforts to make science come to life for her students. She loved messy experiments, and her ability to turn her entire classroom into a papier-mâché rainforest was a particularly potent memory for past students.

“If she could see today, she would know that her life was well lived,” said Corky’s daughter, Julie Grawe.

CONTINUED ON PAGE 3

The Nebraska Association of School Boards provides programs, services and advocacy to strengthen public education for all Nebraskans. Learn more at www.NASBonline.org

TRAINING, NETWORKING, ENGAGEMENT & EVENTS

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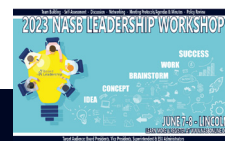
ONE NEBRASKA

<http://members.nasbonline.org/index.php/events>



Your Monthly Board Agenda Update Video Links from NASB

<http://members.nasbonline.org/index.php/news-resources/videos>



NASB Leadership Workshop - June 7-8 - Lincoln

Team Building - Self-Assessment - Discussion - Networking - Meeting Protocols/Agendas & Minutes - Policy Review

FORE!

NASB Member Golf Outing - June 14 - Kearney Country Club

School Leaders & Law Conference & Networking Reception - June 14-15 - Kearney



ALICAP Summer Workshops - July 10 - Gering

ALICAP Summer Workshops - July 11 - Kearney

ALICAP Summer Workshops - July 12 - Lincoln



JOIN US!

Area Membership Meetings Begin August 22nd!!!

AUGUST 22 - VALENTINE

AUGUST 23 - GERING

AUGUST 24 - YORK

AUGUST 29 - NORTH PLATTE

SEPTEMBER 6 - NORFOLK

SEPTEMBER 13 - KEARNEY

SEPTEMBER 19 - LA VISTA

SEPTEMBER 20 - NEBRASKA CITY

SEPTEMBER 27 - FREMONT



To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'. If you do not have an email and password to log in or have forgotten it, please contact NASB at 800-422-4572 for assistance.

CELEBRATING CORKY'S SPARK (CONTINUED)

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CONTINUED FROM PAGE 1

Julie and her brother, Sam Malmberg, traveled from Fort Collins, Colorado to witness the day, made possible through the collaborative work of the school, volunteers, and Pender-Thurston Education and Community Foundation Fund (PTECF), an affiliated fund of Nebraska Community Foundation (NCF). When Sam and Julie created the Corky Malmberg Science Education Endowment, an account through PTECF, they aimed to create learning opportunities which cultivate a love of science in students. By all measures, the Corky Malmberg Annual Science Day was a sterling example of mission fulfillment.

Corky's children choosing the Pender-Thurston Education and Community Foundation Fund as a place to house the endowment made sense, said Katie Gutzmann, a member of the fund advisory committee (FAC). Corky was a longtime member of the FAC, and her commitment to making her community a better place to live matched her fervor for education. The endowment in her name is organized around flexibility, enabling volunteers to use funding for events, equipment, travel opportunities and much more.

"Toward the end of her life, Corky wanted to figure out a way to carry on her love for science," Gutzmann said. "I really love how Sam and Julie didn't just want to do a traditional scholarship. It was really meaningful for them to think about how they could make it a little more fluid, have a little more options so it wasn't so restricted."

The day's impact was apparent on students' faces and their enthusiasm to be part of a vibrant learning experience. With every new opportunity to volunteer – whether to hold a boa constrictor or to help ignite a hydrogen-filled balloon – hands shot up with increasing vigor from the stands. Students jumped out of their seats for a chance to participate in the controlled scientific pandemonium.

When not gathered in the event center, the students rotated through stations located throughout the school and down the street at the Pender Community Center. They learned about dinosaurs, crawled into an inflatable planetarium, learned their blood type and mashed together homemade slime, the blue or green dye staining their palms and, on more than one occasion, their faces. One student said she had never been more excited about science.

That's what Corky cherished most about teaching – students finding their own spark, their own personal big bang introduction to the wonders of the universe. Through Corky's enthusiastic, ever-expanding tending, those sparks ignite lifelong passions for learning.



Pender Public Schools

BOARD OF EDUCATION

Matt Peters, President

Matt Heineman

Mandy Johnson

Jean Karlen

JJ Maise

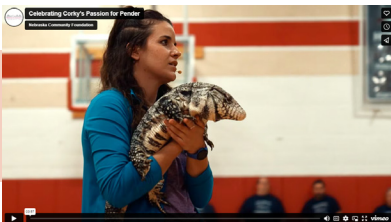
Jason Roth

Jason Dolliver, Superintendent

NASB Region #11

<https://www.penderschools.org/>

**"All humans want to keep learning, it's just life gets in the way of that, and we forget," Sam said.
"My mom never forgot about that. Kids remember that."**



WATCH: CELEBRATING CORKY'S PASSION FOR PENDER

https://vimeo.com/816605447?embedded=true&source=vimeo_logo&owner=4620608

"The inaugural Corky Malmberg Science Day was an extremely meaningful event to honor someone who had such a tremendous impact on our students, school and community. When her children came to us and wanted to do something outside of the box to honor their mother and provide a learning experience like no other to PPS students, we were excited. The kids (and adults) absolutely loved it!" Jason Dolliver, Superintendent

AT THE BOARD TABLE

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BOARD CALENDAR AGENDA ITEMS FOR YOUR MAY MEETINGS

<http://members.nasbonline.org/index.php/board-leadership>

Each month, this space reflects recommended regular board meeting agenda items to include in the upcoming board meeting agenda. Please contact Marcia at mherring@NASBonline.org if you have questions or recommendations for improving the Board Meeting Annual Calendar. View the full calendar at: <http://members.nasbonline.org/index.php/resources>

MAY BOARD AGENDA ITEMS

In addition to routine agenda items, time sensitive topics include:

- Advocacy - Review NASB Website: NASB 2023 Legislative Bills to Watch: <https://nasb.envisiams.com/legislative-bills>
- Policy – Student Discipline/Law Enforcement-review attendance policy, absence, and work with county attorney before August 1.
- Student Accountability – Each school district will file a report with end-of-the-school-year annual summary including a) the number of children attending school during the year under five years of age, (b) the length of time the school has been taught during the year by a qualified teacher, (c) the length of time taught by each substitute teacher.
- Budget - NSAA Cooperative Sponsorship Agreement submit request for new program or renewals to NSAA on or before July 1 for fall Activities, September 1 for winter and January 1 for spring.

***Review the full May Agenda on page 25 of the 2023 NASB Board Meeting Guide & Annual Board Calendar.*

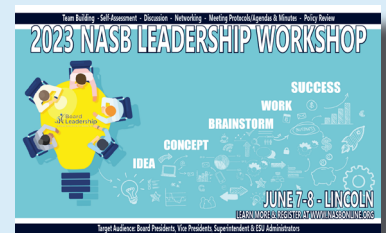
BOARD RETREAT

To support our members who did not have the opportunity to participate in the New Board Member Workshops consider a Board Retreat to engage with your newly elected board members as they continue to transition into their new role. Please contact Marcia Herring, NASB Director of Board Leadership at mherring@NASBonline.org or 402-817-0296 to schedule a board retreat or private sessions through Microsoft Teams to review the board role and responsibilities.

UPCOMING NASB BOARD LEADERSHIP EVENTS

Board President Circle Team Meeting – Favorable feedback warrants that we continue to provide the lunch and learn Board President Circle. Join us on Wednesday, May 3, 2023, at 12:00 PM CT and again at 12:00 PM MT. We will provide a common link to allow you as board president to participate as time allows. Please take advantage of the time slots and if you would like to set in on the CT and MT, please feel free to do so.

NASB Leadership Workshop – June 7 and 8, 2023 – Join the NASB Board Leadership Team at the Cornhusker Marriott, Lincoln for a working retreat to further develop the Superintendent/ESU Administrator, Board President, and Vice President leadership team. The day and a half agenda will include team building activities addressing a Superintendent/ESU Administrator-board governance audit, healthy leadership working relationships, meeting protocols including the agenda and minutes, committee structure, Open Meetings Law, scenarios, goal planning, and more. Access the registration information at <http://members.nasbonline.org/index.php/nasb-leadership-workshop>.



STRENGTHENING DEMOCRACY AT GIPS

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Earlier this month a current and former member of the Grand Island Public Schools Board of Education were recognized at the 2023 Strengthening Democracy Awards banquet held in Omaha on April 13.

ERIC GARCIA-MENDEZ was honored by Civic Nebraska with the 2023 Community Builder Award for his work to elevate and advocate for underrepresented voices in his community. Eric is in his first term as a member of the GIPS School Board.

KENDALL BARTLING was honored by Civic Nebraska as the 2023 Young Civic Leader in Nebraska for inspiring young people to participate in democracy. During high school, Bartling was a student representative on the GIPS School Board, and is now a Sophomore at the University of Nebraska - Lincoln.

Pictured left to right are Eric, fellow GIPS Board Member Lisa Albers, and Kendall.

To learn more, visit <https://www.civicnebraska.org/>



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NASB LEGISLATIVE ADVOCACY DAY: IN PICTURES

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Engagement

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<http://members.nasbonline.org/index.php/legislative-advocacy-day>



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NATIONAL WALK AT LUNCH DAY - APRIL 26

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NATIONAL WALK AT LUNCH DAY



WEDNESDAY, APRIL 26



ANNUAL NASB MEMBER GOLF OUTING

JUNE 14 - KEARNEY COUNTRY CLUB



EMAIL SENDORF@NASBONLINE.ORG TO PARTICIPATE

NAEP STATE CONVENTION REACHES NEW HEIGHTS

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<http://members.nasbonline.org/index.php/naep-state-convention>



115 Administrative Assistants, Board Secretaries, and Bookkeepers from 84 districts across the state gathered once again for the 2023 NAEP State Convention in Grand Island for a day and a half of professional and personal development. Aside from the networking opportunities and conversations with other peer professionals, the robust agenda included breakout sessions covering purposeful planning for board meetings, open meetings law FAQ, communication with L. Jake Jacobsen, FMLA and FLSA with Cline Williams, Gallup StrengthsFinder, and SPARQ Meetings and NASB online services. The keynote speaker, Jake Jacobsen (UNK Senior Lecturer) provided an inspirational message on Navigating the Journey where members had the opportunity to develop a personal mission statement. For questions or to become a member of the NAEP community, please feel free to reach out to Katie Coble, NASB Board Leadership Associate at kcoble@NASBonline.org or Marcia Herring, NASB Director of Board Leadership at mherring@NASBonline.org.

SCHOOL LEADERS & LAW - JUNE 14-15 - KEARNEY

<http://members.nasbonline.org/index.php/school-leaders-law-conference>



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... SEARCH, STRENGTHS & AWARDS

GALLUP STRENGTHSFINDER

Do you have any of these rare pairings in your top 5? Adaptability – Focus; Positivity – Command; Woo – Deliberative; Empathy – Self-Assurance; Ideation – Discipline. Call Shari to hear more about these unusual combinations.

EDUCATION LEADERSHIP SEARCH SERVICE

It is not too early to request a proposal if you have a superintendent retiring in June of 2024. Contact us for questions on protocol, procedures, or a proposal.

AWARDS OF ACHIEVEMENT

An email reminder will be coming in May to check points.

Contact Shari at sbecker@NASBonline.org for these programs/services!

... DATA ANALYTICS

If your board is looking ahead to consider the possibility of consolidation with neighboring districts, NASB can help to explore the consequences of a merger. We can provide a great deal of useful analysis relating to demographic trends, prospective levies, facilities, student achievement, and other factors worth considering. We make no recommendations since that is the responsibility of the boards involved, but we can provide the basis for constructive deliberations about your district's many options.

Contact Jim to learn more!

... ADVOCACY & GOVERNMENT RELATIONS

Two-thirds of the way done with this year's 90-Day Session ...

NASB's Legislative Advocacy Day was a HUGE success, thanks to all who joined us.

Bookmark and frequent NASB's Bills Page now at <https://nasb.envisiams.com/legislative-bills> as it is continually updated!

CALL FOR PROPOSALS

NASB's Call for Legislative Proposals is due July 1 ... start thinking of items you and your board might like to submit.

Call Colby & Matt with any questions!

... BOARD LEADERSHIP

Check out "At the Board Table" on page 4.

NASB LEADERSHIP RETREAT June 7-8

Marcia, Kari, Katie, Caden & Stacie

... ALICAP & INSURANCE

It's renewal time with ALICAP! All ALICAP members are busy completing their renewal questionnaires online. NASB & ALICAP are thankful for all 185 member schools/ESUs across this great state! Let's make the 23-24 year another great year!

Thanks, Megan!

... TECHNOLOGY

Welcome New Subscribers

Platte County
ESU 13

Darion - dmiller@NASBonline.org

Nicole - nkobus@NASBonline.org

www.sparqdata.com

... POLICY

As the school year winds down and some of the federal or state grant programs are nearing completion, it's worth revisiting the terms of each program regarding disposal of any properties acquired under that grant. Those items should be inventoried, with records kept of any property sold or disposed of in the event of future audits. Your individual district should have a policy dealing with this procedure and it's necessary to be familiar with any additional details listed there.

Contact Jim to learn more!

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... MEMBER ENGAGEMENT

It was great to see so many of you at the National Conference in Orlando and the NASB Legislative Advocacy Day!

Sharon presented at the Dorchester Public Schools board meeting this month. We look forward to seeing you at a number of events and opportunities in the coming months!

Contact Sharon with any questions.

... ENERGY PURCHASING

Our natural gas purchasing consortiums, NJUMP and CJUMP, have already locked in prices on some of their gas needs for next winter even as prices seem to be heading upward again due to the increase in liquid natural gas exports and the economy staying surprisingly strong. We have several new members for next winter who will be enjoying the advantages of price certainty for budgeting and competitive rates in these programs.

Contact Jim to learn more!



Paul Grieger
Managing Director,
Public Finance
402-392-7986
pgrieger@dadco.com



Cody Wickham
Senior Vice President,
Public Finance
402-392-7989
cwickham@dadco.com



Andy Forney
Senior Vice President,
Public Finance
402-392-7988
aforney@dadco.com

Building a Better Future with Nebraska's Public Finance Partner

D.A. Davidson & Co. has long been a leader in innovative debt financing for school districts. What we're most proud of are the relationships we've nourished and the strong community improvements that are made as a result.

Our public finance professionals take a personal interest and a hands-on approach, carrying our deals from start to finish. Because you deserve solutions tailored to fit you.

- School Bond Issues
- Tax Anticipation / Construction Notes
- Lease-Purchase Financing
- QCPUF Bonds
- Refinancing Bond Issues



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Matt Belka, Editor - John Spatz, Publisher

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YOUR NASB OFFICERS

<http://members.nasbonline.org/index.php/brdofdirectors>



Kim Burry - President
Bayard



Sandy Noffsinger - President-Elect
Dundy County Stratton



Stacy Jolley - Vice President
Millard



Brad Wilkins - Past President
Ainsworth

YOUR NASB REGION DIRECTORS

<http://members.nasbonline.org/index.php/brdofdirectors>



Region 1 - Neal Kanel
HTRS



Region 2 - Sarah Centineo
Bellevue



Region 3 - Renee Vokt
Elkhorn



Region 4 - Elizabeth Kumru
Ralston



Region 5 - Shavonna Holman
Omaha



Region 6 - Ricky Smith
Omaha



Region 7 - Tracy Casady
Omaha



Region 8 - Bob Rauner
Lincoln



Region 9 - Annie Mumgaard
Lincoln



Region 10 - Ed Swotek
Malcolm



Region 11 - Jim Vlach
Lyons-Decatur Northeast



Region 12 - Lisa Wagner
Central City



Region 13 - Marilyn Bohn
ESU 10



Region 14 - Steve Koch
Hershey



Region 15 - Joel Carlson
Cozad



Region 16 - Stephanie Summers
David City



Region 17 - Michelle Reikofski
Osmond



Region 18 - Susan Ernest
Leyton



Region 19 - Amanda McGill Johnson
Millard

YOUR NASB STAFF

<http://members.nasbonline.org/index.php/nasb-staff>

John Spatz
Executive Director



Megan Boldt
Associate Executive Director/
Director of ALICAP



Katie Coble
Board Leadership Associate



Stacie Higgins
Board Leadership Associate



Kem Loecker
Executive Administrative
Assistant



Makenzie Barry
ALICAP Data &
Financial Specialist



Craig Caples
Director of Technology



Sharon Endorf
Director of
Member Engagement



Sallie Horky
Chief Operating Officer



Jim Luebbe
Director of Policy Services



Shari Becker
Director of Education
Leadership Search Service



Abi Carlson
Event & Search Service
Associate



Caden Frank
Board Leadership Associate



Rachel Horstman
Business Manager



Kari Stephens
Board Leadership Associate



Matt Belka
Director of Marketing,
Communications & Advocacy



Colby Coash
Associate Executive Director/
Dir. of Government Relations



Marcia Herring
Director of Board Leadership



Nicole Kraus
Events & Engagement
Associate



Lindsey Wooton
Administrative Specialist



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YOUR 2023 PLATINUM & GOLD AFFILIATES

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ACCOUNTING

Watts and Hershberger, P.C. - Jim Watts - 402-483-7512 - jw1cpa@aol.com - <https://gowh.com/> - (CPA, Accounting)

ARCHITECTS

BCDM Architects - Pat Carson - 402-384-6422 - pcarson@bcdm.net - www.bcdm.net - (Creating environments that form people) - PLATINUM LEVEL AFFILIATE

BVH Architecture - Cleve Reeves - 402-475-4551 - creeves@bvh.com - www.bvh.com - (We are a design-centered critical practice. We embrace a creative and collaborative process to design architecture that enhances the community in which it serves.) - PLATINUM LEVEL AFFILIATE

Clark & Enersen - Steve Miller - 402-477-9291 - steve.miller@clarkenersen.com - www.clarkenersen.com - (From the very beginning, partnership has defined us. We're continuing that tradition through our new brand by returning to our original name with a refreshed look.) PLATINUM LEVEL AFFILIATE

CMBA Architects - Jim Brisnehan - 308-384-4444 - brisnehan.j@cmbaarchitects.com - Troy Keilig - 308-384-4444 - keilig.t@cmbaarchitects.com - Courtney Koch - 308-384-4444 - koch.c@cmbaarchitects.com - www.cmbaarchitects.com - (Architecture, Master Planning, Interiors, Bond Assistance/Community Engagement) - PLATINUM LEVEL AFFILIATE

CONTINUED ON PAGE 14

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ARCHITECTS (CONTINUED)

Carlson West Povondra Architects - Jamie Eckmann - 402-551-1500
jeckmann@cwparchitects.com - www.cwparchitects.com - (Architecture, planning, feasibility studies) - GOLD LEVEL AFFILIATE

DLR Group - Vanessa Schutte - 402-393-4100 - vschutte@dlrgroup.com
www.dlrgroup.com - (Architecture, engineering, Ed. facility planning)

Wilkins Architecture Design Planning - Jacob Sertich
jsertich@wilkinsadp.com - 308-237-5787 - www.wilkinsadp.com - Our success is based on a "yes, and..." approach. Our clients believe in us because we're collaborative, adaptive, innovative, and genuine. - PLATINUM LEVEL AFFILIATE

AWARDS & PLAQUES

Awards Unlimited - Tim Moravec - 402-474-0815
tmoravec@awardsunlimited.com - www.awardsunlimited.com
(Trophies, awards, plaques, etc.)

CONSTRUCTION SERVICES

BD Construction - Marsha Wilkerson - 308-234-1836
mwilkerson@bdconstruction.com - www.BDConstruction.com - (Construction Management at Risk and as Agent, Facility Planning, Site Selection, Pre-bond Community Education, Stakeholder Engagement) - GOLD LEVEL AFFILIATE

Boyd Jones Construction - Emily Bannick - 402-550-1808
ebannick@boydjones.biz - www.boydjones.biz - (Construction Management, Pre-Bond, Pre-Construction, Facility Evaluation, Early Stage Planning)
PLATINUM LEVEL AFFILIATE

Cheever Construction - Douglas Klute - 402-477-6745
dklute@cheeverconstruction.com - www.cheeverconstruction.com
GOLD LEVEL AFFILIATE

Global Roofing Company - Job LeRay - 800-257-3758
leray@globalroofingcompany.com - www.globalroofingcompany.com/
(Full service roofing company specializing in commercial, industrial, and multi-family re-roofing installations with a focus on flat, low sloped, and metal re-roofing applications.) - PLATINUM LEVEL AFFILIATE

Hausmann Construction - Ashley Abramson - 402-438-3230
ashleya@hausmannconstruction.com - https://hausmannconstruction.com/
PLATINUM LEVEL AFFILIATE

MCL Construction - Heather Fredrick - 402-339-2221
haf@mclconstruction.com - www.mclconstruction.com - (Navigating the entire construction process) GOLD LEVEL AFFILIATE

Project Control - Adam Hoebelheinrich - ahoebelheinrich@projectcontrol.com
Caleb Swanson - cswanson@projectcontrol.com - Justin Short
jshort@projectcontrol.com - Patti McAtee - pmcatee@projectcontrol.com
402-477-0487 - https://projectcontrol.com/ - (With over 1,000 completed school projects, Project Control provides public and private schools expertise in managing capital projects, from non-bond large capital improvement planning and budgeting, bond preparation, and facility assessments through design and construction to occupancy.) - GOLD LEVEL AFFILIATE

Sampson Construction, Co., Inc. - Bob Everitt - 402-434-5450
bob.everitt@sampson-construction.com - https://www.sampson-construction.com/
(With over six decades of professional construction expertise and knowledge, quality is an uncompromising standard.) - PLATINUM LEVEL AFFILIATE

CONSULTING

Akagi Consulting LLC - Mark Akagi - markakagi3@gmail.com

DATA SECURITY, VIDEO & COMMUNICATIONS

Filament Essential Services - Lisa Lewis - 402-479-6661 - lisal@fes.org
www.filamentservices.org - (SOCS websites+apps, Marketing/Branding/Video, Data. Filament Essential Services is a new division of FES)
PLATINUM LEVEL AFFILIATE

DESIGN BUILD

Ayars & Ayars, Inc. - Darl Naumann - 402-435-8600 - 402-570-9214
dnaumann@ayarsayars.com - www.ayarsayars.com - (Design-build leader focused on creating opportunities by building beneficial relationships, processes, and projects) - GOLD LEVEL AFFILIATE

ENERGY SERVICES

Community Building Solutions - Jacob Hurla - 785-580-3014
jhurla@communitybuildingsolutions.com - (Providing a cost-effective avenue for school districts to address outdated equipment, resolve comfort challenges, and reduce energy and maintenance costs. Serving underserved rural communities cost-effectively is the core of our mission.)
PLATINUM LEVEL AFFILIATE

Facility Advocates - Dave Raymond - 402-206-8777
draymond@facilityadvocates.com - www.facilityadvocates.com - (Building Construction & Energy Services) - GOLD LEVEL AFFILIATE

Navitas - Ryan Terry - 402-840-0370 - rterry@navitas.us.com
https://navitas.us.com/ - (Energy Savings, Building Construction, Energy Management, Guaranteed Results) - GOLD LEVEL AFFILIATE

TRANE - Matt Foertsch - 402-596-8007 - mfoertsch@trane.com
www.trane.com/omaha - (Building Construction & Energy Services. A global provider of indoor comfort systems) - GOLD LEVEL AFFILIATE

FINANCIAL SERVICES

D.A. Davidson & Co. - Paul Grieger - 402-392-7986 - pgrieger@dadco.com
Cody Wickham - 402-392-7989 - cwickham@dadco.com - Andy Forney
402-392-7988 - aforney@dadco.com - www.dadavidson.com - (Bonds/
Election Services, Lease Purchase) - PLATINUM LEVEL AFFILIATE

First National Capital Markets - Tobin Buchanan - 308-352-8328
tbuchanan@fnni.com - Carl Dietz - 308-289-3920 carldietz@fnni.com
www.fncapitalmarkets.com (Public Finance, Election Guidance)
GOLD LEVEL AFFILIATE

Nebraska Liquid Asset Fund - NLAF - Barry Ballou - 402-705-0350
- balloub@pfmam.com - www.NLAFpool.org - (Liquid Asset Fund, financing programs) - PLATINUM LEVEL AFFILIATE

Piper Sandler - Jay Spearman - 402-599-0307
jay.spearman@psc.com - (Financing for Capital Construction Products, Bonds, Refunding Bonds, Notes, NASB Lease Purchase) - PLATINUM LEVEL AFFILIATE

FOOD SERVICE

Lunchtime Solutions - Susan Gracey - 402-984-4546
s.gracey@lunchtimesolutions.com - www.lunchtimesolutions.com
(Progressive Food Service Management) - GOLD LEVEL AFFILIATE

CONTINUED ON PAGE 15

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FOOD SERVICE

Opaa! Food Management of Nebraska - Greg Frost - 816-210-9359
gfrost@opaafod.com - www.opaafod.com - (Contract Food Service Management)

FUNDRAISING

Omaha Public Schools Foundation - Toba Cohen-Dunning - 402-502-3003
toba.cohendunning@ops.org - <https://omahapublicschoolsfoundation.org>
(The Omaha Public Schools Foundation enriches students' lives by funding opportunities for success.) - Silver Level Affiliate

INSURANCE SERVICES

American Fidelity - Stacey Anderson - 402-432-2251
Stacey.anderson@americanfidelity.com - www.americanfidelity.com/nebraska
(Solutions built for the education community) - PLATINUM LEVEL AFFILIATE

Blue Cross Blue Shield of Nebraska - Brett Young - 402-630-5117
brett.young@nebraskablue.com - www.nebraskablue.com
(Group health insurance) - GOLD LEVEL AFFILIATE

National Insurance Services - Megan Ware - 402-506-2170
mware@nisbenefits.com - www.nisbenefits.com
(Group LTD, Life, Vision, Special Pay Plans, HRA's)

Public Risk Management - Sheri Shonka - 402-884-3751
sheri.shonka@prnne.com - www.alicap.org - (ALICAP, Insurance services)
PLATINUM LEVEL AFFILIATE

LEGAL SERVICES

Mueller Robak, LLC - William Mueller - 402-434-3399
mueller@muellerrobak.com - (Lobby firm)

MENTORING

TeamMates Mentoring - Hannah Miller - 319-610-8538
hannah@teammates.org - www.teammates.org
(Together we transform lives) - Silver Level Affiliate

PLAYGROUND/SCOREBOARDS/SURFACING

Creative Sites, LLC - Julie Kutilek - 402-614-4606 - 800-266-1250
julie@creativesitesllc.com - (Playground equipment and site furnishings)
GOLD LEVEL AFFILIATE

Crouch Recreation - Eric Crouch - 402-496-2669 - eric@crouchrec.com
www.crouchrec.com - (Playgrounds, Shelters, Scoreboards, Safety Surfacing & Site Amenities Manufacturers Rep) - PLATINUM LEVEL AFFILIATE

Fisher Tracks, Inc. - Jordan Fisher - 800-432-3191 - 515-432-3191
jfisher@fishertracks.com - www.fishertracks.com - (Installation, Refurbishment & Design Build of All-Weather Running Tracks)

Outdoor Recreation Products - Don Wilson - 402-289-0400
don@outdoorrec.net - www.outdoorrecreationproducts.com
(We help consult and guide school districts in the best commercial grade playground equipment, shade, surfacing, site furnishings, and splash pads that fits their budget.) - GOLD LEVEL AFFILIATE

SAFETY & SECURITY SERVICES

One Source The Background Check Company - Neal Josten - 402-933-9999
njosten@onesourcebackground.com - www.onesourcebackground.com
(Employment, Volunteer, Contractor Screening) - GOLD LEVEL AFFILIATE

TECHNOLOGY CONSULTING

PRISM advisors - Jason Richards - 402-593-8911
jprichards@prism-advisors.com - www.prism-advisors.com
(PEOPLE, PROCESS & SYSTEMS. IT strategic planning and project management through RFP to implementation)

TECHNOLOGY/SOFTWARE

Hamilton - Megan Anderson - 402.694.5101
megan.anderson@hamiltontel.com - <https://hamiltontel.com/>
(Connecting Your World - Telecommunications and Technology Solutions)
PLATINUM LEVEL AFFILIATE

Renaissance - <https://www.renaissance.com/>
Valerie Vallejo - 480-329-0398 - valerie.vallejo@renaissance.com
Sparkle Oehlert - 928-514-2901 - Sparkle.oehlert@renaissance.com
Mark Kessler - 503-616-6246 - Mark.kessler@renaissance.com
(Continually innovating with bold, connected products ... Insights and actions for education) - PLATINUM LEVEL AFFILIATE

Sparq Data Solutions - Craig Caples - 402-423-4951
ccaples@sparqdata.com - www.sparqdata.com - (Paperless Board Meetings, Teacher Negotiations, Public Document Management, Document Imaging & Scanning) - PLATINUM LEVEL AFFILIATE

TRANSPORTATION

Cornhusker International - Russ Folts - 402-466-8461 ext 206
russ.folts@cornhuskerinternational.com - www.cornhuskerinternational.com
(With six locations across Nebraska, Cornhusker International offers your best choice in new and pre-owned School Buses, Compliant Activity Buses, plus full parts and service for all makes and models) - GOLD LEVEL AFFILIATE

Master's Transportation - Mariya Goodbrake - 800-783-3613
mgoodbrake@masterstransportation.com - www.masterstransportation.com
(Your trusted source for safe, reliable, and innovative group transportation solutions.) - GOLD LEVEL AFFILIATE



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**'ORGANIZED CHAOS:' CELEBRATING CORKY'S SPARK AND PASSION IN PENDER
AT THE BOARD TABLE**

STRENGTHENING DEMOCRACY AT GIPS

NASB LEGISLATIVE ADVOCACY DAY: IN PICTURES

NATIONAL WALK AT LUNCH DAY - APRIL 26

ANNUAL NASB MEMBER GOLF OUTING

NAEP STATE CONVENTION REACHES NEW HEIGHTS

SCHOOL LEADERS & LAW

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THIS MONTH IN ... AND MUCH MORE!

The Nebraska Association of School Boards provides programs, services and advocacy to strengthen public education for all Nebraskans. Learn more at www.NASBonline.org



NASB Monthly Update for Board Meeting Agenda Item

May 2023

Monthly Agenda Video Updates

<https://members.nasbonline.org/news-resources/video-library>

(www.NASBonline.org - News & Resources – Video Library)

Latest 'Board Notes' – Monthly Newsletters

<https://members.nasbonline.org/news-resources/board-notes-newsletter>

(www.NASBonline.org - News & Resources - Board Notes)

- *'Organized Chaos:' Celebrating Corky's Spark and Passion in Pender*
- *At The Board Table*
- *Strengthening Democracy at GIPS*
- *NASB Legislative Advocacy Day: In Pictures*
- *National Walk at Lunch Day – April 26*
- *Annual NASB Member Golf Outing*
- *NAEP State Convention Reaches New Heights*
- *School Leaders & Law*
- *Your 2023 NASB Affiliates*
- *This Month In ... And Much More!*

Government Relations & Advocacy

<https://members.nasbonline.org/government-relations>

(www.NASBonline.org – Government Relations)

- 1st Day of the 108th Legislature, 1st Session began Wednesday, January 4, 2023
 - *(This will be a 90-Day Session ending roughly June 9th)*
- NASB held its inaugural Legislative Advocacy Day on April 17 in Lincoln
- **843 Bills & Measures were introduced ... NASB is following roughly 120**
 - *Check out a number of video updates at frequent NASB's Bills Page, which is always updated and sortable at*
 - <https://members.nasbonline.org/government-relations>
 - <https://nasb.envisiams.com/legislative-bills>

“NASB Update – Annual Board Calendar Summary”

View the full detailed calendar at: <https://members.nasbonline.org/board-leadership/resources>

(www.NASBonline.org – Board Leadership – Resources)

May Board Agenda Items

In addition to routine agenda items, time sensitive topics include:

- Advocacy - Review NASB Website: NASB 2023 Legislative Bills to Watch: <https://nasb.envisiams.com/legislative-bills>
- Policy – Student Discipline/Law Enforcement-review attendance policy, absence, and work with county attorney before August 1.
- Student Accountability – Each school district will file a report with end-of-the-school-year annual summary including (a) the number of children attending school during the year under five years of age, (b) the length of time the school has been taught during the year by a qualified teacher, (c) the length of time taught by each substitute teacher.
- Budget - NSAA Cooperative Sponsorship Agreement submit request for new program or renewals to NSAA on or before July 1 for fall Activities, September 1 for winter and January 1 for spring.

Review the full May Agenda on page 25 of the 2023 NASB Board Meeting Guide & Annual Board Calendar

Board Retreat

To support our members who did not have the opportunity to participate in the New Board Member Workshops consider a Board Retreat to engage with your newly elected board members as they continue to transition into their new role. Please contact Marcia Herring, NASB Director of Board Leadership at mherring@NASBonline.org or 402-817-0296 to schedule a board retreat or private sessions through Microsoft Teams to review the board role and responsibilities.

Upcoming NASB Board Leadership Events

Board President Circle Team Meeting – Favorable feedback warrants that we continue to provide the lunch and learn Board President Circle. Join us on Wednesday, May 3, 2023, at 12:00 PM CT and again at 12:00 PM MT. We will provide a common link to allow you as board president to participate as time allows. Please take advantage of the time slots and if you would like to set in on the CT and MT, please feel free to do so.

NASB Leadership Workshop – June 7 and 8, 2023 – Join the NASB Board Leadership Team at the Cornhusker Marriott, Lincoln for a working retreat to further develop the Superintendent/ESU Administrator, Board President, and Vice President leadership team. The day and a half agenda will include team building activities addressing a Superintendent/ESU Administrator-board governance audit, healthy leadership working relationships, meeting protocols including the agenda and minutes, committee structure, Open Meetings Law, scenarios, goal planning, and more. Access the registration information at <http://members.nasbonline.org/index.php/nasb-leadership-workshop>

NASB’s Video Resources

<https://members.nasbonline.org/news-resources/video-library>

(www.NASBonline.org – News & Resources – Videos)

- Legal Resources, NASB’s Live & Learn Series, Member Zoom’s, Q&A’s with the Governor and Commissioner Blomstedt, EHA Updates, Advocacy breakdowns, Monthly Board Agendas, and MUCH more!

Networking & Events ... Register Now

<https://members.nasbonline.org/events>

(www.NASBonline.org – Events)

All Dates & Locations Tentative & Subject to Change

- **Leadership Workshop**
 - June 7-8 – Lincoln
 - <https://members.nasbonline.org/events/nasb-leadership-workshop>
- **NASB Member Golf Outing**
 - June 14 – Kearney
- **School Leaders & Law Conference**
 - June 14-15 – Kearney
 - <https://members.nasbonline.org/events/school-leaders-and-law-conference>
- **ALICAP Summer Workshops**
 - July 10 - Gering
 - July 11 - Kearney
 - July 12 - Lincoln
- **AREA MEMBERSHIP MEETINGS BEGIN AUGUST 22**

NASB Member Virtuals

<https://members.nasbonline.org/events/nasb-member-virtuals>

(www.NASBonline.org – Events – NASB Member Virtuals)

- Previous Member Virtuals Available to Watch Include:
 - Gubernatorial Candidates Q&A w/ Blood & Pillen
 - 2022 Legislative Recap & Look Ahead
 - Tough Times & Tough Meetings: The Board’s Role in Navigating Hot Button Issues
 - NASB Member Virtuals w/ Commissioner Blomstedt & Dr. Jeffrey Gold of UNMC, Bryce Wilson of NDE on Cares Act Funds Q&A for School Boards, and More ...



Follow NASB on twitter at www.twitter.com/NASBonline using the hashtag #liveNASB
and on Facebook at www.facebook.com/NASBonline

Watch all of the NASB videos at <https://members.nasbonline.org/news-resources/video-library>

(www.NASBonline.org – News & Resources – Videos)

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the Board Notes newsletter for “This Month In ...” To access the latest newsletter, click here:

<https://members.nasbonline.org/news-resources/board-notes-newsletter>

(www.NASBonline.org - News & Resources - Board Notes)

Update on Superintendent Goals

Goal 1: Develop a visible presence within the schools, the school community, and the state.

Goal 2: Foster a learning environment in which every student has the maximum opportunity to achieve academic excellence.

Goal 3: Continue the development of a 10 year facilities strategic plan for implementation that addresses maintenance and improvements for existing building assets and new construction.

Goal 4: Continue the development of safety and security practices for Raymond Central Public Schools.

Safety Report

Important Upcoming Dates:

Facilities Report

Review of Technology Plan

Submitted by Jaxn Kobza, Technology Director

Technology Projects

Purchase of new web filter and student wellness platform Hapara(New). This will cost 10,140.00. Our old system would have cost \$15,593. This gives us all the same features but gives more control to our teachers and is more educationally focused.

Approve Access Control system for JH/HS. The system I am recommending is Alta (formally open path). Alta was just acquired by Motorola. With this acquisition we will be able to integrate with our current camera system. This system allows a lot more flexibility on management and usage of the system.

Miscellaneous

Our network upgrade for Val and Ceresco is scheduled for the week of June 12-16.

May Board Report
Mr. Jaxn Kobza
Technology Director

Technology Projects

- Purchase of new web filter and student wellness platform Hapara(New). This will cost 10,140.00. Our old system would have cost \$15.593. This gives us all the same features but gives more control to our teachers and is more educationally focused.
- Approve Access Control system for JH/HS. The system I am recommending is Alta (formally open path). Alta was just acquired by Motarola. With this acquisition we will be able to integrate with our current camera system. This system allows a lot more flexibility on management and usage of the system.

Miscellaneous

- Our network upgrade for Val and Cer is scheduled for the week of June 12- 16th.

Board Committee Reports

Curriculum & American Civics Committee (Burklund-chair, Lange, Matulka)

Facilities & Transportation Committee (Blanchard-chair, Burklund, Matulka)

Finance Committee (Blanchard-chair, Breitreutz, Burklund)

Negotiations Committee (Blanchard-chair, Benes, Lange)

Policy Committee (Breitreutz-chair, Benes, Lange)

Old Business

Discuss, Consider and Take Necessary Action to approve the student technology filter and wellness system

Motion by Matulka, second by Benes to approve a one year purchase of Hapara for \$10,140.00 as the student technology filter to replace GoGuardian. RCV 5-0. Motion carried.

New Business

Consider, Discuss and Take Necessary Action to Approve Staff Resignations

Motion by Matulka, second by Lange to approve staff resignations: Heather Bohac, Ceresco Kindergarten; Julie Mueller, SpEd Para; Dave Christensen, Ceresco Custodian; and Steve Oppliger, Bus Driver. RCV 5-0. Motion carried.



Cheryl Rieck <crieck@rcentral.org>

Notice of Resignation

1 message

Julie Mueller <julie.mueller@rcentral.org>
To: Lynn Johnson <lynn.johnson@rcentral.org>
Cc: Cheryl Rieck <crieck@rcentral.org>

Thu, Apr 13, 2023 at 4:19 PM

Good afternoon Lynn,

I am writing to inform you, that I am resigning from my position as a special education paraprofessional at Raymond Central. My last day will be May 12th, 2023 as I have accepted a full time position with another company.

Thank you so much for the opportunity to work here at Valparaiso Elementary. I can't begin to tell you how much I will miss working with everyone and seeing all these kids on a daily basis. My time here has taught me a lot, and I will forever be grateful for everything I have learned.

Sincerely,

Julie Mueller

April 18, 2023

To the Board, Administration and Patrons of Raymond
Central,

It is with a very heavy heart that I submit my
resignation for teaching Kindergarten at Raymond
Central Public School. With everything I have, I LOVE
the students, families and the staff that I work with. I
wish you nothing but the best!

Respectfully,

Heather Bohac

A handwritten signature in black ink that reads "Heather Bohac". The signature is written in a cursive, slightly slanted style.

Letter of Resignation

David Christensen
392 County Road 23
Ceresco, NE 68017

April 17, 2023

To: Lynn Johnson

Please accept this as my intention to retire mid to end of July 2023 at Raymond Central. I would like to discuss my options and then formally notify you of my final date of employment.

Thank you,

A handwritten signature in black ink that reads "David Christensen". The signature is written in a cursive style with a large, looped initial "D".

David Christensen

Discuss, Consider and Take Necessary Action to Approve Staff Hires

Motion by Lange, second by Matulka to approve staff hires: Makenzie Fredrickson, Ceresco Kindergarten, BA, Step 3; Makenna Metzler, Ceresco 5th Grade, BA, Step 1 (Abby Spangler will move to 3rd Grade); Faith Boyd, 3 Yr Old Preschool Teacher, Substitute Teacher, Assist in facilitation of Birth to 3 services; Angie Marshalek, HS Cook; Nikki Haas, 3 Yr Old Preschool Para; Allison Prorock, 3 Yr Old Preschool Para; Callie Mulnix, Asst Volleyball; and Monte Mumm, Asst JH Wrestling. RCV 5-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve the special education contract with ESU#2 for the 2023-24 school year

Motion by Matulka, second by Burklund to approve the 2023-2024 Special Education Services Contract with ESU#2 for \$95,773.00. RCV 5-0. Motion carried.

EDUCATIONAL SERVICE UNIT NO.2
2023-24 SPECIAL EDUCATION SERVICES CONTRACT

Agreement made **4/13/23** between School District No. 55-0161, Raymond Central, in the County of Lancaster, State of Nebraska, hereinafter referred to as the District and Educational Service Unit No. 2 at Fremont, Nebraska, hereinafter referred to as the Servicing Agency.

1. The Servicing Agency agrees that it will furnish to the District the following services that meet the requirement of the Nebraska Department of Education as follows:

| <u>PROGRAMS*</u> | FTE | COSTS |
|--|---------------------------|-----------------|
| School Psychologist | 0.00 | \$0 |
| Speech/Language Pathologist (B-PK) | 0.50 | \$49,256 |
| ECSE | 0.20 | \$19,703 |
| Occupational Therapist | 0.00 | \$0 |
| Teacher of Vision | 0.025 | \$3,053 |
| LMHP Services | | |
| Contract Management | Per Invoice if applicable | |
| <u>ADMINISTRATIVE SERVICES</u> | | |
| Administration Services | | \$18,000 |
| Supervision (8% of Total ESU 2 SpEd Program Costs) | | \$ 5,761 |
| TOTAL 2023-24 CONTRACTED PROGRAM COSTS | | \$95,773 |

***Billing for Speech, Occupational Therapy, Vision programs and administrative services will be divided into ages 0-2, ages 3-4 and school age costs at the first billing, September 2023. Rates subject to change once final rate app is approved.**

PLEASE SIGN AND TO ESU #2 SPECIAL EDUCATION DEPARTMENT
after your next School Board Meeting.

Thank you!

2. These "Estimated Costs" are set forth as a guideline only. Actual costs will be determined by the Servicing Agency when all special services have been contracted for and total personnel and material requirements of the Servicing Agency have been finally determined. Estimated Service costs are computed based on the following costs: salaries, fixed charges, materials and supplies, mileage, drive time, and personnel in-service. The State Department of Education requires that mileage costs be included in the overall service charges. They are not to be computed separately or billed separately. Supervision charges computed at 8% of service costs comply with State Department regulations. If the total amount of revenue is not sufficient to cover the budgeted expenditures, school district will be assessed the additional monies on a pro-rated basis to cover those costs for each program. If revenue exceeds expenditures in all account areas, all excess revenue will be placed in a carryover account to be used to pay unexpected expenses and program costs associated with staff, instructional equipment/materials, office supplies and other costs relevant to the programs.
3. The term of this agreement shall be between August, 2023, and May, 2024.
4. The District agrees to pay to the Servicing Agency the sum billed by the Servicing Agency for the State approved Special Education and related services which the Servicing Agency has agreed to provide in paragraph "1" above. The Servicing Agency agrees to formally bill the District on a periodic basis throughout the term of this agreement with the final billing adjusted to include actual costs of service referred to in paragraph "2" above. However, if necessary, to generate the full reimbursement of service cost, said costs shall be billed up to the amount of contracted services set forth in paragraph "1" whether or not said services were fully used by District for the entire term of this agreement.
5. Per direction from the Department of Health and Human Services (DHHS), the District agrees that it will not include ESU 2 service providers on the Medicaid in Public Schools (MIPS) provider list for MIPS reimbursement purposes. District also agree to make available upon request for purposes of audit compliance: original signatures for the MDT and/or IEP meetings, the MIPS Consent Form for students eligible for MIPS reimbursement, and a signed Practitioners referral form. Documents will be kept on file for a minimum of 6 years post service.
6. The District agrees that its payments will be made each billing period forthwith upon receipt of billings from the Servicing Agency.
7. The Servicing Agency shall supply recorded information on each child for whom services are contracted. The Servicing Agency agrees that it will confer with the School District Personnel for the purposes of evaluating each child's progress.
8. The Servicing Agency retains the right to designate personnel to provide the services. All special education personnel provided by the Servicing Agency shall be endorsed or shall be under the supervision of fully endorsed staff member.
9. Servicing Agency personnel may be scheduled for professional development activities as determined by Educational Service Unit No. 2 policy.
10. The policy regarding sick leave and personal leave shall be determined by the Servicing Agency for personnel providing services to the District and the related costs shall not be deductible from the agreed upon charges in paragraph "1" hereof.
11. The Servicing Agency retains the right to establish personnel contract year conditions. Personnel will follow the Agency calendar as approved by the Servicing Agency Board unless a deviation from such is mutually agreed upon by the Administrator of the Agency and of the contracting school board.
12. In the event of default by the District in payment as aforesaid, the Servicing Agency may cancel this contract and without notice refuse further service to the District and the District shall remain liable for payment for the contracted services for the full term of this contract.
13. It is understood and agreed that in the event for any reason this contract does not comply with the State's requirement, it will be changed in accordance therewith, upon written notice by the Servicing Agency to the District and advising the District of the required changes to meet State requirements.

IN WITNESS WHEREOF, the undersigned have signed this Agreement the day and year first above written.

District Administrator/District Officer

Date

Servicing Agency Officer/Educational Service Unit No. 2

Date

School District

District Number

County, Nebraska

Discuss, Consider and Take Necessary Action to approve new staffing position(s)

Motion by Matulka, second by Benes to approve the new staffing position of Behavioral Interventionist. RCV 5-0. Motion carried.

Discuss, Consider to accept policies 2000 Functional Principal of Administration, 2100 Superintendent of Schools, 2120 Superintendents Evaluation, 2120A - 360 Evaluation for Superintendent Regulation, 2200 Administrator Evaluation, 2215 Duties of the Principal, 2225 Duties of the Assistant Principal, 2400 Line of Authority, 2405 Organizational Units, 2410 Administrative Actions in Emergencies, 2420 Staff Handbooks, 2440 Administrative Action in Absence of Policy as reviewed.

The following policies were reviewed with no changes: 2000 Functional Principle of Administration; 2100 Superintendent of Schools; 2120 Superintendent's Evaluation; 2120A-Superintendent 360 Evaluation; 2200 Administrator Evaluation; 2215 Duties of the Principal; 2225 Duties of the Assistant Principal; 2400 Line of Authority; 2405 Organizational Units; 2410 Administrative Actions in Emergencies; 2420 Staff Handbooks; and 2440 Administrative Action in Absence of Policy.

Functional Principle of Administration

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

Date of Adoption: February 16, 2009

Superintendent of Schools

The Superintendent of Schools shall be the chief executive officer of the Raymond Central Public Schools. As chief executive officer of the Raymond Central Public Schools, the Superintendent shall have general oversight of the school system. The Superintendent shall be responsible for the efficient operation of the system in all its divisions. The Superintendent shall also exercise those duties which are mandated by the statutes and those which are specifically designated in the Policies and Regulations of the Raymond Central Public Schools as duties of the Superintendent.

Date of Adoption: February 16, 2009

Superintendent's Evaluation

The Superintendent shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation instrument to be used in the evaluation of the Superintendent shall be in the form established by the Board of Education from time to time.

Date of Adoption: February 16, 2009



Raymond Central Public Schools

360 Superintendent Evaluation

Prepared by:

Nebraska Association of School Boards

Table of Contents

| | | |
|-------|---|---------|
| I. | Introduction | Page 3 |
| II. | Rating Scale | Page 3 |
| III. | Weight of Components | Page 3 |
| IV. | Superintendent Performance Standard Key | Page 4 |
| V. | Leadership Assessment | Page 5 |
| VI. | Administrators – Superintendent Performance Assessment | Page 7 |
| VII. | Certified – Superintendent Performance Assessment | Page 10 |
| VIII. | Classified – Superintendent Performance Assessment | Page 12 |
| IX. | Parent – Superintendent Performance Assessment | Page 15 |
| X. | Community – Superintendent Performance Assessment | Page 18 |
| XI. | Student – Superintendent Performance Assessment | Page 21 |
| XII. | Board – Superintendent Performance Rubric | |
| | a. Standard I – Mission, Vision, and Goals | Page 23 |
| | b. Standard II – Policy | Page 24 |
| | c. Standard III – Budget Management and Planning | Page 25 |
| | d. Standard IV – Educational Leadership | Page 26 |
| | e. Standard V – Organizational Leadership | Page 27 |
| | f. Standard VI – Community Relations | Page 28 |
| | g. Standard VII – Professional Leadership | Page 29 |
| | h. Standard VIII – Board-Superintendent Relations | Page 30 |
| | i. Superintendent Goal Assessment | Page 31 |
| | j. | |

Introduction

The following evaluation tool is grounded in the performance standards and specific job responsibilities of the Raymond Central Superintendent, Superintendent. This evaluation instrument has been designed to provide the board, administration, certified staff, parents, community members, and students with a comprehensive and fair evaluative mechanism based on specific job responsibilities and expectations.

Evaluating the performance of Superintendent should be a continuous process performed with the same concern for planning and professionalism that is employed in selecting a superintendent. Moreover, the annual goals set for Superintendent should be determined by and for the evaluation standards in which he is being held to within this annual evaluation tool.

Rating

Rating should be limited to whole numbers (i.e., 5, 3, 1); ratings of half numbers will be reduced to the whole number. Rating in lesser increments undermines the reliability of the evaluation instrument.

- Exemplary Performance - Performance is *exceptional* in this measure, including in demanding situations or circumstances; Superintendent performance is recognizable as being far superior.
- Proficient Performance - Performance is *consistently superior* and a thorough competence and proficiency is exemplified by Superintendent.
- Performance Needs Improvement – Performance rated at this level *does not meet* the standards or job responsibility expectations as described in the performance measure.

Weight of Components

The weights assigned to the categories that comprise the 360 Superintendent Evaluation are as follows:

| | |
|------------------------------|-----|
| Mission, Vision, and Goals | 20% |
| Policy | 10% |
| Budget Planning & Management | 10% |
| Educational Leadership | 20% |
| Organizational Leadership | 15% |
| Community Relations | 15% |
| Professional Leadership | 10% |

Superintendent Performance Standard Key

| | | |
|------------|--------------|--------------------------------|
| MVG | Standard I | Mission, Vision, and Goals |
| P | Standard II | Policy |
| BPM | Standard III | Budget Planning and Management |
| EL | Standard IV | Educational Leadership |
| OL | Standard V | Organizational Leadership |

- CR** Standard VI Community Relations
- PL** Standard VII Professional Leadership
- BSR** Standard VIII Board – Superintendent Relations

LEADERSHIP Assessment

**Stakeholders involved: Board, Administrators, Certified, Parents, and Community Members
(12 scaled questions; 3 open-ended)**

Note: The Leadership Assessment enables the board to assess qualitative feedback through a cross-section of stakeholders.

Please select your *level of performance satisfaction* with how Superintendent achieves the following measures.

| Performance Indicator | | Exemplary Performance | Proficient Performance | Performance Needs Improvement |
|-----------------------|--|-----------------------|------------------------|-------------------------------|
| MVG.1 | Provides leadership by engaging internal and external stakeholders in the development and implementation of a comprehensive strategic plan to support the growth and improvement of student learning and achievement. | | | |
| P.1 | Governs consistently through board policy and administrative protocol and procedures. | | | |
| EL.2 | Advocates for the development and engagement of parents/families as partners in the education of students. | | | |
| CR.1 | Regular, purposeful visits to Raymond Central programs and participation activities are a priority. | | | |
| CR.2 | Develops collaborative partnerships and fosters support for the school district. | | | |
| CR.3 | Communicates key information in an appropriate and timely manner. | | | |
| OL.1 | Sustains a school environment of trust and respect with students, staff, families, and community members. | | | |
| PL.1 | Develops and sustains a positive and progressive district/community climate based upon professional ethics, trust, integrity, and respect. | | | |
| PL.2 | Models positive and professional leadership to ensure Raymond Central Public Schools is recognized for the outstanding educational instruction and learning experience provided PK-12. | | | |

| Performance Indicator | | Exemplary Performance | Proficient Performance | Performance Needs Improvement |
|-----------------------|---|-----------------------|------------------------|-------------------------------|
| PL.3 | Utilizes effective public information strategies to communicate and promote a positive image of the district with families, community, the media, state and local officials. | | | |
| PL.4 | Develops and sustains a positive and progressive district/community climate based upon professional ethics, trust, integrity, and respect. | | | |
| PL.5 | Facilitates and engages in collaborative management of concerns and opinions. | | | |

Identify areas of strength you observe in Superintendent.

Identify areas of growth you believe will benefit Superintendent's leadership.

Please provide additional clarity and feedback to support your chosen ratings.

ADMINISTRATORS (28 scaled; 3 open-ended)

| Performance Indicator | | Exemplary Performance | Proficient Performance | Performance Needs Improvement |
|-----------------------|--|-----------------------|------------------------|-------------------------------|
| MVG.1 | A comprehensive plan for improvement is adopted and aligned to the district-wide goals. Data collection and analysis systems are in place to monitor progress. Review of strategies related to improvement are conducted routinely. | | | |
| MVG.2 | Provides vision and leadership to advance instruction and learning districtwide. | | | |
| MVG.3 | Assumes the key leadership role and responsibility for growth and improved student learning and articulates the vision and progress with all stakeholders. | | | |
| MVG.4 | Implements and maintains an effective School Improvement Process/Plan to validate measures to improve student learning. | | | |
| P.1 | Governs consistently through board policy and administrative protocol and procedures. | | | |
| P.2 | Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted. | | | |
| BPM.1 | Grows accessible fiscal and human resources to support a quality learning environment enhancing districtwide opportunities and improved curriculum, instruction and learning. | | | |
| BPM.2 | Leads a collaborative board and administrative budget planning process to align resources with the district vision, mission, and goals to support growth and improved student learning. | | | |
| EL.1 | Has created proper protocol and procedures to prepare for emerging issues and mandates that create adverse challenges for instruction and learning. | | | |
| Performance Indicator | | Exemplary Performance | Proficient Performance | Performance Needs |

Please select your **level of performance satisfaction** with how Superintendent achieves the following measures.

| | | | | |
|------|---|--|--|--------------------|
| | | | | Improvement |
| EL.2 | Monitors the specific strategies and processes to address the needs of student subgroups to validate growth and improved student learning. | | | |
| EL.3 | Utilizes data, research, and informed decision-making to support the investment of district resources aligned with the identified needs of curriculum, instruction and learning. | | | |
| EL.4 | Assumes the key leadership role and responsibility for growth and improved student learning and articulates the vision and progress with all stakeholders. | | | |
| EL.5 | Ensures that district decision-making related to initiatives, curriculum, and instruction are based upon best practice, current data, and research-based studies. | | | |
| EL.6 | Validates the curriculum is aligned vertically, horizontally, and to the state standards to support student learning. | | | |
| EL.7 | Ensures the district adopted instructional framework is implemented consistently and is integrated and utilized to evaluate certificated staff. | | | |
| EL.8 | Identifies and implements appropriate instructional interventions and strategies to meet the needs for learning and achievement. | | | |
| OL.1 | Ensures that fair, equitable, and effective evaluation processes are in place for all personnel and that all staff is evaluated regularly. | | | |
| OL.2 | Creates expectations and a culture that is student learning centered. | | | |
| OL.3 | Integrates an effective decision-making model to ensure proposed initiatives, curriculum updates, and instructional practice are based upon best practice, current data, and research-based studies. | | | |
| OL.4 | Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills. | | | |

| | | | |
|------------------------------|------------------------------|-------------------------------|--------------------------------------|
| Performance Indicator | Exemplary Performance | Proficient Performance | Performance Needs Improvement |
|------------------------------|------------------------------|-------------------------------|--------------------------------------|

| | | | | |
|------|---|--|--|--|
| CR.1 | Establishes a visible presence in Raymond Central schools and community. | | | |
| CR.2 | Regular, purposeful visits to Raymond Central programs and participation activities are a priority. | | | |
| PL.1 | Provides a defined Staff Professional Development Plan to align resources, professional development identified needs, resources, and the district calendar. | | | |
| PL.2 | Acts as a unifying force within the district, striving to create an environment that is healthy and best for the students. | | | |
| PL.3 | Articulates and promotes high expectations for administrators and teachers. | | | |
| PL.4 | Sustains a life-long learning model to grow and improve personal and professional knowledge of emerging technology, methodologies, and processes to improve and grow student learning. | | | |
| PL.5 | Demonstrates knowledge of and comfort with current evidence-based practices for teaching and learning. Seeks to develop others in this area. Participates actively in professional groups and organizations for the benefit of the district. | | | |
| PL.6 | Facilitates and engages in collaborative management of concerns and opinions. | | | |

Identify areas of strength you observe in the Superintendent.

Identify areas of growth you believe will benefit the Superintendent's leadership.

Please provide additional clarity and feedback to support your chosen ratings.

CERTIFIED STAFF (25 scaled; 3 open-ended)

Please select your *level of performance satisfaction* with how the Superintendent achieves the following measures.

| Performance Indicator | | Exemplary Performance | Proficient Performance | Performance Needs Improvement |
|-----------------------|--|-----------------------|------------------------|-------------------------------|
| MVG.1 | A comprehensive plan for improvement is adopted and aligned to the district-wide goals. Data collection and analysis systems are in place to monitor progress. Review of strategies related to improvement are conducted routinely. | | | |
| MVG.2 | Provides vision and leadership to advance instruction and learning districtwide. | | | |
| MVG.3 | Provides leadership to support growth and improved student learning and articulates the vision and progress with all stakeholders. | | | |
| MVG.4 | Implements and maintains an effective School Improvement Process/Plan to validate measures to improve student learning. | | | |
| P.1 | Governs consistently through board policy and administrative protocol and procedures. | | | |
| P.2 | Establishes a system that is proactive with personnel matters. Personnel policies are followed consistently. | | | |
| BPM.1 | Grows accessible fiscal and human resources to support a quality learning environment enhancing districtwide opportunities and improved curriculum, instruction and learning. | | | |

| Performance Indicator | Exemplary Performance | Proficient Performance | Performance Needs |
|-----------------------|-----------------------|------------------------|-------------------|
|-----------------------|-----------------------|------------------------|-------------------|

| | | | | |
|------|--|--|--|-------------|
| | | | | Improvement |
| EL.1 | Assumes the key leadership role and responsibility for growth and improved student learning and articulates the vision and progress with all stakeholders. | | | |
| EL.2 | Monitors the specific strategies and processes to address the needs of student subgroups to validate growth and improved student learning. | | | |
| EL.3 | Engages staff in the use of data, research, and informed decision-making to support the identified needs of curriculum, instruction, and learning. | | | |
| EL.4 | Ensures that district decision-making related to initiatives, curriculum, and instruction are based upon best practice, current data, and research-based studies. | | | |
| EL.5 | Provides the time and resources to align curriculum vertically, horizontally, and to the state standards to support student learning. | | | |
| EL.6 | Supports the district adopted instructional framework through relevant professional development and has integrated and utilizes the framework to evaluate certificated staff. | | | |
| EL.7 | Identifies and implements appropriate instructional interventions and strategies to meet the needs for learning and achievement. | | | |
| OL.1 | Creates expectations and a culture that is student learning centered. | | | |
| OL.2 | Integrates an effective decision-making model to ensure proposed initiatives, curriculum updates, and instructional practice are based upon best practice, current data, and research-based studies. | | | |
| OL.3 | Seeks input from staff in decisions, creates methods for staff to be actively involved in setting and supporting district-wide goals. | | | |

| Performance Indicator | | Exemplary Performance | Proficient Performance | Performance Needs Improvement |
|-----------------------|--|-----------------------|------------------------|-------------------------------|
| CR.1 | Establishes a visible presence in Raymond Central schools and community. | | | |
| CR.2 | Regular, purposeful visits to Raymond Central programs and participation | | | |

| | | | | |
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| | activities are a priority. | | | |
| PL.1 | Provides a defined Staff Professional Development Plan to support instructional | | | |
| | identified needs and improved student learning. | | | |
| PL.2 | Advocates for the implementation of curriculum that enables each student to achieve (or master) a high-level learning experience. | | | |
| PL.3 | Acts as a unifying force within the district, striving to create an environment that is healthy and best for the students. | | | |
| PL.4 | Articulates and promotes high expectations for teachers. | | | |
| PL.5 | Demonstrates knowledge of and comfort with current evidence-based practices for teaching and learning. Seeks to develop others in this area. Participates actively in professional groups and organizations for the benefit of the district. | | | |
| PL.6 | Facilitates and engages in collaborative management of concerns and opinions. | | | |

Identify areas of strength you observe in the Superintendent.

Identify areas of growth you believe will benefit the Superintendent's leadership.

Please provide additional clarity and feedback to support your chosen ratings.

CLASSIFIED STAFF – (20 scaled; 3 open-ended)

Please select your *level of performance satisfaction* with how the Superintendent achieves the following measures.

| Performance Indicator | | Exemplary Performance | Proficient Performance | Performance Needs Improvement |
|-----------------------|--|-----------------------|------------------------|-------------------------------|
| MVG.1 | Engages external stakeholders in the discussion of long-term plans and goals to support student learning and expectations of stakeholders. | | | |
| MVG.2 | Provides leadership to support growth and improved student learning and articulates the vision and progress with all stakeholders. | | | |
| MVG.3 | Seeks input from stakeholders on significant issues when appropriate. | | | |
| P.1 | Governs consistently through board policy and administrative protocol and procedures. | | | |
| P.2 | Establishes a system that is proactive with personnel matters. Personnel policies are followed consistently. | | | |
| BPM.1 | Recognizes the importance of fiscal responsibility and accountability while aligning resources to support a quality learning environment and growth of quality instruction and learning. | | | |
| EL.1 | Promotes high expectations and a culture that is student learning centered. | | | |
| EL.2 | Advocates for the learning needs of all students. | | | |
| OL.1 | Creates expectations and a culture that is student learning centered. | | | |

| Performance Indicator | Exemplary | Proficient | Performance |
|-----------------------|-----------|------------|-------------|
| | | | |

| | | Performance | Performance | Needs Improvement |
|------|--|-------------|-------------|-------------------|
| OL.2 | Seeks input from staff in decisions, creates methods for staff to be actively involved in setting and supporting district-wide goals. | | | |
| CR.1 | Establishes a visible presence in Raymond Central schools and community. | | | |
| CR.2 | Regular, purposeful visits to Raymond Central programs and participation activities are a priority. | | | |
| PL.1 | Provides a defined Staff Professional Development Plan to support growth and development in my respective role. | | | |
| PL.2 | Acts as a unifying force within the district, striving to create an environment that is healthy and best for the students. | | | |
| PL.3 | Articulates and promotes high expectations for staff. | | | |
| PL.4 | Facilitates and engages in collaborative management of concerns and opinions. | | | |

Identify areas of strength you observe in the Superintendent.

Identify areas of growth you believe will benefit the Superintendent's leadership.

Please provide additional clarity and feedback to support your chosen ratings.

PARENTS (20 scaled; 3 open-ended)

Please select your *level of performance satisfaction* with how the Superintendent achieves the following measures.

| Performance Indicator | | Exemplary Performance | Proficient Performance | Performance Needs Improvement |
|-----------------------|--|-----------------------|------------------------|-------------------------------|
| MVG.1 | Engages external stakeholders in the discussion of long-term plans and goals to support student learning and expectations of stakeholders. | | | |
| MVG.2 | Provides leadership to support growth and improved student learning and articulates the vision and progress with all stakeholders. | | | |
| MVG.3 | Seeks input from stakeholders on significant issues when appropriate. | | | |
| P.1 | Governs consistently through board policy. | | | |
| P.2 | Provides public access to district policy. | | | |
| BPM.1 | Recognizes the importance of fiscal responsibility and accountability while aligning resources to support a quality learning environment and growth of quality instruction and learning. | | | |
| EL.1 | Promotes high expectations and a culture that is student learning centered. | | | |
| EL.2 | Advocates for the development and engagement of parents/families as partners in the education of students. | | | |
| EL.3 | Advocates for the learning needs of all students. | | | |

| Performance Indicator | Exemplary | Proficient | Performance |
|-----------------------|-----------|------------|-------------|
| | | | |

| | | Performance | Performance | Needs Improvement |
|------------------------------|---|------------------------------|-------------------------------|--------------------------------------|
| CR.1 | Establishes a visible presence in Raymond Central schools and community. | | | |
| CR.2 | Regular, purposeful visits to Raymond Central programs and participation activities are a priority. | | | |
| CR.3 | Develops collaborative partnerships and fosters support for the school district. | | | |
| CR.4 | Communicates key information in an appropriate and timely manner. | | | |
| OL.1 | Sustains a school environment of trust and respect with students, staff, families, and community members. | | | |
| OL.2 | Parents and community members report a positive relationship with district leadership. | | | |
| OL.3 | Is aware of potential issues and proactively addresses matters to ensure the success of the school district. | | | |
| PL.1 | Develops and sustains a positive and progressive district/community climate based upon professional ethics, trust, integrity, and respect. | | | |
| PL.2 | Models positive and professional leadership to ensure Raymond Central Public Schools is recognized for the outstanding educational instruction and learning experience provided PK-12. | | | |
| PL.3 | Utilizes effective public information strategies to communicate and promote a positive image of the district with families, community, the media, state and local officials. | | | |
| Performance Indicator | | Exemplary Performance | Proficient Performance | Performance Needs Improvement |

| | | | | |
|------|--|--|--|--|
| PL.4 | Facilitates and engages in collaborative management of concerns and opinions. | | | |
|------|--|--|--|--|

Identify areas of strength you observe in the Superintendent.

Identify areas of growth you believe will benefit the Superintendent's leadership.

Please provide additional clarity and feedback to support your chosen ratings.

COMMUNITY MEMBERS (18 scaled; 3 open-ended)

Please select your *level of performance satisfaction* with how the Superintendent achieves the following measures.

| Performance Indicator | | Exemplary Performance | Proficient Performance | Performance Needs Improvement |
|-----------------------|--|-----------------------|------------------------|-------------------------------|
| MVG.1 | Engages external stakeholders in the discussion of long-term plans and goals to support student learning and expectations of stakeholders. | | | |
| MVG.2 | Provides leadership to support growth and improved student learning and articulates the vision and progress with all stakeholders. | | | |
| MVG.3 | Seeks input from stakeholders on significant issues when appropriate. | | | |
| P.1 | Governs consistently through board policy. | | | |
| P.2 | Provides public access to district policy. | | | |
| BPM.1 | Recognizes the importance of fiscal responsibility and accountability while aligning resources to support a quality learning environment and growth of quality instruction and learning. | | | |
| EL.1 | Promotes high expectations and a culture that is student learning centered. | | | |
| EL.2 | Advocates for the development and engagement of parents/families as partners in the education of students. | | | |
| EL.3 | Works collaboratively with community partners to enhance the educational learning experience for students. | | | |

| Performance Indicator | Exemplary | Proficient | Performance |
|-----------------------|-----------|------------|-------------|
| | | | |

| | | Performance | Performance | Needs Improvement |
|------|---|-------------|-------------|-------------------|
| CR.1 | Establishes a visible presence in Raymond Central schools and community. | | | |
| CR.2 | Establishes effective school/community relations, school/business partnerships and public service. | | | |
| CR.3 | Promotes community involvement, engagement, and participation in school related activities and events. | | | |
| OL.1 | Sustains a school environment of trust and respect with students, staff, families, and community members. | | | |
| OL.2 | Parents and community members report a positive relationship with district leadership. | | | |
| OL.3 | Is aware of potential issues and proactively addresses matters to ensure the success of the school district. | | | |
| PL.1 | Develops and sustains a positive and progressive district/community climate based upon professional ethics, trust, integrity, and respect. | | | |
| PL.2 | Models positive and professional leadership to ensure Raymond Central Public Schools is recognized for the outstanding educational instruction and learning experience provided PK-12. | | | |
| PL.3 | Utilizes effective public information strategies to communicate and promote a positive image of the district with families, community, the media, state and local officials. | | | |

Identify areas of strength you observe in the Superintendent.

Identify areas of growth you believe will benefit the Superintendent's leadership.

Please provide additional clarity and feedback to support your chosen ratings.



STUDENTS (10 scaled; 3 open-ended)

Please select your *level of performance satisfaction* with how the Superintendent achieves the following measures.

| Performance Indicator | | Exemplary Performance | Proficient Performance | Performance Needs Improvement |
|-----------------------|--|-----------------------|------------------------|-------------------------------|
| MVG.1 | Actively seeks student input, creates methods for students to influence learning, programs, or support services, | | | |
| P.1 | Ensures that district policy and student discipline is implemented with integrity and consistency. | | | |
| P.2 | Provides public access to district policy. | | | |
| CR.1 | Establishes a visible presence and engages students. | | | |
| CR.2 | Interacts with students and appears genuinely interested in building a connection with students. | | | |
| CR.3 | Attends and participates in school activities, events, and programs. | | | |
| CR.4 | Communicates key information in an appropriate and timely manner. | | | |
| EL.1 | Promotes high expectations and a culture that is focused on students. | | | |

| Performance Indicator | Exemplary Performance | Proficient Performance | Performance Needs |
|-----------------------|-----------------------|------------------------|-------------------|
|-----------------------|-----------------------|------------------------|-------------------|

| | | | | Improvement |
|-------|--|--|--|-------------|
| OL.1 | School climate is positive under the leadership of the superintendent. | | | |
| BSL.1 | Students are engaged in Board-Superintendent Leadership through a student-board representative. | | | |

Identify areas of strength you observe in the Superintendent.

Identify areas of growth you believe will benefit the Superintendent's leadership.

Please provide additional clarity and feedback to support your chosen ratings.

BOARD – Superintendent Performance Rubric

Please select your *level of performance satisfaction* with how the Superintendent achieves the following measures.

Standard I: Mission, Vision, and Goals

| Standard of Performance | Exemplary | Proficient | Needs Improvement | Rating |
|---|---|--|---|--------|
| | (5) The superintendent consistently works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement. | (3) The superintendent regularly works collaboratively with the board to regularly define, adopt, and institute the district mission, vision, and goals to ensure the progress of student learning and achievement. | (1) The superintendent rarely, if ever, collaborates to define, adopt, and institute the district mission, vision, and goals . | |
| <p><i>Supporting resources that may serve as evidence of meeting the performance standard.</i></p> <p>District Strategic Plan/District Goals Plan for implementing, monitoring and reporting progress of the Strategic Plan School Improvement Plan (Including</p> | | <p>Please provide additional clarity and feedback to support your chosen ratings.</p> | | |

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| <p>Updates/assessment of progress and modifications) School Improvement Teams Superintendent Performance Plan aligned with district priorities and indicators to measure progress and success Student Performance Data</p> | |
|--|--|

| Standard II: Policy | | | | |
|--|--|--|--|--------|
| Stand ard of Perfor mance | Exemplary | Proficient | Needs Improvement | Rating |
| | (5) The superintendent consistently works collaboratively with the board to define, update and adopt effective and purposeful district policy. | (3) The superintendent regularly works in a collaborative manner with the board to define, update and adopt district policy. | (1) The superintendent rarely collaborates to define, update and adopt effective and purposeful district policy. | |
| <p><i>Supporting resources that may serve as evidence of meeting the performance standard.</i></p> <p>District adopted Policy review process Progress/updates of the boards work with policy Policy Committee Minutes</p> | | <p>Please provide additional clarity and feedback to support your chosen ratings.</p> | | |

| Standard of Performance | Exemplary | Proficient | Needs Improvement | Rating |
|---|---|---|---|--------|
| | (5) The superintendent continuously and collaboratively provides organizational leadership districtwide to ensure fiscal responsibility by allocating, using and investing district resources to support effective instruction and improved student learning. | (3) The superintendent regularly provides organizational leadership districtwide to ensure fiscal responsibility by allocating, using and investing district resources. | (1) The superintendent rarely provides organizational &/or fiscal leadership in the district. | |
| <p><i>Supporting resources that may serve as evidence of meeting the performance standard.</i></p> <ul style="list-style-type: none"> Budget Strategic/District Goals Professional Development Plan Monthly Budget Reports Quarterly Expenditure Updates District Audit Management/use of Grants and ESU Resources Five/Ten-Year Facility Plan | <p>Please provide additional clarity and feedback to support your chosen ratings.</p> | | | |

Standard IV: Educational Leadership

| Standard | Exemplary | Proficient | Needs Improvement | Rating |
|----------|-------------------------------------|----------------------------------|--|--------|
| | (5) The superintendent consistently | (3) The superintendent regularly | (1) The superintendent rarely provides | |
| S | | | | |

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|---|--|--|---|---------------|
| | <p>provides educational leadership to ensure the process is followed to align quality resources and support best practice instructional standards, implementation of current and applicable curriculum and formative/summative assessments to prepare students for success.</p> | <p>provides educational leadership to ensure resources align to and support best practice instructional standards, implementation of current and applicable curriculum and formative/summative assessments.</p> | <p>educational leadership to ensure alignment of resources for instruction and curriculum.</p> | |
| <p><i>Supporting resources that may serve as evidence of meeting the performance standard.</i></p> <p>District Strategic Plan/District Goals School Improvement Plan (Including Assessment of progress and modifications) School Improvement Teams District Calendar Curriculum Review Cycle Plan Updated Policy for Curriculum and Assessment Review Curriculum Review Committee Minutes Student Performance Goals Student Performance Data District Teacher and Administrative Evaluation process Administrator Professional Development</p> | | <p>Please provide additional clarity and feedback to support your chosen ratings.</p> | | |
| Standard V: Organizational Leadership | | | | |
| Standard | Exemplary | Proficient | Needs Improvement | Rating |

| rd of Perfor man ce | | | | |
|------------------------------|---|--|--|--|
| | (5) The superintendent consistently provides organizational leadership with a documented thorough process in place to measure that ensures the district is | (3) The superintendent regularly provides organizational leadership with a process in place to ensure the district is providing a quality education in a safe | (1) The superintendent rarely provides organizational leadership nor has a process to measures the district is provision of a quality education in a safe | |

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|--|---|--|---|---------------|
| | providing an excellent quality education in a safe learning environment. | learning environment. | learning environment. | |
| <p>Supporting resources that may serve as evidence of meeting the performance standard.</p> <p>Staff Report (including, but not limited to tenure, degree, teaching assignment, extra duty, etc.) Conflict Resolution Process Leadership Development Plan Professional Development Plan Crisis and Safety Plan Executive Summary of the Safety Audit</p> | | Please provide additional clarity and feedback to support your chosen ratings. | | |
| Standard VI: Community Relations | | | | |
| Standard of Performance | Exemplary | Proficient | Needs Improvement | Rating |
| | (5) The superintendent has clear and documented practices that establishes effective communications to consistently inform and engage the board, | (3) The superintendent practices effective communications to inform and engage the board, parents, students, staff, local and state | (1) The superintendent rarely and inconsistently provides communications to inform and engage the board, parents, students, staff, | |

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|--|--|--|--|--|
| | parents, students, staff, local and state government officials, community members, and business leaders. | government officials, community members, and business leaders. | local and state government officials, community members, and business leaders. | |
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Supporting resources that may serve as evidence of meeting the performance standard.

Climate Surveys

Community Engagement Summary/Report District Partnerships and Initiatives established to provide resources and support Partnership support received through the District Foundation, scholarships, grant monies, etc.

Inter-local Agreements District Annual Report

Communications designed by and distributed to generate support of the district Membership and participation with civic, community and state organizations

Please provide additional clarity and feedback to support your chosen ratings.

| Standard VII: Professional Leadership | | | | |
|---------------------------------------|---|---|--|--------|
| Standard of Performance | Exemplary | Proficient | Needs Improvement | Rating |
| | (5) The superintendent consistently models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students, which is monitored and addressed using | (3) The superintendent regularly models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students. | (1) The superintendent rarely and inconsistently demonstrates professional leadership, ethics, and instruction and learning for staff and students. | |

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| | assessments and evaluations by staff. | | | |
| <i>Supporting resources that may serve as evidence of meeting the performance</i> | Please provide additional clarity and feedback to support your chosen ratings. | | | |
| | | | | |

standard.

Memberships

Professional Development Activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works) Education growth plan

Leadership Development Plan Professional Goals

| Standard VIII: Board-Superintendent Relations | | | | |
|---|---|--|---|---------------|
| Standard of Performance | Exemplary | Proficient | Needs Improvement | Rating |
| | (5) The superintendent is successful in working collaboratively and enlisting the support of the board to define district expectations, policies, and goals to ensure the progress and success of student learning and achievement. | (3) The superintendent regularly works in collaboration with the board on district expectations, policies, and goals regarding instruction and student learning. | (1) The superintendent rarely, if ever, collaborates or enlists the support of the board on district expectations, policies, and goals. | |
| Supporting resources that may serve as evidence of meeting the performance standard. | | Please provide additional clarity and feedback to support your chosen ratings. | | |
| Superintendent Performance Plan/Goals | | | | |

Superintendent Goal Assessment

Please select your *level of performance satisfaction* with how the Superintendent achieves the following measures.

| Performance Indicator | | Exemplary Performance | Proficient Performance | Performance Needs Improvement |
|---|--|-----------------------|------------------------|-------------------------------|
| Goal I | Foster a positive district climate by building strong internal and external relationships to support student achievement. | | | |
| Please provide additional clarity and feedback to support your chosen ratings. | | | | |
| Goal II | Continue the creation of a 5 year facilities strategic plan for implementation that addresses maintenance and improvements for existing building assets. | | | |

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|---|---|--|--|--|
| Please provide additional clarity and feedback to support your chosen ratings. | | | | |
| Goal III | Foster a learning environment in which every student has the maximum opportunity to achieve academic excellence. | | | |
| Please provide additional clarity and feedback to support your chosen ratings. | | | | |
| Goal IV | Continue to foster transparency in district communications using all available media technologies. | | | |
| Please provide additional clarity and feedback to support your chosen ratings. | | | | |

Identify areas of strength you observe in the Superintendent.

Identify areas of growth you believe will benefit the Superintendent's leadership.

Please provide additional clarity and feedback to support your chosen ratings.

Xxxx, Superintendent

Dr. Harriet Gould, Board President

Date:

Date:

Administrator Evaluation

The superintendent shall conduct an ongoing process of evaluation of the administrators on their skills, abilities, and competence. At a minimum, the administrators will be evaluated annually. The goal of the formal evaluation process is to ensure that the educational program for the students is carried out, promote growth in effective administrative leadership for the school district, clarify the administrator's role as defined by the board and the superintendent, determine areas in need of improvement, clarify the immediate priorities of the responsibilities listed in the job description, and develop a working relationship between the superintendent and the administrator.

The superintendent is responsible for designing an administrator evaluation instrument. The formal evaluation shall include written criteria related to the job description. The superintendent, after receiving input from the administrators, shall present the formal evaluation instrument to the board for approval. The formal evaluation shall also include an opportunity for the administrator and the superintendent to discuss the written criteria, the past year's performance and the future areas of growth. The evaluation shall be completed by the superintendent, signed by the administrator and filed in the administrator's personnel file.

It shall be the responsibility of the superintendent to conduct a formal evaluation of all administrators prior to April 15.

This policy supports and does not preclude the ongoing informal evaluation of the administrator's skills, abilities, and competence.

Approved:

Duties of the Principal1. **General Duties**

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

2. **Responsibility and Authority**

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

3. **Specific Duties**

- a. Attend all Board of Education meetings unless excused by the Superintendent.
- b. Participate as a member of the administrative team, with involvement in matters including, but not limited to:
 - i. Evaluation of the curriculum
 - ii. Supervision of buildings and grounds maintenance
 - iii. Creation (& updating) of job descriptions for all positions
 - iv. Analysis of achievement test data
 - v. Supervision of co-curricular activities
- c. Participate as a member of the Academic Advisory Council
- d. Review Elementary staff members' requisitions and make recommendation to the Superintendent.
- e. Maintain records, issue reports, send communications, and write documents including the following:
 - i. Class enrollment
 - ii. Class schedule
 - iii. Student records: grades, attendance, test data, health, discipline, accident, and cumulative files
 - iv. Property accounting and inventory
 - v. Curriculum handbook - teacher handbook, classified staff handbook, student handbook
 - vi. Semester and yearly plans

- vii. Evaluations data, staff evaluations, personal improvement plans
 - viii. Weekly/monthly bulletins to parents
 - ix. Daily bulletins to students and teachers
 - f. Conduct teacher performance appraisal per Board Policies and State Law.
 - g. Administer staff personal leave, professional leave, and sick leave policies.
 - h. Secure substitutes for staff who are absent.
 - i. Evaluate support staff in writing once per year.
4. Organizational Expectations and Performance Standards
- a. Leadership and management:
 - i. Establishes clear and appropriate professional and personal goals
 - ii. Demonstrates initiative and alternative approaches to problem solving
 - iii. Exhibits competence in planning and organizing
 - iv. Is effective in implementation and follow-through
 - v. Provides for effective motivational techniques
 - vi. Delegates authority appropriately and effectively.
 - b. Communication:
 - i. Encourages and initiates communication in problem solving
 - ii. Communicates clearly and thoroughly, both verbally and in writing
 - iii. Shows communicative adaptability to pupils, staff, parents, and public.
 - c. Decision making:
 - i. Involves those to be affected in the decision-making process
 - ii. Collects adequate information before making decisions
 - iii. Uses reliable sources of information
 - iv. Does not delay important decisions nor allow pressure to cause hasty decisions
 - v. Explains reasons for decisions to persons affected.
 - d. Responsiveness to others:
 - i. Exhibits openness and humaneness in dealing with others
 - ii. Reacts to mistakes with patience
 - iii. Counsels individuals in private
 - iv. Friendly and open-minded in meeting situations
 - v. Steady and even-tempered when faced with criticism
 - vi. Cooperates well with colleagues
 - vii. Recognizes achievements of students and staff
 - viii. Is an active listener.
 - e. Development and maintenance of effective educational conditions:
 - i. Requires school programs to reflect sound, research based practices consistent with adopted instructional programs and philosophy
 - ii. Develops and executes plans to monitor and evaluate the effectiveness of programs and the accomplishment of organizational goals
 - iii. Encourages enthusiasm for learning and teaching
 - iv. Provides for a cooperative feeling among students and staff
 - f. Contribution to district cohesiveness:
 - i. Provides effective interpretation and implementation of Board policies and administrative regulations and assumes initiative for suggesting necessary or desirable changes
 - ii. Contributes to the development of sound administrative consensus and supports the implementation of such consensus
 - iii. Expresses concerns regarding individual administrative decisions directly to the person responsible
 - iv. Shares with colleagues current literature and research, helpful ideas, highlights of meetings attended

- v. Is prompt in providing support necessary to the completion of others tasks
- vi. Appreciates and draws upon the expertise of other administrators
- vii. Recognizes and contributes to organizational goals;
- g. Staff development and professional growth:
 - i. Establishes clear performance expectations
 - ii. Assists staff members in setting and reaching goals
 - iii. Uses the evaluation program effectively, involves resource persons appropriately
 - iv. Observes in classrooms on a regular basis
 - v. Identifies areas of strength as well as areas of deficiency
 - vi. Encourages the professional growth of all staff.
- h. Professional knowledge:
 - i. Exhibits awareness of sound educational practice
 - ii. Shows alertness to new knowledge that might benefit students or staff
 - iii. Keeps current with educational literature and research
 - iv. Participates in professional organizations and activities.
- i. Student relations:
 - i. Maintains positive school climate
 - ii. Exhibits concern for individual pupils' welfare
 - iii. Encourages appropriate activities to help pupils develop self-discipline and leadership skills
 - iv. Effectively handles student disciplinary problems.
- j. Community relations:
 - i. Exhibits awareness of the main concerns of the school community
 - ii. Is sensitive to the educational goals and special needs of the community and its component groups
 - iii. Establishes avenues for dialog between school and community
 - iv. Is effective in interpreting school programs to the community.

5. Conditions of Employment

Except as may be otherwise established by the Board:

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

~~See: Job Description for Principal – Regulation No. 2210A~~

Date of Adoption: February 16, 2009

Duties of the Assistant Principal

1. **General Duties**
 - a. The Assistant Principal shall perform such duties as are assigned by the Board of Education, Superintendent, or Principal.
 - b. Within limits of the law, Board regulations, and instructions from the Superintendent, the Assistant Principal shall assist with the administrative authority of the school he/she is assigned. The Assistant Principal is responsible for a thorough knowledge of all laws, regulations, and instructions governing the Assistant Principal's position. The Assistant Principal shall assist with the coordination of administrative and supervisory activities which occur throughout the district. The Assistant Principal shall be responsible for the administration of school policies in the school which he/she is assigned, and for making available to the staff of the school knowledge of such regulations as they are enacted by the Board of Education or formulated by the Superintendent. The Assistant Principal shall assist with the organization of the school, the assignment of duties of staff members, and the administration of the instructional program.
 - c. The Assistant Principal shall handle complaints from patrons or parents which affect the school, investigate the same, refer to the Principal or Superintendent all cases which the Assistant Principal cannot adjust satisfactorily, and comply with the grievance and complaint policies established by the Board of Education and the Superintendent.
 - d. The Assistant Principal is responsible for the efficiency of the teachers and other staff members under the Assistant Principal's supervision, and shall evaluate them in accordance with established procedures as may be defined by the Board of Education and the Superintendent.
 - e. A job description for Assistant Principal will be adopted from time to time by the Board of Education which the Assistant Principal shall be expected to adhere to.
2. **Responsibility and Authority**
 - a. The Assistant Principal is directly responsible to the Principal for all aspects of the management of the School which he/she is assigned, and for any general school assignments as delegated by the Principal or Superintendent.
 - b. The Assistant Principal is the immediate supervisor to professional and support staff members which he/she is assigned.
3. **Specific Duties**
 - a. Attend all Board of Education meetings unless excused by the Superintendent.
 - b. Participate as a member of the administrative team, with involvement in matters including, but not limited to:
 - i. Evaluation of the curriculum
 - ii. Supervision of buildings and grounds maintenance
 - iii. Creation (& updating) of job descriptions for all positions
 - iv. Analysis of achievement test data
 - v. Scheduling, management, and supervision of co-curricular activities
 - c. Participate as a member of the Academic Advisory Council
 - d. Review assigned secondary staff members' requisitions and make recommendations to the Principal or Superintendent.
 - e. Maintain records, issue reports, send communications, and write documents including the following:
 - i. Class enrollment
 - ii. Class schedule
 - iii. Student records: grades, attendance, test data, health, discipline, accident, and cumulative files
 - iv. Property accounting and inventory

- v. Curriculum handbook - teacher handbook, classified staff handbook, student handbook
 - vi. Semester and yearly plans
 - vii. Evaluations data, staff evaluations, personal improvement plans
 - viii. Weekly/monthly bulletins to parents
 - ix. Daily bulletins to students and teachers
 - f. Conduct teacher performance appraisal per Board Policies and State Law.
 - g. Assist with the administration of staff personal leave, professional leave, and sick leave policies.
 - h. Assist with securing substitutes for staff who are absent.
 - i. Evaluate support staff as assigned.
4. Organizational Expectations and Performance Standards
- a. Leadership and management:
 - i. Establishes clear and appropriate professional and personal goals
 - ii. Demonstrates initiative and alternative approaches to problem solving
 - iii. Exhibits competence in planning and organizing
 - iv. Is effective in implementation and follow-through
 - v. Provides for effective motivational techniques
 - vi. Delegates authority appropriately and effectively.
 - b. Communication:
 - i. Encourages and initiates communication in problem solving
 - ii. Communicates clearly and thoroughly, both verbally and in writing
 - iii. Shows communicative adaptability to pupils, staff, parents, and public.
 - c. Decision making:
 - i. Involves those to be affected in the decision-making process
 - ii. Collects adequate information before making decisions
 - iii. Uses reliable sources of information
 - iv. Does not delay important decisions nor allow pressure to cause hasty decisions
 - v. Explains reasons for decisions to persons affected.
 - d. Responsiveness to others:
 - i. Exhibits openness and humaneness in dealing with others
 - ii. Reacts to mistakes with patience
 - iii. Counsels individuals in private
 - iv. Friendly and open-minded in meeting situations
 - v. Steady and even-tempered when faced with criticism
 - vi. Cooperates well with colleagues
 - vii. Recognizes achievements of students and staff
 - viii. Is an active listener.
 - e. Development and maintenance of effective educational conditions:
 - i. Requires school programs to reflect sound, research based practices consistent with adopted instructional programs and philosophy
 - ii. Assists with the development and execution of plans to monitor and evaluate the effectiveness of programs and the accomplishment of organizational goals
 - iii. Encourages enthusiasm for learning and teaching
 - iv. Provides for a cooperative feeling among students and staff
 - f. Contribution to district cohesiveness:
 - i. Provides effective interpretation and implementation of Board policies and administrative regulations and assumes initiative for suggesting necessary or desirable changes
 - ii. Contributes to the development of sound administrative consensus and supports the implementation of such consensus

- iii. Expresses concerns regarding individual administrative decisions directly to the person responsible
 - iv. Shares with colleagues current literature and research, helpful ideas, highlights of meetings attended
 - v. Is prompt in providing support necessary to the completion of others tasks
 - vi. Appreciates and draws upon the expertise of other administrators
 - vii. Recognizes and contributes to organizational goals;
 - g. Staff development and professional growth:
 - i. Assists with establishing clear performance expectations
 - ii. Assists staff members in setting and reaching goals
 - iii. Uses the evaluation program effectively, involves resource persons appropriately
 - iv. Observes in classrooms on a regular basis
 - v. Identifies areas of strength as well as areas of deficiency
 - vi. Encourages the professional growth of all staff.
 - h. Professional knowledge:
 - i. Exhibits awareness of sound educational practice
 - ii. Shows alertness to new knowledge that might benefit students or staff
 - iii. Keeps current with educational literature and research
 - iv. Participates in professional organizations and activities.
 - i. Student relations:
 - i. Maintains positive school climate
 - ii. Exhibits concern for individual pupils' welfare
 - iii. Encourages appropriate activities to help pupils develop self-discipline and leadership skills
 - iv. Effectively handles student disciplinary problems.
 - j. Community relations:
 - i. Exhibits awareness of the main concerns of the school community
 - ii. Is sensitive to the educational goals and special needs of the community and its component groups
 - iii. Establishes avenues for dialog between school and community
 - iv. Is effective in interpreting school programs to the community.
5. Conditions of Employment

Except as may be otherwise established by the Board:

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

Date of Adoption: July 12, 2017

Organizational Units; Structural Relationships

The administrative organization of the district shall be considered as an orderly means of achieving the district's primary objective, an effective program of instruction for pupils.

The general administrative organization of the district shall be the single executive type with the Board of Education as the governing body with all activities under the direction of the Superintendent.

An organizational chart for the district shall be prepared by the Superintendent and approved by the Board of Education to designate clearly the relationships of all employees within the district organization. The organizational chart shall be kept up to date and changes shall be approved by the Board of Education.

Date of Adoption:

Administrative Actions in Emergencies

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

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

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

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

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

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

Date of Adoption: February 16, 2009

Staff Handbooks

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

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

Date of Adoption: February 16, 2009

Administrative Action in Absence of Policy

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

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

Date of Adoption: February 16, 2009

Line of Authority

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

Date of Adoption: February 16, 2009

Discuss, Consider and Take Necessary Action to approve changes to the following policies as presented: 2010 Election of Administrative Personnel; 2015 Additional District Administrative Positions; 2110 Duties of the Superintendent of Schools; 2110A Superintendent Job Description Regulation; 2120B Standard Form Evaluation for Superintendent Regulation; 2200AR Principal/Assistant Principal/Special Education Director Evaluation Regulation; 2210 Principals/Directors, 2215A Principal Job Description; 2220 Assistant Principal; 2225 Assistant Principal Job Description; 2230 Duties of the Special Education Director; 2300 Special Education Job Description; 2305 Evaluation Instrument for Special Education Director; 2310 Student Services Director Job Description; 2320 Curriculum Job Description; 2405.1 AR District Organizational Chart; 2430 Attendance at Professional Growth Meetings

Motion by Matulka, second by Benes to approve changes to the following policies as presented: 2010 Election of Administrative Personnel; 2015 Additional District Administrative Positions; 2110 Duties of the Superintendent of Schools; 2110A Superintendent Job Description; 2120B NASB Standard Form Superintendent Evaluation Instrument; 2200AR Principal/Assistant Principal/Special Education Director Evaluation Regulation; 2210 Principalship/Directors, 2215A Principal Job Description; 2220 Assistant Principalship; 2225A Assistant Principal Job Description; 2230 Duties of the Special Education Director; 2300 Special Education Director Job Description; 2305 Special Education Director Evaluation; 2310 Student Services Director Job Description; 2320 Curriculum Director Job Description; 2405.1 AR District Organizational Chart; 2430 Attendance at Professional Growth Meetings. RCV 5-0. Motion carried.

RAYMOND CENTRAL PUBLIC SCHOOLS SUPERINTENDENT JOB DESCRIPTION

REQUIREMENTS:

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

REPORTS TO: Board of Education

OVERTIME: Exempt.

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

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

TASKS

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

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

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

ESSENTIAL FUNCTIONS

The essential functions of the Superintendent position include the ability to perform the identified tasks and to possess and utilize the knowledge, skills, and abilities and to perform the identified tasks. Regular, dependable, in-person attendance is an essential function of this job. Serving as a role model and a positive leader of the District is an essential function of the job. The essential functions further include the ability to perform the following identified physical requirements:

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

NASB STANDARD SUPERINTENDENT EVALUATION INSTRUMENT

The superintendent's evaluation serves several functions. Most importantly, it will link the superintendent's assessment to the district's vision and goals by establishing a set of performance indicators for the superintendent. The effective evaluation process fosters communication and understanding between the board and superintendent, commends the superintendent for accomplishments, and documents decisions made regarding the superintendent's employment.

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Standard I: Mission, Vision, & Goals

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

| | | Excellent | Good | Average | Fair | Poor | Unsure |
|------|--|-----------|------|---------|------|------|--------|
| I.a. | Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals. | | | | | | |
| I.b. | Assumes the key leadership role and responsibility for growth and improved student learning. | | | | | | |
| I.c. | Seeks input from the board when appropriate. | | | | | | |
| I.d. | Engages internal stakeholders (i.e. administration, staff, students) and external stakeholders (i.e. parents, community) in the discussion of long-term plans and goals. | | | | | | |
| I.e. | Effectively utilizes data to guide and monitor progress of district goals. | | | | | | |
| I.f. | Implements and monitors progress of the district/strategic plan. | | | | | | |
| I.g. | Identifies and proactively addresses potential barriers to ensure the success of the school district. | | | | | | |
| | <p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • District strategic plan/district goals • Plan for implementing monitoring and reporting progress of strategic plan/district goals • School improvement plan (including updates/assessment of progress and modifications) • School improvement teams • Superintendent performance plan aligned with district priorities and indicators to measure progress and success • Student performance data • Engagement/communication plan • Meeting agendas/minutes <p>If you were to suggest one improvement to Mission, Vision, and Goals for the upcoming year, what would it be?</p> <ul style="list-style-type: none"> • | | | | | | |

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Standard II: Policy

Standard Descriptor: The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

| | | Excellent | Good | Average | Fair | Poor | Unsure |
|-------|--|-----------|------|---------|------|------|--------|
| II.a. | | | | | | | |
| II.b. | Works with the board to review, update and adopt effective and purposeful district policy. | | | | | | |
| II.c. | Governs consistently through board policy and administrative protocol and procedures. | | | | | | |
| II.d. | Provides public access to district policy. | | | | | | |
| II.e. | Ensures all handbooks are aligned to district policy. | | | | | | |
| II.f. | Implements a policy to ensure curriculum is reviewed and aligned with current state standards. | | | | | | |
| II.g. | Ensures student discipline is implemented with integrity and consistency. | | | | | | |
| II.h. | Personnel policies are clear and implemented consistently. | | | | | | |
| | Monitors administrators' implementation of policy and procedures. Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District adopted policy review process/calendar • Progress/updates of the board's work with policy • Policy committee minutes • Curriculum review policy • Meeting agendas/minutes | | | | | | |
| | If you were to suggest one improvement to Policy for the upcoming year, what would it be? | | | | | | |

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

Standard IV: Educational Leadership

Standard Descriptor: The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current/applicable curriculum and assessments to support student success.

Please indicate what you feel is the most accurate descriptor to the following statements. The Superintendent ...

| | | Excellent | Good | Average | Fair | Poor | Unsure |
|-------|--|-----------|------|---------|------|------|--------|
| IV.a. | Advocates for the learning needs of all students. | | | | | | |
| IV.b. | Promotes a student-centered culture. | | | | | | |
| IV.c. | Advocates for the engagement of parents/families as partners in the education of students. | | | | | | |
| IV.d. | Ensures curricular and instructional decision-making is based upon current research, data, and best practice. | | | | | | |
| IV.e. | Provides the time and resources to align curriculum vertically, horizontally, and to the state standards. | | | | | | |
| IV.f. | Provides comprehensive coursework and opportunities to ensure college/career readiness for every student. | | | | | | |
| IV.g. | Ensures the district-adopted instructional framework is implemented consistently. | | | | | | |
| IV.h. | Integrates the district-adopted instructional framework into certificated staff evaluations. | | | | | | |
| IV.i. | Advocates for curriculum and instruction that challenges each student. | | | | | | |
| IV.j. | Optimizes alignment of resources, curriculum, and assessments to support student success. | | | | | | |
| IV.k. | Provides integrated technology curriculum and resources. | | | | | | |
| | Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> ● District strategic plan/district goals ● School improvement plan (including assessment of progress and modifications) ● School improvement teams ● District calendar ● Curriculum review cycle plan and updated policy for curriculum and assessment review ● Curriculum review committee minutes ● Student performance data and goals ● Data to support instruction strategies and student-centered initiatives ● Curriculum/programs additions/modifications ● Instructional model | | | | | | |
| | If you were to suggest one improvement to Educational Leadership for the upcoming year, what would it be? | | | | | | |

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

Standard V: Organizational & Cultural Leadership

Standard Descriptor: The superintendent provides cultural leadership through accountability, inclusiveness, engagement, and advocacy for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

| | | Excellent | Good | Average | Fair | Poor | Unsure |
|--|--|-----------|------|---------|------|------|--------|
| V.a. | Contributes to a unified school environment of trust and respect among students, staff, families, and community members. | | | | | | |
| V.b. | Develops, implements, and sustains a responsive district crisis and safety plan. | | | | | | |
| V.c. | Commits to developing a high-performing leadership team. | | | | | | |
| V.d. | Ensures a purposeful and equitable recruiting and hiring process. | | | | | | |
| V.e. | Integrates an effective conflict resolution process to address matters in a purposeful and timely manner. | | | | | | |
| V.f. | Promotes a culture of shared expectations and mutual accountability. | | | | | | |
| V.g. | Provides leadership to support the health and well-being of staff and students. | | | | | | |
| V.h. | Promotes an environment where differing opinions and backgrounds are welcomed and embraced among staff and students. | | | | | | |
| <p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Conflict resolution process • Leadership development plan • Professional development plan • Crisis and safety plan • Executive summary of the safety audit • Hiring protocols and procedures • Evidence to validate engagement of • parents/families • Diversity, equity, and inclusion initiatives • Personnel policies <p>If you were to suggest one improvement to Organizational and Cultural Leadership for the upcoming year, what would it be?</p> <ul style="list-style-type: none"> • | | | | | | | |

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Standard VI: Community Relations

Standard Descriptor: The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members, and business leaders.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

| | | Excellent | Good | Average | Fair | Poor | Unsure |
|-------|--|-----------|------|---------|------|------|--------|
| VI.a. | Establishes a visible presence in the district and community. | | | | | | |
| VI.b. | Regularly attends and participates in school activities, events, and programs. | | | | | | |
| VI.c. | Interacts and expresses genuine interest in building a connection with students. | | | | | | |
| VI.d. | Develops collaborative partnerships to foster support for the school district. | | | | | | |
| VI.e. | Effectively communicates key public information in a timely manner. | | | | | | |
| VI.f. | Promotes a positive image of the district. | | | | | | |
| VI.g. | Understands and is respectful of the political, economic, and social aspects of the community. | | | | | | |
| VI.h. | Seeks a positive relationship with parents and community members. | | | | | | |
| VI.i. | Engages special interest groups to work collaboratively to address concerns and opinions that may present conflict. | | | | | | |
| | <p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Community engagement summary/report • District partnerships and initiatives established to provide resources and support • Partnership support received through the district foundation, scholarships, grant monies, etc. • Inter-local agreements • District annual report • Communications designed by and distributed to generate support of the district • Membership and participation with civic, community and state organizations • Meeting invitations/agendas <p>If you were to suggest one improvement to Community Relations for the upcoming year, what would it be?</p> <ul style="list-style-type: none"> • | | | | | | |

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Standard VII: Professional Leadership

The superintendent models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

| | | Excellent | Good | Average | Fair | Poor | Unsure |
|--------|---|-----------|------|---------|------|------|--------|
| VII.a. | | | | | | | |
| VII.b. | Models positive and professional leadership based upon ethics, trust, integrity, and respect. | | | | | | |
| VII.c. | Addresses concerns and opinions with respect and confidence. | | | | | | |
| VII.d. | Provides professional development for you to fulfill your responsibilities and grow in your position. | | | | | | |
| VII.e. | Provides an effective evaluation process with constructive feedback. | | | | | | |
| VII.f. | Exemplifies a life-long learning model to grow personal and professional knowledge. | | | | | | |
| VII.g. | | | | | | | |
| | <p>seeks to develop others in this area.</p> <p>Establishes clear and consistent expectations for staff.</p> <p>Provide evidence to support your choices above.</p> <p>*Suggested supplemental evidence for this standard includes but is not limited to:</p> <ul style="list-style-type: none"> • Memberships • Professional development activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works) • Educational growth plan (professional goals and development) • Leadership team development plan • District staff professional development plan | | | | | | |
| | If you were to suggest one improvement to Professional Leadership for the upcoming year, what would it be? | | | | | | |

*Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.

Standard VIII: Board-Superintendent Relations

The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

| | | Excellent | Good | Average | Fair | Poor | Unsure |
|---------|---|-----------|------|---------|------|------|--------|
| VIII.a. | Maintains an appropriate and professional relationship with the board. | | | | | | |
| VIII.b. | Keeps all board members informed with consistent and open communication. | | | | | | |
| VIII.c. | Demonstrates support and respect for the board and refrains from public criticism of the board. | | | | | | |
| VIII.d. | Demonstrates collaborative problem solving and decision-making. | | | | | | |
| VIII.e. | Supports board committee work as part of effective board decision-making. | | | | | | |
| VIII.f. | Collaboratively supports or opposes, local, state and/or federal legislation impacting the district. | | | | | | |
| | <p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Superintendent performance plan/goals • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes <p>If you were to suggest one improvement to Board-Superintendent Relations for the upcoming year, what would it be?</p> | | | | | | |
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Standard IX: Strategic Planning

The superintendent collaborates with the board to implement and monitor progress of the strategic plan.

Please provide evidence to support the superintendent's leadership in strategic planning.

| | | |
|-------|--|--|
| IX.a. | What evidence can the board identify to validate the superintendent is implementing and monitoring progress of the strategic plan priorities? | |
| IX.b. | When is the superintendent reviewing the progress/success of the strategic plan with the board? | |
| IX.c. | How and where is the superintendent documenting the progress and success of the strategic plan priorities? | |
| IX.d. | Is the superintendent aligning the budget and district resources to ensure the success of the strategic plan priorities? | |
| IX.e. | How has the implementation of the strategic plan altered the focus of the superintendent and his/her engagement with the board? | |
| | If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be? | |
| | <p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none">• Superintendent performance plan/goals• NASB Strategic Plan Progress Analysis Reports• Board committee minutes• Communication plan• Board development plan• Board policies• Meeting agendas/minutes• Retreat agendas/minutes <p>If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be?</p> <ul style="list-style-type: none">• | |

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Election of Administrative Personnel

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

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

Date of Adoption: February 16, 2009

Additional District Administrative Positions

The school district shall have, in addition to the superintendent, the following administrative positions:

JH/HS Principal
JH/HS Assistant Principal/Athletic Director
Elementary Principal
Elementary Assistant Principal
Director of Special Education
~~Director of Student Services~~
~~Director of Curriculum~~

These administrators shall work closely with the superintendent in the day-to-day operations of the school district.

It shall be the responsibility of these administrators to uphold board policy, to instill a positive, cooperative environment with the employees, and to share their expertise with each other and the board under the management team concept.

Approved: October 13, 2021

Duties of the Superintendent of Schools

1. The Superintendent of Schools is the chief executive officer of the Board of Education. The Superintendent shall perform such duties as are assigned by the Board and be subject to the directions given by the Board.
2. Serves as the educational leader of Raymond Central Public Schools.
3. Administers the school in conformity with the adopted policies of the Board of Education, rules and regulations of the State Department of Education in accordance with state law, and all other laws and regulations.
4. Enforces the policies and regulations of the Board of Education, presents recommendations for Board policy, makes a continuous study of the development and needs of the schools, and prepare reports as appropriate to the Board of Education on the condition and development of the schools.
5. Provides long term planning to guide the board in policy development.
6. Makes Board of Education policies accessible to school board members, school personnel, and the general public.
7. Informs the Board of Education concerning decisions that are made which are not covered in Board of Education policies.
8. Attends all board meetings unless excused at his **board member's** request, except for those executive sessions in which the Superintendent's reelection is under discussion.
9. Prepares and sends out agenda, special reports and minutes for Board of Education meetings on Friday before ~~the second Monday of each month~~ **each regular board meeting**.
10. Prepares for monthly and special Board of Education meetings.
11. Keeps the board informed concerning the total school program.
12. Keeps up-to-date on trends and laws in education by attending local, district, state, and national meetings or conferences with prior Board of Education approval. (The expenses incurred by attending these meetings will be paid by the school district).
13. Directs the annual audit of school district funds: General Fund, Depreciation Fund, Activity Fund, School Lunch Fund, Special Building Fund, Qualified Capital Purpose Undertaking Fund, Employee Benefit Fund, Bond Fund, Cooperative Fund, Student Fee Fund, all Federal Programs, and the Special Education Program.
14. Prepares the annual budget for the ensuing year with the assistance of the staff and the Board of Education. After adoption the superintendent is to make every attempt possible to operate within the limits set forth by the budget.
15. Is in charge of all financial matters of the district.

16. Lets bids in terms of price, quality of product and service rendered when needed. On large items in which the board requests bids or items for which action by the Board of Education is required, the Board of Education shall determine the bid to be accepted.
17. ~~Orders~~ **Approves the orders of** ~~Orders~~ all supplies, textbooks, library material, AV materials, equipment furniture, etc., when covered by the budget or by specific order of the Board of Education.
18. After consultation with the other administrators and the appropriate staff, shall make the selection of new textbooks or textbook series.
19. Keeps an up-to-date inventory of textbooks, library books, moveable equipment, AV equipment, athletic equipment, music equipment, uniforms, typewriters, computers, etc.
20. With Board of Education approval, advertises, interviews and offers contracts to teachers.
21. Hires, replaces, and supervises all non-certified employees and recommends their salaries.
22. Assigns or transfers all school personnel to their particular school, jobs, and responsibilities as seems best for the school system.
23. Develops, maintains and operates a constructive program of staff development for all employees of the school system, and for this service the Superintendent shall have power under budget control to employ lecturers, grant temporary leaves from work, and develop professional library facilities as required.
24. Issues such handbooks, manuals or booklets as the Superintendent may deem necessary for the effective administration of the schools. These manuals shall be distributed to the employees, students, parents and others directly concerned. Insofar as the provisions of such handbooks, manuals or booklets are not in violation of the policies and regulations or the officially adopted practices and procedures of the Board or the statutes of the State, these shall be binding.
25. Stresses the importance of public relations that will provide for good school-community relations. Provides the community with adequate information about the activities of the school.
26. Develops the school calendar and presents it to the board for Board of Education approval.
27. Completes, or oversees the completion of, all forms required by the State Department of Education and sees that they are sent in before the due date.
28. Is responsible for the over-all upkeep and maintenance of the school facilities, grounds, and equipment and sees to their maintenance and safety.
29. Is responsible for all long-range and short term planning concerning school facilities.
30. Shall have a census taken each year of all people under the age of 21 whose parents or guardians live within the boundaries of Lancaster County School District #55-0161.
31. Adheres to the "Code of Ethics" set forth by the Nebraska Department of Education, the American Association of School Administrators, and Board policy.

32. Oversees ~~the transportation department and associated activities. the scheduling of buses and drivers for all activity trips.~~
33. Forms advisory committees or councils, including members who are not employees of the Board of Education, to advise the Superintendent in formulating policies and plans for carrying on the work of the schools. Such committees shall be advisory only and without expense to the School District.
34. Delegate duties or work to subordinate officers or employees as required for the effective administration of the school system except in such matters as when the statutes or resolutions of the Board of Education prohibit the delegation of such authority. Work completed upon delegation of the Superintendent shall be deemed as having been done by the Superintendent of Schools.
35. All reports or recommendations to the Board from any officer or employee under the direction of the Superintendent shall be made to the office of the Superintendent unless otherwise directed by the Board of Education.
36. A job description for the Superintendent will be adopted from time to time by the Board of Education which the Superintendent shall be expected to adhere to.

Date of Adoption: February 16, 2009

**Raymond Central Public School District Administrator Evaluation
Special Education Director**

| | | |
|------------------------------|---------------------|-----------------------------------|
| Administrator's Name: | School: | Position: |
| Type of Review: | Review Date: | Evaluating Superintendent: |

Definition of Ratings

| | |
|---------------------------------|---|
| (1) Not Effective | Performance more often than not falls below the standards and requirements of the job and is unacceptable. |
| (2) Needs Improvement | Performance sometimes meets the standards and requirements of the job, performance seldom exceeds desired results. Performance has declined significantly or Administrator has not sustained adequate improvement as required since the last performance review or performance improvement plan. |
| (3) In Progress | Performance cannot yet be measured due to inexperience, is still learning the scope for the job, and acquiring the skills required to perform the job. |
| (4) Meets Expectations | Meets all relevant performance standards. |
| (5) Exceeds Expectations | Consistently meets and often exceeds all relevant performance standards. Shows initiative and versatility, works collaboratively, and has strong technical and interpersonal skills. Has exceeded goals identified, is highly productive, innovative and responsive, and generates high quality work. |

Professional Development Goal Section

| Professional Goal #1 | | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|----------|----------|----------|----------|----------|
| | Administrator | | | | | |
| | Superintendent | | | | | |
| Administrator Comments / Evidence: | | | | | | |
| Superintendent Comments / Evidence: | | | | | | |

| Professional Goal #2 | | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|----------|----------|----------|----------|----------|
| | Administrator | | | | | |
| | Superintendent | | | | | |
| Administrator Comments / Evidence: | | | | | | |
| Superintendent Comments / Evidence: | | | | | | |

| Professional Goal #3 | | 1 | 2 | 3 | 4 | 5 |
|-----------------------------|----------------------|----------|----------|----------|----------|----------|
| | Administrator | | | | | |

| | | | | | | |
|--|-----------------------|--|--|--|--|--|
| | Superintendent | | | | | |
| Administrator Comments / Evidence: | | | | | | |
| Superintendent Comments / Evidence: | | | | | | |

Nebraska Standards for Special Education Director

| Standard #1: Vision for Learning | | 1 | 2 | 3 | 4 | 5 |
|---|--------------|----------|----------|----------|----------|----------|
| <p>The director, as an instructional leader, embodies and inspires all members of the department staff to collectively embrace and actualize the shared vision, mission, and goals of the district for high-quality teaching and learning that results in students learning growth and realized IEP goals, reduction of opportunity gaps, and enhanced student and staff well-being.</p> <ul style="list-style-type: none"> ● Leads special education staff in the analysis of multiple sources of relevant data to drive the creation of the vision and goals of the program, and ensures alignment with district, campus, state, and federal policies ● Establishes high expectations for the well-being and performance of self, students, and staff and widely communicates mission, vision and goals. ● Promotes teaching practices based on best practice research on student learning ● Ensures that the instruction and support services provided students is based on the standards identified by the district, delivered with fidelity and is personalized to individual student needs ● Ensures that instruction meets the needs of individual students through a variety approaches to learning. | Admin | | | | | |
| | Supt | | | | | |
| Administrator Comments / Evidence: | | | | | | |
| Superintendent Comments / Evidence: | | | | | | |

| Standard #2: Continuous School Improvement | | 1 | 2 | 3 | 4 | 5 |
|--|--------------|----------|----------|----------|----------|----------|
| <p>The director, as an instructional leader, promotes and leads a continuous growth model that results in improved student performance, staff well-being and school effectiveness.</p> <ul style="list-style-type: none"> ● In collaboration with the building leaders, develops, implements, monitors, and revises practices, protocols, and procedures to promote program effectiveness. ● Implements a departmental documented professional learning plan that is aligned to the school's continuous improvement processes, and responsive to student outcome data ● In collaboration with the principals promotes, reviews, adopts and implements curricular materials that are responsiveness to student needs and aligned with local and state standards. ● Monitors the achievement of each student group and other sources of data to make informed decisions about student learning, teacher effectiveness, and program improvement ● Ensures that department staff are collaborative members of PLC teams and effectively using that process to improve student learning and opportunities ● Monitors the effectiveness of family and community engagement | Admin | | | | | |
| | Supt | | | | | |
| Administrator Comments / Evidence: | | | | | | |
| Superintendent Comments / Evidence: | | | | | | |

| Standard #3: Staff Support and Development | | 1 | 2 | 3 | 4 | 5 |
|---|--------------|----------|----------|----------|----------|----------|
| <p>The director, as an instructional leader, develops and supports the professional capacity and practice of personnel to maximize student learning opportunities:</p> <ul style="list-style-type: none"> ● Is consistently visible in the school and community, promotes a safe and healthy learning environment of respect and rapport based on clear guidelines for appropriate behavior, and addresses student and staff conduct in a positive, fair, unbiased manner ● Implements a performance evaluation system for teachers and instructional support staff based on a common instructional language and effective teaching practices ● Observes instructional staff formally and informally and provides specific, actionable, and timely feedback to improve instructional practice, and takes action to provide each instructional staff member with the supports and development needed ● Leads efforts for the development and implementation of differentiated learning and growth opportunities in the areas of professional knowledge, skills, and practice for individual teachers and staff members ● Engages in ongoing professional dialogue with instructional staff to ensure high quality instructional materials and evidence-based, district-supported strategies are fully implemented as intended, resulting in increased student growth and achievement ● Develops and implements strategies to recruit and retain staff ● Mentors emerging staff members to build leadership capacity | Admin | | | | | |
| | Supt | | | | | |
| Administrator Comments / Evidence: | | | | | | |
| Superintendent Comments / Evidence: | | | | | | |

| Standard #4: Operations and Management | | 1 | 2 | 3 | 4 | 5 |
|--|--------------|----------|----------|----------|----------|----------|
| <p>The director manages the program, related operations, and resources of the program to provide a safe, efficient, and effective learning environment for all students and staff.</p> <ul style="list-style-type: none"> ● Communicates the school's policies, protocols, and daily operations ● Creates, implements, and sustains a system of conflict resolution among all members of the educational community ● Maintains an organized data system and uses the system consistently to communicate actionable information ● Engages in responsible, ethical, and accountable budgeting and accounting practices ● Manages and monitors the programs physical spaces, services, and equipment to maintain a safe, clean, healthy learning environment | Admin | | | | | |
| | Supt | | | | | |
| Administrator Comments / Evidence: | | | | | | |
| Superintendent Comments / Evidence: | | | | | | |

| Standard #5: Culture for Learning | | 1 | 2 | 3 | 4 | 5 |
|--|----------------------------|----------|----------|----------|----------|----------|
| <p>The director, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community:</p> <ul style="list-style-type: none"> ● Is consistently visible in the school and community, leads efforts to create and sustain a safe and healthy learning environment of respect and rapport based on clear guidelines for appropriate behavior, and addresses student and staff conduct in a positive, fair, unbiased manner ● Articulates a student centered culture that ensures all students equitable access to learning ● Uses multiple sources of relevant data, to provide layered supports to meet the academic, physical, social-emotional, and mental health needs of each student ● Supports practices that provide collaboration time among staff, cultivating mutual respect, collegiality, and collective responsibility for meeting student and staff goals ● Promotes high expectations and mutual accountability, recognizes successes of students and staff ● Ensures that instructional practices eliminate bias and student marginalization ● Creates and sustains a learning environment in which all students, staff and community are accepted, valued, and respected | Administr ator | | | | | |
| | Superinte ndent | | | | | |
| Administrator Comments / Evidence: | | | | | | |
| Superintendent Comments / Evidence: | | | | | | |

| Standard #6: Professional Ethics & Advocacy | | 1 | 2 | 3 | 4 | 5 |
|--|--------------|----------|----------|----------|----------|----------|
| <p>The director exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school:</p> <ul style="list-style-type: none"> ● Places students at the center of education and shares a collective responsibility for each student's academic success and well-being ● Protects the established rights and confidentiality of students and staff ● Models ethical behavior, acting according to and promoting the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, reflective practice, and personal continuous improvement ● Holds self and others accountable for adhering to established standards of integrity and ethical behavior and handles conflict resolution with professionalism ● Builds and maintains sound relationships with the educational community, including staff and students, based upon personal integrity, dignity, and mutual respect ● Assumes responsibility for professional growth and leadership development | Admin | | | | | |
| | Supt | | | | | |
| Administrator Comments / Evidence: | | | | | | |
| Superintendent Comments / Evidence: | | | | | | |

Summary

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|---------------------------------|
| Administrator Summary |
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| Superintendent's Summary |
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~~**Administrator Acknowledgement:** By signing below, I acknowledge that I have been given the opportunity to participate in this review and that my self-evaluation scoring accurately reflects my views regarding my performance. My signature means that I have been advised of my performance and does not necessarily imply that I agree with the evaluation.~~

~~**Administrator Signature:** _____ **Date:** _____~~

~~**Superintendent Acknowledgement:** By signing below, I understand that the scoring represented in this evaluation accurately reflects my views regarding the subject Administrator's performance. I also acknowledge that I have reviewed and discussed this evaluation with the administrator.~~

~~**Superintendent's Signature:** _____ **Date:** _____~~

Raymond Central Public Schools Student Services Director Job Description

~~It is the policy of Raymond Central 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:** Student Services Director~~

~~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 or Superintendent's Designee~~

~~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 evaluating school counselors, student discipline, student social emotional services, the gifted learning program the Multi-Tiered Systems of Support Framework, 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. Develop and monitor programs and initiatives to address student needs in the areas of social/emotional development, attendance, discipline, and student safety~~
- ~~3. Evaluate school counselors~~
- ~~4. Develop and maintain programs that work to strengthen the home/school connection~~
- ~~5. Work with community agencies to support positive behavioral choices for students and positive consequences~~
- ~~6. Support parent/guardian referrals to outside agencies for assistance~~
- ~~7. Plans and provides oversight of the gifted program, health services, registration and open enrollment for students PreK-12 for the purpose of ensuring programs are administered within the policies and procedures of the District.~~
- ~~8. Coordinate the District-wide anti-bullying and character education programs~~
- ~~9. Oversee and administer interventions through the district's MTSS process~~
- ~~10. Provides principals with current research-based models for the purpose of use in identification of exceptional education students and for intervention in their academic progress.~~
- ~~11. Coordinate with administrators and staff for the purpose of providing staff development to improve achievement of all students.~~
- ~~12. Develop and oversee the districtwide behavior model to ensure consistency from grade level to grade level and building sites.~~
- ~~13. Oversee the District's Title I program(s) and compliance therewith, if any.~~
- ~~14. Attend meetings involving services to students, as assigned.~~

- ~~15. Continually inform parents, students, staff and community members of services available to students in the District.~~
- ~~16. Build positive relationships with parents, students and staff so as to effectively educate others about and implement student services throughout the District.~~
- ~~17. Understand, enforce and manage student behavior and disciplinary issues that may arise.~~
- ~~18. Research, evaluate, and prepare recommendations on ways that the District could better serve students.~~
- ~~19. 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 | Non-Essential | | 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 (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 | - | - | - | - |

Raymond Central Public Schools Curriculum and Assessment Director Job Description

~~It is the policy of Raymond Central 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:** Curriculum and Assessment Director~~

~~B. **Department:** Administration~~

~~C. **Education Level and Certification:** Bachelors degree or higher required, in addition to all other required or assigned certification and training. Certificated position; Nebraska Administrative and Supervisory Certificate with Curriculum Supervisor endorsement is required. Experience in developing curricula and conducting courses is required.~~

~~D. **Reports To:** Superintendent or Superintendent's Designee~~

~~E. **Performance Responsibilities and Job Tasks**~~

~~The primary responsibility of the Curriculum and Assessment Director is to develop instructional material, coordinate educational content, and incorporate current technology in specialized fields that provide guidelines to educators and instructors for developing curricula and conducting courses for the school district. The Curriculum and Assessment Director may delegate performance of management duties. Such delegation does not relieve the Curriculum and Assessment Director from ultimate responsibility or accountability.~~

- ~~1. Plan and conduct teacher training programs and conferences dealing with new classroom procedures, instructional materials and equipment, and teaching aids.~~
- ~~2. Observe work of teaching staff to evaluate performance, and to recommend changes that could strengthen teaching skills.~~
- ~~3. Confer with members of educational committees and advisory groups to obtain knowledge of subject areas, and to relate curriculum materials to specific subjects, individual student needs, and occupational areas.~~
- ~~4. Research, evaluate, and prepare recommendations on curricula, instructional methods, and materials for school systems.~~
- ~~5. Conduct or participate in workshops, committees, and conferences designed to promote the intellectual, social, and physical welfare of students.~~
- ~~6. Advise teaching and administrative staff in curriculum development, use of materials and equipment, and implementation of state and federal programs and procedures.~~
- ~~7. Advise and teach students.~~
- ~~8. Organize production and design of curriculum materials.~~
- ~~9. Recommend, order, or authorize purchase of instructional materials, supplies, equipment, and visual aids designed to meet student educational needs and district standards.~~
- ~~10. Interpret and enforce provisions of state education codes, and rules and regulations of the state education board.~~

- ~~11. Address public audiences to explain program objectives and to elicit support.~~
- ~~12. Prepare grant proposals, budgets, and program policies and goals, or assist in their preparation.~~
- ~~13. Develop tests, questionnaires, and procedures that measure the effectiveness of curricula, and use these tools to determine whether program objectives are being met.~~
- ~~14. Develop instructional materials to be used by educators and instructors.~~
- ~~15. Update the content of educational programs to ensure that students are being trained with equipment and processes that are technologically current.~~
- ~~16. Prepare or approve manuals, guidelines, and reports on state educational policies and practices for distribution to school districts.~~
- ~~17. Inspect instructional equipment to determine if repairs are needed, and authorize necessary repairs.~~
- ~~18. Develop classroom-based and distance learning training courses, using needs assessments and skill level analyses.~~
- ~~19. Coordinate activities of workers engaged in cataloging, distributing, and maintaining educational materials and equipment in curriculum libraries and laboratories.~~

~~1. 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 Curriculum and Assessment Director'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.~~
- ~~e. 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. Maintain current knowledge of organizational policies and procedures, federal and state policies and directives, as well as proposed legislation impacting curriculum and assessment, and inform the Superintendent of significant developments in these areas.~~
- ~~f. 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.~~
- ~~g. Serve as a leader to assist the Superintendent to develop a vision for the school district's curriculum and assessment 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.~~
- ~~h. 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. ~~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.

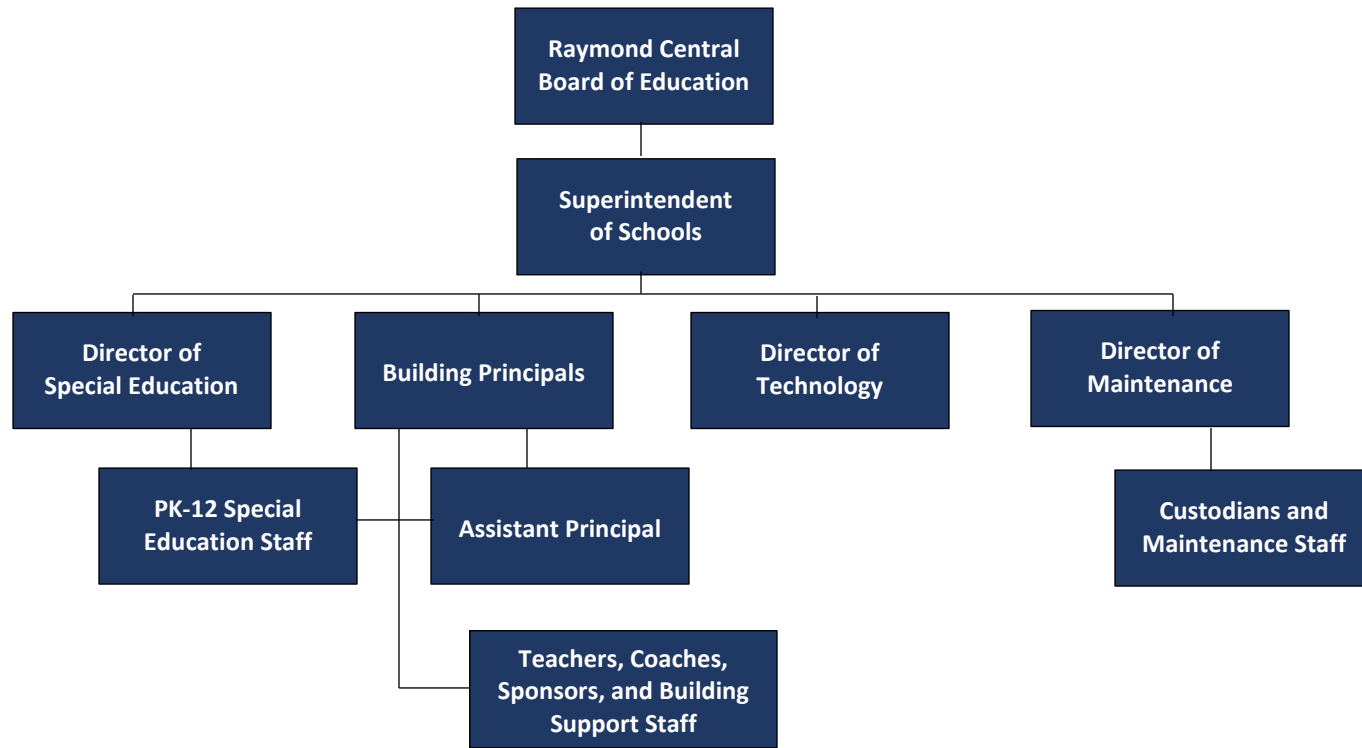
G. ~~Essential Functions:~~ The essential functions of the Curriculum and Assessment Director position include: (1) regular, dependable attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the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

| Physical Requirements – Curriculum & Assessment Director | Non-Essential | | 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 (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 | - | - | - | - |

Raymond Central District Organization Chart

AR2405A



| Director of Special Education | Principal | Superintendent |
|--|---|--|
| <ul style="list-style-type: none"> · K-12 Special Education Programs · Alternative Education Plans and Placements · Contracted Staff · MIPS and TIPS | <ul style="list-style-type: none"> · District 504 Coordination · MTSS Coordination · Special Programs: PK, ELL, Title I, HAL · Manage Day to Day Operations · Serve Federal Program Roles · Design and Manage Staff Development · Oversee all Local and State Assessment · Evaluate Staff · Oversee Curriculum Selection and Development · Oversee all Campus Programming | <ul style="list-style-type: none"> · Administer the Development and Maintenance of all Educational Programs · Budget/Finance · Human Resources · Risk Management · District Safety Director · Oversees District Policy Coordination and Implementation · Leads and Oversees Administrative Team |
| District SAT | | |
| Board Policy and Implementation | Strategic Plan and Implementation | State and Federal Reporting |
| | | School Improvement Planning |

**Raymond Central Public School District Administrator Evaluation
Principal/Assistant Principal/Special Education Director**

| | | |
|------------------------------|---------------------|-----------------------------------|
| Administrator's Name: | School: | Position: |
| Type of Review: | Review Date: | Evaluating Superintendent: |

Definition of Ratings

| | |
|---------------------------------|---|
| (1) Not Effective | Performance more often than not falls below the standards and requirements of the job and is unacceptable. |
| (2) Needs Improvement | Performance sometimes meets the standards and requirements of the job, performance seldom exceeds desired results. Performance has declined significantly or Administrator has not sustained adequate improvement as required since the last performance review or performance improvement plan. |
| (3) In Progress | Performance cannot yet be measured due to inexperience, is still learning the scope for the job, and acquiring the skills required to perform the job. |
| (4) Meets Expectations | Meets all relevant performance standards. |
| (5) Exceeds Expectations | Consistently meets and often exceeds all relevant performance standards. Shows initiative and versatility, works collaboratively, and has strong technical and interpersonal skills. Has exceeded goals identified, is highly productive, innovative and responsive, and generates high quality work. |

Professional Development Goal Section

| Professional Goal #1 | | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|----------|----------|----------|----------|----------|
| | Administrator | | | | | |
| | Superintendent | | | | | |
| Administrator Comments / Evidence: | | | | | | |
| Superintendent Comments / Evidence: | | | | | | |

| Professional Goal #2 | | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|----------|----------|----------|----------|----------|
| | Administrator | | | | | |
| | Superintendent | | | | | |
| Administrator Comments / Evidence: | | | | | | |
| Superintendent Comments / Evidence: | | | | | | |

| Professional Goal #3 | | 1 | 2 | 3 | 4 | 5 |
|-----------------------------|----------------------|----------|----------|----------|----------|----------|
| | Administrator | | | | | |

| | | | | | | |
|--|-----------------------|--|--|--|--|--|
| | Superintendent | | | | | |
| Administrator Comments / Evidence: | | | | | | |
| Superintendent Comments / Evidence: | | | | | | |

Nebraska Standards for School Principals

| Standard #1: Vision for Learning | | 1 | 2 | 3 | 4 | 5 |
|--|--------------|----------|----------|----------|----------|----------|
| <p>The principal, as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student growth and achievement, reduction of opportunity gaps, and enhanced student and staff well-being.</p> <ul style="list-style-type: none"> • Leads school groups in the analysis of multiple sources of relevant data to drive the creation of the vision, mission, and goals of the school, and ensures alignment with district, state, and federal policies • Establishes high expectations for the well-being and performance of self, students, and staff and widely communicates mission, vision and goals. • Promotes teaching practices based on best practice research on student learning • Ensures that the instruction provided students is based on the standards identified by the district, delivered with fidelity, and personalized to individual student needs • Develops a plan to ensure alignment of curriculum, instruction, and assessment processes based on instructional priorities • Ensures that instruction meets the needs of individual students through a variety approaches to learning. | Admin | | | | | |
| | Supt | | | | | |
| Administrator Comments / Evidence: | | | | | | |
| Superintendent Comments / Evidence: | | | | | | |

| Standard #2: Continuous School Improvement | | 1 | 2 | 3 | 4 | 5 |
|--|--------------|----------|----------|----------|----------|----------|
| <p>The principal, as an instructional leader, leads a continuous school improvement process that results in improved student performance, staff well-being and school effectiveness.</p> <ul style="list-style-type: none"> • In collaboration with the building leaders, develops, implements, monitors, and revises a school improvement plan • Implements a school-wide documented professional learning plan that is aligned to the school's continuous improvement processes, and responsive to student outcome data • In collaboration with the educational community, aligns the school's curriculum and high quality instructional materials to district and state content standards to ensure cultural responsiveness and high expectations for student learning • Monitors the achievement of each student group and other sources of data to make informed decisions about student learning, teacher effectiveness, and school improvement • Ensures that PLC reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning • Monitors the effectiveness of family and community engagement | Admin | | | | | |
| | Supt | | | | | |
| Administrator Comments / Evidence: | | | | | | |
| Superintendent Comments / Evidence: | | | | | | |

| Standard #3: Staff Support and Development | | 1 | 2 | 3 | 4 | 5 |
|--|--------------|----------|----------|----------|----------|----------|
| <p>The principal, as an instructional leader, develops and supports the professional capacity and practice of personnel to maximize student learning opportunities.</p> <ul style="list-style-type: none"> ● Is consistently visible in the school and community, promotes a safe and healthy learning environment of respect and rapport based on clear guidelines for appropriate behavior, and addresses student and staff conduct in a positive, fair, unbiased manner ● Implements a performance evaluation system for teachers and instructional support staff based on a common instructional language and effective teaching practices ● Observes instructional staff formally and informally and provides specific, actionable, and timely feedback to improve instructional practice, and takes action to provide each instructional staff member with the supports and development needed ● Leads efforts for the development and implementation of differentiated learning and growth opportunities in the areas of professional knowledge, skills, and practice for individual teachers and staff members ● Engages in ongoing professional dialogue with instructional staff to ensure high quality instructional materials and evidence-based, district-supported strategies are fully implemented as intended, resulting in increased student growth and achievement ● Develops and implements strategies to recruit and retain staff ● Mentors emerging staff members to build leadership capacity | Admin | | | | | |
| | Supt | | | | | |
| Administrator Comments / Evidence: | | | | | | |
| Superintendent Comments / Evidence: | | | | | | |

| Standard #4: Operations and Management | | 1 | 2 | 3 | 4 | 5 |
|--|----------------------------|----------|----------|----------|----------|----------|
| <p>The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.</p> <ul style="list-style-type: none"> • Communicates the school’s policies, protocols, and daily operations • Creates, implements, and sustains a system of conflict resolution among all members of the educational community • Maintains an organized data system and uses the system consistently to communicate actionable information • In collaboration with the educational community, uses multiple sources of relevant data to ensure academic and social interventions, accommodations, and curricular and extracurricular activities are available • Engages in responsible, ethical, and accountable budgeting and accounting practices • Manages and monitors the school’s site, facilities, services, and equipment to maintain a safe, clean, healthy learning environment | Administr ator | | | | | |
| | Superinte ndent | | | | | |
| Administrator Comments / Evidence: | | | | | | |
| Superintendent Comments / Evidence: | | | | | | |

| Standard #5: Culture for Learning | | 1 | 2 | 3 | 4 | 5 |
|---|-----------------------|----------|----------|----------|----------|----------|
| <p>The principal, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community.</p> <ul style="list-style-type: none"> ● Is consistently visible in the school and community, leads efforts to create and sustain a safe and healthy learning environment of respect and rapport based on clear guidelines for appropriate behavior, and addresses student and staff conduct in a positive, fair, unbiased manner ● Articulates a student centered culture that ensures all students equitable access to learning ● Uses multiple sources of relevant data, to provide layered supports to meet the academic, physical, social-emotional, and mental health needs of each student ● Supports practices that provide collaboration time among staff, cultivating mutual respect, collegiality, and collective responsibility for meeting student and staff goals ● Promotes high expectations and mutual accountability, recognizes successes of students and staff ● Ensures that instructional practices eliminate bias and student marginalization ● Creates and sustains a learning environment in which all students, staff and community are accepted, valued, and respected | Administrator | | | | | |
| | Superintendent | | | | | |
| Administrator Comments / Evidence: | | | | | | |
| Superintendent Comments / Evidence: | | | | | | |

| Standard #6: Professional Ethics & Advocacy | | 1 | 2 | 3 | 4 | 5 |
|---|----------------------------|----------|----------|----------|----------|----------|
| <p>The principal exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school.</p> <ul style="list-style-type: none"> ● Places students at the center of education and shares a collective responsibility for each student’s academic success and well-being ● Protects the established rights and confidentiality of students and staff ● Models ethical behavior, acting according to and promoting the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, reflective practice, and personal continuous improvement ● Holds self and others accountable for adhering to established standards of integrity and ethical behavior and handles conflict resolution with professionalism ● Builds and maintains sound relationships with the educational community, including staff and students, based upon personal integrity, dignity, and mutual respect ● Assumes responsibility for professional growth and leadership development | Administr ator | | | | | |
| | Superinte ndent | | | | | |
| Administrator Comments / Evidence: | | | | | | |
| Superintendent Comments / Evidence: | | | | | | |

Principalship/Directors

1. The elementary and secondary schools shall be under the direct administrative and supervisory control of the designated principals.
2. The special education programming PK-12 shall be under the direct administrative and supervisory control of the special education director. The director will consult with principals regarding supervisory control.
3. Principals and Directors shall perform all duties pertaining to their positions under the immediate supervision of the Superintendent of Schools.

Date of Adoption: February 16, 2009

**RAYMOND-CENTRAL PUBLIC SCHOOLS
PRINCIPAL JOB DESCRIPTION**

REQUIREMENTS

~~Education Level: M.A. or higher preferred. Must qualify for Nebraska Administrative and Supervisory Certificate.~~

~~Certification: Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10.~~

~~Experience Desired: Prior principal experience preferred.~~

~~Other Requirements: Must have ability to work effectively with professional staff to provide leadership in a creative learning climate.~~

~~REPORTS TO: Superintendent of Schools~~

~~OVERTIME: Exempt.~~

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

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

TASKS

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

- ~~● Direct and coordinate activities of teachers, administrators, and support staff at schools, public agencies, and institutions.~~
- ~~● Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations.~~
- ~~● Collaborate with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives.~~
- ~~● Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.~~
- ~~● Determine the scope of educational program offerings, and prepare drafts of course schedules and descriptions in order to estimate staffing and facility requirements.~~
- ~~● Observe teaching methods and examine learning materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.~~
- ~~● Plan and develop instructional methods and content for educational, vocational, or student activity programs.~~
- ~~● Prepare and submit budget requests and recommendations, or grant proposals to solicit program funding.~~
- ~~● Prepare, maintain, or oversee the preparation/maintenance of attendance, activity, planning, or personnel reports and records.~~
- ~~● Recommend personnel actions related to programs and services.~~

- ~~Recruit, hire, train, and evaluate staff. Conduct staff observations and evaluations in accordance with the Board evaluation policy and legal requirements, and assure that observations and evaluations are completed by others who are delegated such duties. Implement improvement or corrective action plans implemented when needed. Make recommendations on employee actions requiring Board action.~~
- ~~Review and approve new programs, or recommend modifications to existing programs, submitting program proposals for school board approval as necessary.~~
- ~~Set educational standards and goals, and help establish policies and procedures to carry them out.~~
- ~~Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.~~
- ~~Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.~~
- ~~Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.~~
- ~~Develop partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.~~
- ~~Direct and coordinate school maintenance services and the use of school facilities.~~
- ~~Enforce discipline and attendance rules.~~
- ~~Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.~~
- ~~Review and interpret government codes, and develop programs to ensure adherence to codes and facility safety, security, and maintenance.~~
- ~~Teach classes or courses to students when necessary in the absence of teachers.~~
- ~~Write articles, manuals, and other publications, and assist in the distribution of promotional literature about facilities and programs.~~
- ~~Advocate for new schools to be built, or for existing facilities to be repaired or remodeled.~~
- ~~Establish, coordinate, and oversee particular programs across school districts, such as programs to evaluate student academic achievement.~~
- ~~Supervise instructional, athletic, and extracurricular programs.~~
- ~~Provide appropriate and safe learning environment.~~
- ~~Modify curriculum to meet student needs with assistance from appropriate directors and supervisors.~~
- ~~Implement multicultural and other educational plans.~~
- ~~Coordinate special education services for identified students.~~
- ~~Meet with students for purposes of furnishing information, monitoring, counseling and recognition for academic, athletic or activity success.~~
- ~~Attend meetings of the Board of Education and present information as requested or as needed.~~

KNOWLEDGE

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

- ~~Education and Training – Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.~~
- ~~Administration and Management – Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.~~
- ~~English Language – Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.~~
- ~~Personnel and Human Resources – Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.~~
- ~~Sales and Marketing – Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.~~

- ~~Mathematics – Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.~~
- ~~Communications and Media – Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.~~
- ~~Customer and Personal Service – Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.~~
- ~~Economics and Accounting – Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.~~
- ~~Psychology – Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.~~
- ~~Clerical – Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.~~
- ~~Sociology and Anthropology – Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.~~
- ~~Law and Government – Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.~~
- ~~Public Safety and Security – Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.~~
- ~~Telecommunications – Knowledge of transmission, broadcasting, switching, control, and operation of telecommunications systems.~~
- ~~Computers and Electronics – Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.~~
- ~~Therapy and Counseling – Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.~~
- ~~Food Production – Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.~~
- ~~Geography – Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.~~
- ~~Philosophy and Theology – Knowledge of different philosophical systems and religions. This includes their basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture.~~
- ~~Engineering and Technology – Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.~~
- ~~History and Archeology – Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.~~
- ~~Chemistry – Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.~~
- ~~Medicine and Dentistry – Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.~~
- ~~Mechanical – Knowledge of machines and tools, including their designs, uses, repair, and maintenance.~~
- ~~Transportation – Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.~~
- ~~Biology – Knowledge of plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.~~
- ~~Fine Arts – Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.~~

- ~~Production and Processing - Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.~~
- ~~Building and Construction - Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads.~~
- ~~Design - Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.~~
- ~~Foreign Language - Knowledge of the structure and content of a foreign (non-English) language including the meaning and spelling of words, rules of composition and grammar, and pronunciation.~~
- ~~Physics - Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub-atomic structures and processes.~~

SKILLS

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

- ~~Coordination - Adjusting actions in relation to others' actions.~~
- ~~Speaking - Talking to others to convey information effectively.~~
- ~~Reading Comprehension - Understanding written sentences and paragraphs in work related documents.~~
- ~~Writing - Communicating effectively in writing as appropriate for the needs of the audience.~~
- ~~Social Perceptiveness - Being aware of others' reactions and understanding why they react as they do.~~
- ~~Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.~~
- ~~Judgment and Decision Making - Considering the relative costs and benefits of potential actions to choose the most appropriate one.~~
- ~~Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.~~
- ~~Management of Personnel Resources - Motivating, developing, and directing people as they work, identifying the best people for the job.~~
- ~~Systems Evaluation - Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.~~
- ~~Active Learning - Understanding the implications of new information for both current and future problem solving and decision making.~~
- ~~Learning Strategies - Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.~~
- ~~Systems Analysis - Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.~~
- ~~Complex Problem Solving - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.~~
- ~~Monitoring - Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.~~
- ~~Management of Financial Resources - Determining how money will be spent to get the work done, and accounting for these expenditures.~~
- ~~Instructing - Teaching others how to do something.~~
- ~~Management of Material Resources - Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.~~
- ~~Time Management - Managing one's own time and the time of others.~~
- ~~Service Orientation - Actively looking for ways to help people.~~
- ~~Operations Analysis - Analyzing needs and product requirements to create a design.~~
- ~~Mathematics - Using mathematics to solve problems.~~
- ~~Persuasion - Persuading others to change their minds or behavior.~~
- ~~Equipment Selection - Determining the kind of tools and equipment needed to do a job.~~
- ~~Negotiation - Bringing others together and trying to reconcile differences.~~

- ~~Quality Control Analysis - Conducting tests and inspections of products, services, or processes to evaluate quality or performance.~~
- ~~Operation and Control - Controlling operations of equipment or systems.~~
- ~~Science - Using scientific rules and methods to solve problems.~~
- ~~Installation - Installing equipment, machines, wiring, or programs to meet specifications.~~
- ~~Technology Design - Generating or adapting equipment and technology to serve user needs.~~
- ~~Troubleshooting - Determining causes of operating errors and deciding what to do about it.~~
- ~~Operation Monitoring - Watching gauges, dials, or other indicators to make sure a machine is working properly.~~
- ~~Equipment Maintenance - Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.~~
- ~~Repairing - Repairing machines or systems using the needed tools.~~

ABILITIES

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

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

- ~~Far Vision - The ability to see details at a distance.~~
- ~~Auditory Attention - The ability to focus on a single source of sound in the presence of other distracting sounds.~~
- ~~Flexibility of Closure - The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.~~
- ~~Spatial Orientation - The ability to know your location in relation to the environment or to know where other objects are in relation to you.~~
- ~~Extent Flexibility - The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.~~
- ~~Hearing Sensitivity - The ability to detect or tell the differences between sounds that vary in pitch and loudness.~~
- ~~Manual Dexterity - The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.~~
- ~~Finger Dexterity - The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.~~
- ~~Wrist Finger Speed - The ability to make fast, simple, repeated movements of the fingers, hands, and wrists.~~
- ~~Trunk Strength - The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.~~

WORK ACTIVITIES

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

- ~~Communicating with Persons Outside Organization - Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.~~
 - ~~conduct parent conferences~~
 - ~~make presentations~~
- ~~Communicating with Supervisors, Peers, or Subordinates - Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.~~
 - ~~conduct or attend staff meetings~~
- ~~Getting Information - Observing, receiving, and otherwise obtaining information from all relevant sources.~~
- ~~Provide Consultation and Advice to Others - Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.~~
 - ~~consult with and provide advice to the Board on operations of the school~~
 - ~~consult with and provide advice to the administrative team on operations of the school~~
 - ~~consult with parents or school personnel to determine student needs~~
 - ~~consult with parents or teachers to develop programs~~
 - ~~recommend modifications to educational programs~~
- ~~Coordinating the Work and Activities of Others - Getting members of a group to work together to accomplish tasks.~~
 - ~~coordinate employee continuing education programs~~
 - ~~direct and coordinate activities of workers or staff~~
 - ~~oversee execution of organizational or program policies~~
- ~~Training and Teaching Others - Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.~~
 - ~~conduct training for personnel~~
 - ~~coordinate educational content~~
 - ~~coordinate instructional outcomes~~
 - ~~develop instructional materials~~
- ~~Establishing and Maintaining Interpersonal Relationships - Developing constructive and cooperative working relationships with others, and maintaining them over time.~~

- ~~Staffing Organizational Units - Recruiting, interviewing, selecting, hiring, and promoting employees in an organization:~~
 - ~~develop staffing plan~~
 - ~~evaluate information from employment interviews~~
 - ~~hire, discharge, transfer, or promote workers~~
 - ~~interview job applicants~~
 - ~~recommend personnel actions, such as promotions, transfers, and dismissals~~
- ~~Developing Objectives and Strategies - Establishing long-range objectives and specifying the strategies and actions to achieve them:~~
 - ~~develop policies, procedures, methods, or standards~~
 - ~~establish educational policy or academic codes~~
 - ~~write public sector or educational grant proposals~~
- ~~Organizing, Planning, and Prioritizing Work - Developing specific goals and plans to prioritize, organize, and accomplish your work:~~
 - ~~plan meetings or conferences~~
 - ~~use time management techniques~~
- ~~Analyzing Data or Information - Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts:~~
 - ~~analyze operational or management reports or records~~
 - ~~analyze organizational operating practices or procedures~~
 - ~~analyze survey data to forecast enrollment changes~~
 - ~~evaluate educational outcomes~~
- ~~Monitoring and Controlling Resources - Monitoring and controlling resources and overseeing the spending of money:~~
 - ~~develop budgets~~
- ~~Making Decisions and Solving Problems - Analyzing information and evaluating results to choose the best solution and solve problems:~~
 - ~~resolve problems in educational settings~~
- ~~Guiding, Directing, and Motivating Subordinates - Providing guidance and direction to subordinates, including setting performance standards and monitoring performance:~~
 - ~~assign work to staff or employees~~
 - ~~establish employee performance standards~~
 - ~~evaluate performance of employees or contract personnel~~
 - ~~maintain group discipline in an educational setting~~
 - ~~motivate workers to achieve work goals~~
 - ~~orient new employees~~
 - ~~supervise student extra-curricular activities~~
- ~~Identifying Objects, Actions, and Events - Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events:~~
- ~~Performing Administrative Activities - Performing day-to-day administrative tasks such as maintaining information files and processing paperwork:~~
 - ~~administer educational institutions~~
 - ~~maintain educational records, reports, or files~~
 - ~~oversee site-based school management~~
 - ~~prepare educational reports~~
- ~~Processing Information - Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data:~~
- ~~Developing and Building Teams - Encouraging and building mutual trust, respect, and cooperation among team members:~~
- ~~Judging the Qualities of Things, Services, or People - Assessing the value, importance, or quality of things or people:~~

- ~~Coaching and Developing Others - Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.~~
- ~~Monitor Processes, Materials, or Surroundings - Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.~~
- ~~Interpreting the Meaning of Information for Others - Translating or explaining what information means and how it can be used:~~
 - ~~explain rules, policies or regulations~~
 - ~~prepare instruction manuals~~
- ~~Documenting/Recording Information - Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.~~
- ~~Scheduling Work and Activities - Scheduling events, programs, and activities, as well as the work of others.~~
- ~~Estimating the Quantifiable Characteristics of Products, Events, or Information - Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.~~
- ~~Evaluating Information to Determine Compliance with Standards - Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.~~
- ~~Updating and Using Relevant Knowledge - Keeping up-to-date technically and applying new knowledge to your job:~~
 - ~~use conflict resolution techniques~~
 - ~~use government regulations~~
 - ~~use interpersonal communication techniques~~
 - ~~use interviewing procedures~~
 - ~~use public speaking techniques~~
 - ~~use teaching techniques~~
- ~~Resolving Conflicts and Negotiating with Others - Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.~~
- ~~Thinking Creatively - Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.~~
- ~~Interacting With Computers - Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.~~
- ~~Selling or Influencing Others - Convincing others to buy merchandise/goods or to otherwise change their minds or actions.~~
- ~~Performing for or Working Directly with the Public - Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.~~
- ~~Assisting and Caring for Others - Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients:~~
 - ~~counsel individuals with personal problems~~
- ~~Handling and Moving Objects - Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.~~
- ~~Inspecting Equipment, Structures, or Material - Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.~~
- ~~Performing General Physical Activities - Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.~~
- ~~Drafting, Laying Out, and Specifying Technical Devices, Parts, and Equipment - Providing documentation, detailed instructions, drawings, or specifications to tell others about how devices, parts, equipment, or structures are to be fabricated, constructed, assembled, modified, maintained, or used.~~
- ~~Operating Vehicles, Mechanized Devices, or Equipment - Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as passenger vehicles.~~
- ~~Controlling Machines and Processes - Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).~~

Adopted: February 16, 2009

- ~~Repairing and Maintaining Electronic Equipment – Servicing, repairing, calibrating, regulating, fine-tuning, or testing machines, devices, and equipment that operate primarily on the basis of electrical or electronic (not mechanical) principles.~~
- ~~Repairing and Maintaining Mechanical Equipment – Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.~~

ESSENTIAL FUNCTIONS

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

| <u>Essential Physical Requirements</u> | | | | | |
|--|--|---|--|---|--|
| <u>Principal</u> | | | | | |
| Stamina | | | | | |
| 1.Sitting | | ✗ | | | |
| 2.Walking | | | | ✗ | |
| 3.Standing | | | | ✗ | |
| 4.Sprinting/Running | | ✗ | | | |
| Flexibility | | | | | |
| 5.Bending or twisting at the neck more than the average person | | ✗ | | | |
| 6.Bending or twisting at the trunk more than the average person | | ✗ | | | |
| 7.Squatting/Stooping/Kneeling | | ✗ | | | |
| 8.Reaching above the head | | ✗ | | | |
| 9.Reaching forward | | | | ✗ | |
| 10.Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.) | | | | ✗ | |
| Activities | | | | | |
| 1.Climbing (on ladders, into large trucks/vehicles, etc.) | | ✗ | | | |
| 2.Hand/grip strength | | ✗ | | | |
| 3.Driving on the job | | ✗ | | | |
| 4.Typing non-stop | | ✗ | | | |
| Use of Arms and Hands | | | | | |
| 5.Manual dexterity (using a wrench or screwing a lid on a jar) | | ✗ | | | |
| 6.Finger dexterity (typing or putting a nut on a bolt) | | ✗ | | | |
| Lifting Requirements | | | | | |
| 7.Lifting up to 10 pounds (Mark all that apply) | | | | | |
| Floor to waist | | | | ✗ | |
| Waist to shoulder | | | | ✗ | |
| Shoulder to overhead | | | | ✗ | |
| 8.Lifting 11 to 25 pounds (Mark all that apply) | | | | | |
| Floor to waist | | ✗ | | | |
| Waist to shoulder | | ✗ | | | |
| Shoulder to overhead | | ✗ | | | |
| 9.Lifting 26 to 50 pounds (Mark all that apply) | | | | | |
| Floor to waist | | ✗ | | | |
| Waist to shoulder | | ✗ | | | |
| Shoulder to overhead | | ✗ | | | |
| 10.Lifting 51 to 75 pounds (Mark all that apply) | | | | | |
| Floor to waist | | ✗ | | | |
| Waist to shoulder | | ✗ | | | |
| Shoulder to overhead | | ✗ | | | |
| 11.Lifting 76 plus pounds (Mark all that apply) | | | | | |
| Floor to waist | | ✗ | | | |
| Waist to shoulder | | ✗ | | | |
| Shoulder to overhead | | ✗ | | | |
| 12.Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads? | | ✗ | | | |
| Pushing/Pulling | | | | | |
| 3.25 to 50 pounds | | | | ✗ | |
| 4.51 to 75 pounds | | ✗ | | | |
| 5.76 to 90 pounds | | ✗ | | | |
| 6.Over 90 pounds | | ✗ | | | |
| Carrying | | | | | |
| 7.10 to 25 pounds | | | | ✗ | |
| 8.26 to 50 pounds | | ✗ | | | |
| 9.51 to 75 pounds | | ✗ | | | |
| 10.76 to 90 pounds | | ✗ | | | |
| 11.Over 90 pounds | | ✗ | | | |

Assistant Principalship

1. The secondary school (Grades 6-12) shall be under the direct administrative and supervisory control of the designated Principal and Assistant Principal.
2. The elementary school (Grades PK-5) shall be under the direct administrative and supervisory control of the designated Principal and Assistant Principal.
3. The Assistant Principal shall perform all duties pertaining to his/her position under the immediate supervision of the Building Principal.

Date of Adoption: July 12, 2017

**RAYMOND-CENTRAL PUBLIC SCHOOLS
ASSISTANT PRINCIPAL JOB DESCRIPTION**

REQUIREMENTS

~~Education Level: M.A. or higher preferred. Must qualify for Nebraska Administrative and Supervisory Certificate.~~

~~Certification: Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10.~~

~~Experience Desired: Prior Principal experience preferred.~~

~~Other Requirements: Must have ability to work effectively with professional staff to provide leadership in a creative learning climate.~~

~~REPORTS TO: Principal of assigned Schools~~

~~OVERTIME: Exempt.~~

~~Administrative exemption: The Assistant Principal has the primary duty of assisting with administrative functions directly related to academic instruction or training.~~

~~Executive exemption: The primary duty of the Assistant Principal is to assist in the management of the school to which he/she is assigned. The Assistant Principal customarily and regularly directs the work of two or more other employees and has authority to make hiring or firing, promotion, or change of status recommendations of other employees to the Principal.~~

TASKS

~~The Assistant Principal is responsible for assisting in the planning, directing, or coordinating the academic, clerical, or auxiliary activities of the school to which he/she is assigned. Specific duties and responsibilities may vary depending on the assignments given by the Superintendent or the Board of Education. The Assistant Principal is expected to adhere to all Board policies and requirements state and federal laws and regulations, including ethics regulations. Attend and present information at Board of Education meetings as requested or as needed. The tasks to be performed by the Assistant Principal include assistance with the following:~~

- ~~● Directing and coordinating of activities of teachers, administrators, and support staff at schools, public agencies, and institutions.~~
- ~~● Evaluating of curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations.~~
- ~~● Collaborating with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives.~~
- ~~● Determining allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.~~
- ~~● Determining educational program offerings, and prepare drafts of course schedules and descriptions in order to estimate staffing and facility requirements.~~
- ~~● Observing teaching methods and examine learning materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.~~
- ~~● Planning and developing instructional methods and content for educational, vocational, or student activity programs.~~
- ~~● Preparing and submitting of budget requests and recommendations, or grant proposals to solicit program funding.~~
- ~~● Preparation/maintenance of attendance, activity, planning, or personnel reports and records.~~

- ~~Recommendations of personnel actions related to programs and services.~~
- ~~Recruiting, hiring, training, and evaluation of new staff. Conduct staff observations and evaluations in accordance with the Board evaluation policy and legal requirements, and assure that observations and evaluations are completed by others who are delegated such duties. Implement improvement or corrective action plans implemented when needed. Make recommendations on employee actions requiring Board action.~~
- ~~Reviewing and approving of new programs, or recommend modifications to existing programs, submitting program proposals for school board approval as necessary.~~
- ~~Setting educational standards and goals, and help establish policies and procedures to carry them out.~~
- ~~Collecting and analyzing survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.~~
- ~~Communicating with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.~~
- ~~Counseling and providing guidance to students regarding personal, academic, vocational, or behavioral issues.~~
- ~~Developing partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.~~
- ~~Directing and coordinating school maintenance services and the use of school facilities.~~
- ~~Enforcement of discipline and attendance rules.~~
- ~~Organizing committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.~~
- ~~Reviewing and interpreting government codes, and developing programs to ensure adherence to codes and facility safety, security, and maintenance.~~
- ~~Teaching classes or courses to students when necessary in the absence of teachers.~~
- ~~Writing articles, manuals, and other publications, and assist in the distribution of promotional literature about facilities and programs.~~
- ~~Supporting for new schools to be built, or for existing facilities to be repaired or remodeled.~~
- ~~Establishing, coordinating, and overseeing of particular programs across school districts, such as programs to evaluate student academic achievement.~~
- ~~Supervising the instructional, athletic, and extracurricular programs.~~
- ~~Providing an appropriate and safe learning environment.~~
- ~~Modification of the curriculum to meet student needs with assistance from appropriate directors and supervisors.~~
- ~~Implementation of multicultural and other educational plans.~~
- ~~Coordinating of special education services for identified students.~~
- ~~Meeting with students for purposes of furnishing information, monitoring, counseling and recognition for academic, athletic or activity success.~~

KNOWLEDGE

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

- ~~Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.~~
- ~~Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.~~
- ~~English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.~~
- ~~Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.~~

- ~~Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.~~
- ~~Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.~~
- ~~Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.~~
- ~~Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.~~
- ~~Economics and Accounting — Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.~~
- ~~Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.~~
- ~~Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.~~
- ~~Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.~~
- ~~Law and Government — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.~~
- ~~Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.~~
- ~~Telecommunications — Knowledge of transmission, broadcasting, switching, control, and operation of telecommunications systems.~~
- ~~Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.~~
- ~~Therapy and Counseling — Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.~~
- ~~Food Production — Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.~~
- ~~Geography — Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.~~
- ~~Philosophy and Theology — Knowledge of different philosophical systems and religions. This includes their basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture.~~
- ~~Engineering and Technology — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.~~
- ~~History and Archeology — Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.~~
- ~~Chemistry — Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.~~
- ~~Medicine and Dentistry — Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.~~
- ~~Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.~~
- ~~Transportation — Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.~~

- ~~Biology — Knowledge of plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.~~
- ~~Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.~~
- ~~Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.~~
- ~~Building and Construction — Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads.~~
- ~~Design — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.~~
- ~~Foreign Language — Knowledge of the structure and content of a foreign (non-English) language including the meaning and spelling of words, rules of composition and grammar, and pronunciation.~~
- ~~Physics — Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub-atomic structures and processes.~~

SKILLS

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

- ~~Coordination — Adjusting actions in relation to others' actions.~~
- ~~Speaking — Talking to others to convey information effectively.~~
- ~~Reading Comprehension — Understanding written sentences and paragraphs in work related documents.~~
- ~~Writing — Communicating effectively in writing as appropriate for the needs of the audience.~~
- ~~Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.~~
- ~~Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.~~
- ~~Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.~~
- ~~Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.~~
- ~~Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.~~
- ~~Systems Evaluation — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.~~
- ~~Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.~~
- ~~Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.~~
- ~~Systems Analysis — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.~~
- ~~Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.~~
- ~~Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.~~
- ~~Management of Financial Resources — Determining how money will be spent to get the work done, and accounting for these expenditures.~~
- ~~Instructing — Teaching others how to do something.~~
- ~~Management of Material Resources — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.~~
- ~~Time Management — Managing one's own time and the time of others.~~
- ~~Service Orientation — Actively looking for ways to help people.~~
- ~~Operations Analysis — Analyzing needs and product requirements to create a design.~~

- ~~Mathematics — Using mathematics to solve problems.~~
- ~~Persuasion — Persuading others to change their minds or behavior.~~
- ~~Equipment Selection — Determining the kind of tools and equipment needed to do a job.~~
- ~~Negotiation — Bringing others together and trying to reconcile differences.~~
- ~~Quality Control Analysis — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.~~
- ~~Operation and Control — Controlling operations of equipment or systems.~~
- ~~Science — Using scientific rules and methods to solve problems.~~
- ~~Installation — Installing equipment, machines, wiring, or programs to meet specifications.~~
- ~~Technology Design — Generating or adapting equipment and technology to serve user needs.~~
- ~~Troubleshooting — Determining causes of operating errors and deciding what to do about it.~~
- ~~Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.~~
- ~~Equipment Maintenance — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.~~
- ~~Repairing — Repairing machines or systems using the needed tools.~~

ABILITIES

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

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

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

WORK ACTIVITIES

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

- ~~Communicating with Persons Outside the Organization~~ — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
 - conduct parent conferences
 - make presentations
- ~~Communicating with Supervisors, Peers, or Subordinates~~ — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
 - conduct or attend staff meetings
- ~~Getting Information~~ — Observing, receiving, and otherwise obtaining information from all relevant sources.
- ~~Provide Consultation and Advice to Others~~ — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
 - consult with and provide advice to the Board on operations of the school
 - consult with and provide advice to the administrative team on operations of the school
 - consult with parents or school personnel to determine student needs
 - consult with parents or teachers to develop programs
 - recommend modifications to educational programs
- ~~Coordinating the Work and Activities of Others~~ — Getting members of a group to work together to accomplish tasks.
 - coordinate employee continuing education programs
 - direct and coordinate activities of workers or staff
 - oversee execution of organizational or program policies
- ~~Training and Teaching Others~~ — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

- conduct training for personnel
- coordinate educational content
- coordinate instructional outcomes
- develop instructional materials
- ~~Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.~~
- ~~Staffing Organizational Units — Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.~~
 - develop staffing plan
 - evaluate information from employment interviews
 - hire, discharge, transfer, or promote workers
 - interview job applicants
 - recommend personnel actions, such as promotions, transfers, and dismissals
- ~~Developing Objectives and Strategies — Establishing long-range objectives and specifying the strategies and actions to achieve them.~~
 - develop policies, procedures, methods, or standards
 - establish educational policy or academic codes
 - write public sector or educational grant proposals
- ~~Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.~~
 - plan meetings or conferences
 - use time management techniques
- ~~Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.~~
 - analyze operational or management reports or records
 - analyze organizational operating practices or procedures
 - analyze survey data to forecast enrollment changes
 - evaluate educational outcomes
- ~~Monitoring and Controlling Resources — Monitoring and controlling resources and overseeing the spending of money.~~
 - develop budgets
- ~~Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.~~
 - resolve problems in educational settings
- ~~Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.~~
 - assign work to staff or employees
 - establish employee performance standards
 - evaluate performance of employees or contract personnel
 - maintain group discipline in an educational setting
 - motivate workers to achieve work goals
 - orient new employees
 - supervise student extra-curricular activities
- ~~Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.~~
- ~~Performing Administrative Activities — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.~~
 - administer educational institutions
 - maintain educational records, reports, or files
 - oversee site-based school management
 - prepare educational reports

- ~~Processing Information~~ — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- ~~Developing and Building Teams~~ — Encouraging and building mutual trust, respect, and cooperation among team members.
- ~~Judging the Qualities of Things, Services, or People~~ — Assessing the value, importance, or quality of things or people.
- ~~Coaching and Developing Others~~ — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- ~~Monitor Processes, Materials, or Surroundings~~ — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- ~~Interpreting the Meaning of Information for Others~~ — Translating or explaining what information means and how it can be used.
 - explain rules, policies or regulations
 - prepare instruction manuals
- ~~Documenting/Recording Information~~ — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- ~~Scheduling Work and Activities~~ — Scheduling events, programs, and activities, as well as the work of others.
- ~~Estimating the Quantifiable Characteristics of Products, Events, or Information~~ — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.
- ~~Evaluating Information to Determine Compliance with Standards~~ — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- ~~Updating and Using Relevant Knowledge~~ — Keeping up-to-date technically and applying new knowledge to your job.
 - use conflict resolution techniques
 - use government regulations
 - use interpersonal communication techniques
 - use interviewing procedures
 - use public speaking techniques
 - use teaching techniques
- ~~Resolving Conflicts and Negotiating with Others~~ — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- ~~Thinking Creatively~~ — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- ~~Interacting With Computers~~ — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- ~~Selling or Influencing Others~~ — Convincing others to buy merchandise/goods or to otherwise change their minds or actions.
- ~~Performing for or Working Directly with the Public~~ — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- ~~Assisting and Caring for Others~~ — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
 - counsel individuals with personal problems
- ~~Handling and Moving Objects~~ — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
- ~~Inspecting Equipment, Structures, or Material~~ — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- ~~Performing General Physical Activities~~ — Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.

- ~~Drafting, Laying Out, and Specifying Technical Devices, Parts, and Equipment — Providing documentation, detailed instructions, drawings, or specifications to tell others about how devices, parts, equipment, or structures are to be fabricated, constructed, assembled, modified, maintained, or used.~~
- ~~Operating Vehicles, Mechanized Devices, or Equipment — Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as passenger vehicles.~~
- ~~Controlling Machines and Processes — Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).~~
- ~~Repairing and Maintaining Electronic Equipment — Servicing, repairing, calibrating, regulating, fine-tuning, or testing machines, devices, and equipment that operate primarily on the basis of electrical or electronic (not mechanical) principles.~~
- ~~Repairing and Maintaining Mechanical Equipment — Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.~~

ESSENTIAL FUNCTIONS

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

| | | | | | |
|--|--|---|--|---|--|
| Essential Physical Requirements | | | | | |
| Assistant Principal | | | | | |
| amina | | | | | |
| -Sitting | | ✗ | | | |
| -Walking | | | | ✗ | |
| -Standing | | | | ✗ | |
| -Sprinting/Running | | ✗ | | | |
| ibility | | | | | |
| -Bending or twisting at the neck more than the average person | | ✗ | | | |
| -Bending or twisting at the trunk more than the average person | | ✗ | | | |
| -Squatting/Stooping/Kneeling | | ✗ | | | |
| -Reaching above the head | | ✗ | | | |
| -Reaching forward | | | | ✗ | |
| -Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.) | | | | ✗ | |
| ivities | | | | | |
| -Climbing (on ladders, into large trucks/vehicles, etc.) | | ✗ | | | |
| -Hand/grip strength | | ✗ | | | |
| -Driving on the job | | ✗ | | | |
| -Typing non-stop | | ✗ | | | |
| of Arms and Hands | | | | | |
| -Manual dexterity (using a wrench or screwing a lid on a jar) | | ✗ | | | |
| -Finger dexterity (typing or putting a nut on a bolt) | | ✗ | | | |
| ing Requirements | | | | | |
| -Lifting up to 10 pounds (Mark all that apply) | | | | | |
| Floor to waist | | | | ✗ | |
| Waist to shoulder | | | | ✗ | |
| Shoulder to overhead | | | | ✗ | |
| -Lifting 11 to 25 pounds (Mark all that apply) | | | | | |
| Floor to waist | | ✗ | | | |
| Waist to shoulder | | ✗ | | | |
| Shoulder to overhead | | ✗ | | | |
| -Lifting 26 to 50 pounds (Mark all that apply) | | | | | |
| Floor to waist | | ✗ | | | |
| Waist to shoulder | | ✗ | | | |
| Shoulder to overhead | | ✗ | | | |
| -Lifting 51 to 75 pounds (Mark all that apply) | | | | | |
| Floor to waist | | ✗ | | | |
| Waist to shoulder | | ✗ | | | |
| Shoulder to overhead | | ✗ | | | |
| -Lifting 76 plus pounds (Mark all that apply) | | | | | |
| Floor to waist | | ✗ | | | |
| Waist to shoulder | | ✗ | | | |
| Shoulder to overhead | | ✗ | | | |
| -Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads? | | ✗ | | | |
| ing/Pulling | | | | | |
| -25 to 50 pounds | | | | ✗ | |
| -51 to 75 pounds | | ✗ | | | |
| -76 to 90 pounds | | ✗ | | | |
| -Over 90 pounds | | ✗ | | | |
| rying | | | | | |
| -10 to 25 pounds | | | | ✗ | |
| -26 to 50 pounds | | ✗ | | | |
| -51 to 75 pounds | | ✗ | | | |
| -76 to 90 pounds | | ✗ | | | |
| -Over 90 pounds | | ✗ | | | |

Duties of the Special Education Director**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. Serve as the District's point of contact and liaison between the Educational Services Unit 2's special education support services.
- d. Provide a leadership structure to ensure rules and instructions to special education program employees and students are in compliance with Board policy.
- e. 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.
- f. 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.
- g. Determine the scope of special education program offerings and the staffing and facility required to provide the educational program.
- h. 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.
- i. Plan and develop instructional methods and content for special education programs.
- j. Review and approve new programs, or recommend modifications to existing programs, submitting program proposals to the Superintendent for Board approval as necessary.
- k. Collect and analyze survey data, regulatory information, and data on demographic trends to forecast enrollment patterns and curriculum change needs.
- l. Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- 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.

Raymond Central Public Schools Special Education Director Job Description

It is the policy of Raymond Central 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: Special Education Director

B. Department: Special Education

C. Education Level and Certification: Masters degree required, in additional to all other required or assigned certification and training; 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. Serve as the District's point of contact and liaison between the Educational Services Unit 2's special education support services.
- d. Provide a leadership structure to ensure rules and instructions to special education program employees and students are in compliance with Board policy.
- e. 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.
- f. 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.
- g. Determine the scope of special education program offerings and the staffing and facility required to provide the educational program.

- h. 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.
- i. Plan and develop instructional methods and content for special education programs.
- j. Review and approve new programs, or recommend modifications to existing programs, submitting program proposals to the Superintendent for Board approval as necessary.
- k. Collect and analyze survey data, regulatory information, and data on demographic trends to forecast enrollment patterns and curriculum change needs.
- l. Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- 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 | Non-Essential | | 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 (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 | | | | |

Attendance at Professional Growth Meetings

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

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

~~The Board approval of administrators' attendance at national conventions shall be considered prior to convention registration, contract issuance, and said provision, if approved, shall be part of the administrators' contracts. Normally permission to attend a national convention shall not be granted to an administrator in the administrator's first year with the Raymond Central Public School.~~

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

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

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

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

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

Date of Adoption: February 16, 2009

Discuss, Consider and Take Necessary Action to approve door access security system for the Jr/Sr High School

Motion by Benes, second by Matulka to accept the Alta Access Control System proposal from Kidwell at a cost of \$70,227.00. Door access has been identified as a critical safety need. It will be implemented at the Jr-Sr High School and piloted before adding at the elementaries. This will be funded through the building fund, however, Superintendent Johnson is in the process of applying for a grant that would cover the door access as well as film and wrap for windows. RCV 5-0. Motion carried.



Proposal: New Alta Access Control System

Prepared for:
Raymond Central School District

Prepared by:
Justin Peppard

We see beyond in everything we do. Beyond titles or tasks. Beyond today's challenges and tomorrow's goal. When someone, colleague or client, is in need we are there ready to find a way to help. This philosophy carries through our office locations, in the field, and across our communities. Doing what's right, even when no one is watching. That's Kidwell.



Prepared For:

Raymond Central School District

Jaxn Kobza
1800 W Agnew Rd
Raymond, NE 68424
United States

Prepared By:

Justin Peppard
jpeppard@kidwellinc.com
KIDQ18644
4/5/2023

New Alta Access Control System

Project Scope:

Kidwell will provide and install a new access control system for Raymond Central School District.

New Alta Cloud Based Access Control System will be installed at Raymond Central Jr. & Sr. High & Pre-School.

Elementary Schools in Valparaiso and Ceresco are not included in this proposal.

Engineering:

Kidwell will provide and install the equipment listed below.

Base Access Control

- (4) Core series 12/24V 8-door ACP.
 - (8) Single gang reader, multi. freq.
 - (7) Mullion reader, multi. freq.
 - (2) Standard smart keypad reader.
 - (10) DESFire EV3 cards, pack of 10.
 - (1) Annual subscription for premium pack 1.
 - (2) Annual subscription for premium pack 10.
 - (8) 12VDC, 7AH backup batteries.
 - (35) Door position sensors.
 - (2) Motorized latch retraction kits.
 - (2) Armored door loops.
 - (14) HES 9400 series electrified strikes.
 - (1) HES 1600 series electrified strikes.
 - (2) Connect existing strike.
 - (1) Door interface relays.
 - (9) Quick disconnect cables.
 - (2) Remote release buttons.
- Video Intercom:
- (1) Video intercom reader pro.
 - (1) Annual subscription for premium 500 users.

(1) Pack of 50 intercom recipient users.

(1) Annual cloud video storage for 30 days.

Kidwell will provide and install all required cabling.

Time and material has been included to provide surface mounted conduit pathways at several door locations.

Notes:

Proposal assumes that all existing/owner-provided equipment is functioning properly and is in good working condition.

Proposal assumes that existing conduits and raceways are free from obstructions and can be re-used.

Surface raceway will be used in areas where new cabling cannot be installed above accessible ceilings or hollow walls.

Video intercom user annual subscription can be removed if 5 or less users will be needed.

Video intercom 30 day cloud storage annual subscription can be removed if there is no need to retain video footage.

Kidwell has included one (1) hour of owner training.

Proposal does not include any cabinets or shelves for equipment

A lift rental has been included in this proposal.

Kidwell is not responsible for schedule delays caused by others and/or material delays.

Vertical conduit runs will be surface mounted

Horizontal conduit runs will be above ceiling if applicable. If not applicable, runs will be surface mounted

Horizontal conduit runs in gymnasium will be surface mounted

Important Contact Information:

Kidwell Support: dispatch@kidwellinc.com - 402.473.7788

Items Not Included:

Server or PC.

Local power supplies. Uninterruptable power supply (UPS). Network switches.

Fiber.

Data racks.

Patching or painting. Any 120V work.

Configurations to owners' network. Warranty on any existing equipment. Network connection between buildings.

Hardware

- 4.00 Core Series 8 Port 12/24V Smart Hub, 8 entry
- 8.00 Single Gange Reader, Multi Freq
- 7.00 Mullion Reader, Multi Freq
- 2.00 Standard Smart Keypad Reader V2, black
- 10.00 DESFire EV3 Cards for Instant Card, Pack of 10
- 2.00 Miniature Surface Mount Switch Set, White, Standard Gap Up to 1", Closed Loop, Flanged, Terminals, Covers
- 33.00 1" Steel Door Recessed Switch Set, Standard Gap Up to 1/2", Closed Loop, Standard 12" Leads, Black
- 8.00 Rechargeable Battery, Sealed lead acid (SLA), 12VDC, 7AH
- 4.00 Line Cord
- 2.00 Retrofit Monitoring Kit REX
- 2.00 Door Loop 18" Long .375" ID Metal End Caps
- 14.00 9400 Series Slim-Line, Outdoor Rated Surface Mounted Electric Strike, Satin Stainless Steel
- 1.00 Complete Pac For Latchbolt & Deadbolt Locks
- 1.00 Door Interface Relay, 12/24 VAC/DC
- 9.00 Quick Disconnect Cord
- 50.00 Armored Cable, Non-Magnetic, Squarelok Style, 0.313"D (Inner) x 0.41"D (Outer), 2" Coiling Diameter, Stainless Steel (Qty 1 = 1')
- 2.00 Under-Desk Door Release with Momentary Action Switch, Push Button Controlled
- 1.00 Video Intercom Reader

Software

- 1.00 Annual Subscription for Premium For Pack of 1 entry, includes 500 active users
- 2.00 Annual Subscription for Premium For Pack of 10 entry, includes 500 active users
- 1.00 Annual Subscription for Premium For Pack of 1 entry, includes 500 active users
- 1.00 Pack of 50 Intercom Recipient Users
- 1.00 Annual cloud video storage for 30 days

Services & Other Totals

| | |
|---------------------------------|----------|
| Programming/System Installation | Included |
| Owner Training | Included |

Proposal Summary

Base Bid:

\$70,227.00

* By signing, CUSTOMER ACKNOWLEDGES that they have reviewed and understand all attached terms and conditions of this agreement.

Grand Total:

\$70,227.00

Notes:

* Sales Tax has not been included in this proposal.

Terms:

* 50% Down Required before any work can begin

* Remaining Payment to be made as follows: MONTHLY - ADDITIONAL FEES WILL APPLY IF PAYMENT IS MADE BY CREDIT CARD

* Accounts not paid within thirty days are subject to a finance charge of 1% monthly, and an annual rate of 12%.

Authorized Kidwell Representative: John Wiechman Date: 4/7/2023

Customer Signature: _____ Date: _____

LINCOLN

3333 Folkways Circle
Lincoln, NE 68504
Tel 402.475.9151

OMAHA

7050 S 110th St
La Vista, NE 68128
Tel 402.333.2333

KEARNEY

414 East 6th Street
Kearney, NE 68847
Tel 308.233.5111

Quote Valid 10 Days from Proposal Date



Serving
Nebraska
Since 1948



Additional Notes & Payment Terms

Notes:

- 1) No sales tax has been included for material and labor in this proposal.
- 2) If you are a Tax-Exempt Organization; No material will be purchased prior to Kidwell receiving a valid Nebraska Form 13 and or 17.
- 3) All other required taxes will be charged and added to the proposal price on invoicing.
- 4) Proposal does not include any patching, painting, or repair of any surface.
- 5) Proposal assumes all work can be completed during Kidwell's normal business hours unless otherwise agreed upon.
- 6) Proposal assumes project phases (if any) will be performed in succession & will not require Kidwell to leave the job site between phases.
- 7) Proposal does not include any ceiling removal or replacement.
- 8) Proposal does not include infectious control procedures.
- 9) Proposal assumes all cabling to be ran free-aired in accessible ceiling.
- 10) Proposal assumes walls can be fished down.
- 11) Proposal does not include any warranty on owner supplied material or equipment.
- 12) Proposal does not include any discovery allowances.
- 13) The following items are not included in this proposal unless otherwise stated above:
 - a. Fees from the local power, cable and telephone companies.
 - b. Plywood backboards and any backing materials of any kind.
 - c. Disposal of any hazardous waste, including lamps and ballasts.
 - d. Restoration of any vegetation.
 - e. Repair of lawn irrigation systems.
- 14) Kidwell Inc. will pay for required electrical permit fees only.
- 15) Troubleshooting/Fixing spyware/virus infected PCs/Servers not included.
- 16) Troubleshooting ISP/Telco Lines not included.
- 17) No additional hardware or software included in this proposal unless listed above.
- 18) All hardware/software will be installed in accordance to the manufacturer's specifications.
- 19) Diagnosing existing hardware/software problems not included.
- 20) Kidwell will work with owner and/or software/hardware provider on T&M basis per owner's request.
- 21) All Microsoft software will be installed using Microsoft Best Practices.
- 22) Kidwell will warrant the installation per the scope for up to one year from date of acceptance.
- 23) Modifications made by the customer to the original installation will void Kidwell's warranty.
- 24) Any custom configurations are outside the scope of this project.
- 25) Service calls more than three hours from nearest Kidwell office will incur travel charges.

Payment Terms:

- 1) Payment to be made as follows: MONTHLY
- 2) Accounts not paid within thirty days are subject to a finance charge of 1% monthly, and an annual rate of 12%.
- 3) Note: This proposal may be withdrawn by Kidwell, Inc. if not accepted within ten days.
- 4) Credit cards will not be accepted as payment on this proposal.



Terms & Conditions

Fees. All fees are payable in U.S. currency. Unless otherwise noted, all fees are due upon receipt of the statement, and are delinquent thirty (30) days after the date of the statement. Customer shall be responsible to pay all sales, use, excise and similar taxes. If any statement is not paid in full within thirty (30) days of the statement, interest will accrue on the unpaid balance at the rate of twelve percent (12%) per annum until paid. Credit cards will not be accepted as payment on this proposal.

Facilities. For services provided on the Customer's premises, Customer shall provide a safe work site for performance of the services, and shall provide such assistance as may be reasonably necessary for the efficient performance by Kidwell employees.

Disclaimer of Warranties. Kidwell warrants that the services provided will be performed in accordance with the Customer's approved work plan, and in a workmanlike manner determined to be most appropriate under the circumstances. This warranty is the sole warranty, and it is in lieu of all other warranties, either express or implied.

Employees. Customer shall not hire, engage or employ any employee of Kidwell during the period ending twelve (12) months after the earlier of (i) the last date that Kidwell renders any services to Customer; or (ii) termination of the employee's employment with Kidwell. Kidwell shall be entitled to specific performance of this provision.

Confidentiality. Each party covenants and agrees to hold and keep the other party's confidential information in confidence and will not disclose such confidential information to anyone without the other's prior written consent. The party receiving such confidential information will not use, or permit others to use, such confidential information for any purpose other than in accordance with this Agreement, and shall not make any unauthorized copy of any confidential information and will use its best efforts to avoid disclosure, dissemination or unauthorized use of the other's confidential information.

Remedies. The parties shall have the following remedies:

Correction. Customer's exclusive remedy for any breach of warranty or error in services rendered by Kidwell shall be limited to correction of the error in workmanship through its time and efforts at no additional charge to Customer. If the error results from incorrect or incomplete data or information provided to Kidwell, Customer shall be liable to Kidwell for the cost to correct the error at its customary time and material charges.

Performance. If Customer defaults in payment or otherwise, Kidwell at its sole and exclusive option, shall have the right to suspend performance of the services until such default is cured, and such suspension shall be without liability or obligation to Customer or any third party, and without prejudice to the rights and remedies of Kidwell pursuant to this Agreement.

Limitation of Liability. Neither party shall be liable for incidental or consequential damages of the other. In no event shall Kidwell's liability for damages, losses or expenses as a result of negligence exceed the amount of fees paid by Customer to Kidwell in the six (6) month period immediately preceding the act or omission causing such damage or loss. The amount of Kidwell's fee for services is a consideration in the limitation of its liability hereunder.

Independent Contractor. Kidwell and Customer have the relationship of independent contractors and neither is the agent, partner, joint venture, or employee of or with the other and no fiduciary relationship between the parties exists. Neither party shall have the right to bind or obligate the other in any manner, nor shall it represent that it has any such right to do so.

Governing Law. This agreement shall be governed by and construed in accordance with substantive law of the State of Nebraska.

Force Majeure. The performance by either party of any of the undertakings set forth in this Agreement shall not be deemed untimely to the extent any late performance or nonperformance is due to acts of God, acts of war, civil disturbance, acts of government, including, but not limited to, government or court orders or any other act or event beyond the control of the affected party.

Entire Agreement. This Agreement sets forth the entire agreement between the parties concerning the subject hereof, and supersedes all prior and contemporaneous written or oral negotiations and agreements between them concerning the subject matter thereof.

Customer Initial: _____

KIDQ18644



Customer Address Verification

Please verify the following JOB SITE address and BILLING address.
If changes are required, please use the provided lines. If correct, please sign at bottom of page.

JOB SITE ADDRESS

Job Site Contact: Jaxn Kobza
Email Address: jaxn.kobza@rcentral.org
Company Name: Raymond Central School District
Address: 1800 W Agnew Rd
Raymond NE, 68424

If CHANGES need made to the JOB SITE ADDRESS, use these lines:

Job Site Contact: _____
Email Address: _____
Company Name: _____
Address: _____

BILLING ADDRESS

Billing Contact: Jaxn Kobza
Email Address: jaxn.kobza@rcentral.org
Company Name: Raymond Central School District
Address: 1800 W Agnew Rd
Raymond NE, 68424

If CHANGES need made to the BILLING ADDRESS, use these lines:

Billing Contact: _____
Email Address: _____
Company Name: _____
Address: _____

I verify all address information is correct or I have provided the correct address information.

Customer Signature: _____ Date: _____

Discuss, Consider and Take Necessary Action to approve a quote from Tint Revolution for security film on all glass doors at the Jr/Sr High campus

Motion by Matulka, second by Lange to approve quotes from Tint Revolution for security film on exterior glass doors at both elementary buildings and the Jr-Sr High School (\$27,252.50); and from Revolution Wrap for window wraps on higher traffic areas at the Jr-Sr High School to minimize visibility into the building and enhance safety (\$5,069.05). RCV 5-0. Motion carried.



Proposal To: Tony Kobza (Raymond Central Public Schools)

402-785-2615
 1800 West Agnew Road
 Raymond, NE 68428

Proposal #22908452

Date Apr 20, 2023

1800 West Agnew Road, Raymond, NE 68428

| | |
|--|----------|
| Ramp 3 windows | 5 panes |
| Windows on wall going to playground | 40 panes |
| Weight room | 6 panes |
| Superintendent office wall | 28 panes |
| Principal Office | 2 panes |
| Preschool | 20 panes |
| Office entry | 13 panes |
| Classroom windows | 14 panes |
| Entrance 36 | 7 panes |
| Doors 16-30 | 22 panes |
| Doors 2-15 | 29 panes |
| windows by door 36 | 4 panes |
| Side windows by main entry | 14 panes |
| Solution 1 Security film on all eye level windows <i>(all glass doors, Cafeteria, Sup doors, Weight, Speech, West Side 3 doors)</i> | |
| Office entry | 13 panes |
| Entrance 36 | 7 panes |
| Doors 16-30 | 22 panes |
| Doors 2-15 | 29 panes |
| Side windows by main entry | 14 panes |

3M Ultra S800

This is the 3M Ultra S800 security film that would go on all eye level and below windows.

~~\$13,175.00~~ \$ 11,857.50

Solution 2 Wet Glazing (silicone anchoring system)

| | |
|--------------|----------|
| Office entry | 13 panes |
| Entrance 36 | 7 panes |
| Doors 16-30 | 22 panes |
| Doors 2-15 | 29 panes |

This is the caulking system they use to attach the film to the window and frame

~~\$ 4,650.00~~ \$ 4,185.00

Please review our offer and approve below. To speed up the scheduling process, you may provide your preferred install date and any notes you would like to add below.

ⓐ You didn't select any solutions. Please select solutions above to approve the proposal.

| | |
|---------------|----------------|
| SUBTOTAL | \$ 0.00 |
| La Vista 7.5% | \$ 0.00 |
| TOTAL | \$ 0.00 |

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total =
11'
11,857.50
4,185.00
\$ 16,042.50

Discuss, Consider and Take Necessary Action to approve a quote from Revolution Wrap to enhance safety and privacy on certain glass entrances at the Jr/Sr High School

See motion in Agenda item 10.8.

Revolution Wraps
 2901 N 27th St Ste B Lincoln, NE 68521
 info@revolutionwraps.com
 (402) 475-2886



www.revolutionwraps.com

Downpayment Invoice #39291 #1

Window Graphics

SALES REP INFO
 Tara West
 Senior Account Manager
 tara@revolutionwraps.com
 402-858-6010

QUOTE DATE
 04/17/2023
 QUOTE EXPIRY DATE
 05/02/2023
 TERMS
 Due on Pickup /
 Receipt

ORDERED BY
 Raymond Central Public Schools 1800 W Agnew Rd
 Raymond, NE 68428

INSTALL ADDRESS
 1800 W Agnew Rd
 Raymond, NE 68428

CONTACT INFO
 Tony Kobza
 tony.kobza@rcentral.org
 +1 402-785-2615

| # | ITEM | QTY | UOM | U.PRICE | TOTAL (EXCL. TAX) |
|---|--|-----|------|--------------|-------------------|
| 1 | LO - : Door 1 Entry : Perforated Graphics 25 x 72; qty 4 17 x 42; qty 2 17 x 38; qty 2 16 x 42; qty 1 16 x 38; qty 1 Printed, perforated window & door graphics Installed on window exterior | 1 | Each | \$1,001.8195 | \$1,001.82 |
| 2 | LO - : Principals Windows : Perforated Graphics 41 x 47 Installed on window exterior | 1 | Each | \$211.0018 | \$211.00 |
| 3 | LO -: Windows Near Door 2 : Perforated Graphics 41 x 46 qty 2 Printed, perforated window graphics Installed on window exterior | 1 | Each | \$342.8496 | \$342.85 |
| 4 | LO -: Door 30 Entry (Superintendent's Entry): Perforated Graphics 25 x 72; qty 2 10 x 38 10 x 42 10 x 15 72 x 14 Printed, perforated window & door graphics Installed on window exterior | 1 | Each | \$570.4813 | \$570.48 |
| 5 | LO -: Door 36 Entry : Perforated Graphics 25 x 72; qty 2 72 x 41; qty 3 72 x 11; qty 3 18 x 41; qty 2 18 x 11; qty 2 Printed, perforated window & door graphics Installed on window exterior | 1 | Each | \$1,808.9811 | \$1,808.98 |

| # | ITEM | QTY | UOM | U.PRICE | TOTAL (EXCL. TAX) |
|---------------|---|-----|------|-------------------|-------------------|
| 6 | Offsite Installation Travel Travel for 2 installers to and from job site -- Includes: Meals, Travel -- Lost time fee: If space/vehicle is not ready for installation after the Revolution Wraps team has arrived onsite at your location, and the project needs to be rescheduled, a fee will be applied for lost time*. A Return Trip Fee will also be charged. -- Return trip charge: Return trips will be charged at a minimum of \$250 per trip. Additional mileage charges will apply if install location is outside of city limits of Lincoln and Omaha, NE. | 1 | Each | \$162.50 | \$162.50 |
| 7 | Graphic Design | 8 | Each | \$100.00 | \$800.00 |
| Total: | | | | \$5,069.05 | |

CUSTOMER NOTE:

--

Includes installation by Nebraska's only 3M UASG and PDAA Master Certified Installation Company.

--

Lost time fee: If space is not ready for installation after the Revolution Wraps team has arrived onsite at your location, and the project needs to be rescheduled, a fee will be applied for lost time*. A Return Trip Fee will also be charged.

--

Return trip charge: Return trips will be charged at a minimum of \$250 per trip. Additional mileage charges will apply if install location is outside of city limits of Lincoln and Omaha, NE.

Payment is due upon receipt.
 Deposit of 50%, of the total quotation, is required at the onset of any project along with any mission critical information outlined by your Revolution Wraps Representative.
 Payments are due within the set term limit. Overdue balances will place the account on hold, stopping any work in process and freezing any consequent work until the overdue amount is paid.
 After 30 days, unpaid invoices are Past Due. After 60 days, the account is marked delinquent and may be placed with our collection service. Balances unpaid after 60 days will be charged interest at the rate of 1.5% per month.
 Revolution Wraps will not accept responsibility for any consequential damages or loss of any kind resulting from the sale, installation or delivery of our products.
 The client will be responsible for payment of all designs and work performed by Revolution Wraps on behalf of the client.
 Design Approval constitutes a binding obligation. The client is responsible for all associated costs resulting from the approved design.
 Vehicles that arrive without proper cleaning, as outlined by your Revolution Wraps Representative, are subject to an \$85 wash fee and will be delayed a minimum of 24 hours.
 All printed graphics must be installed within 1 year of the production of the graphic. Graphics will not be held past 1 year.
 A complimentary Revolution Wraps Tag will be added to the Rear of each vehicle unless otherwise requested.

| | |
|-----------------------------|-------------------|
| Shipping: | \$0 |
| Finance: | \$0 |
| Convenience Fee: | \$171.42 |
| Subtotal: | \$5,069.05 |
| Sales Tax (0%): | \$0 |
| Downpayment (50.0 %) | \$2,534.53 |

SIGNATURE:

DATE:

Discuss, Consider and Take Necessary Action to approve a quote from Tint Revolution to enhance safety on certain glass entrances at Valparaiso Elementary and Ceresco Elementary

See motion in Agenda item 10.8.



Proposal To: Steve Rose (Ceresco and Valparaiso schools)

Proposal #1143858540
Date May 3, 2023

NE

| | |
|-------------------------------|----------|
| Ceresco Entrance 1 | 10 panes |
| Ceresco Entrance side windows | 4 panes |
| Ceresco Entrance 2 | 4 panes |
| Ceresco Entrance 3 | 5 panes |
| Ceresco Entrance 7 | 2 panes |
| Valparaiso Entrance 1 | 16 panes |
| Valparaiso Entrance 2-3 | 12 panes |
| Valparaiso Entrance 4 | 4 panes |
| Valparaiso Entrance 5 | 4 panes |
| Valparaiso Entrance 8 | 4 panes |
| Valparaiso Entrance 9 | 4 panes |

Solution 1 Ceresco Security film (Ultra S800)

| | |
|-------------------------------|----------|
| Ceresco Entrance 1 | 10 panes |
| Ceresco Entrance side windows | 4 panes |
| Ceresco Entrance 2 | 4 panes |
| Ceresco Entrance 3 | 5 panes |
| Ceresco Entrance 7 | 2 panes |

3M Ultra S800

\$ 5,340.00

Solution 2 Ceresco Security film Caulking

| | |
|-------------------------------|----------|
| Ceresco Entrance 1 | 10 panes |
| Ceresco Entrance side windows | 4 panes |
| Ceresco Entrance 2 | 4 panes |
| Ceresco Entrance 3 | 5 panes |
| Ceresco Entrance 7 | 2 panes |

This is the anchoring system that goes in addition to the Security film.

\$ 1,341.00

Solution 3 Valparaiso Security Film (Ultra S800)

| | |
|-------------------------|----------|
| Valparaiso Entrance 1 | 16 panes |
| Valparaiso Entrance 2-3 | 12 panes |
| Valparaiso Entrance 4 | 4 panes |
| Valparaiso Entrance 5 | 4 panes |
| Valparaiso Entrance 8 | 4 panes |
| Valparaiso Entrance 9 | 4 panes |
| \$ 3,105.00 | |

Solution 4 Valparaiso Security Film caulking

| | |
|-------------------------|----------|
| Valparaiso Entrance 1 | 16 panes |
| Valparaiso Entrance 2-3 | 12 panes |
| Valparaiso Entrance 4 | 4 panes |
| Valparaiso Entrance 5 | 4 panes |
| Valparaiso Entrance 8 | 4 panes |
| Valparaiso Entrance 9 | 4 panes |

This is the anchoring system that goes in addition to the Security film.

\$ 1,424.00

Please review our offer and approve below. To speed up the scheduling process, you may provide your preferred install date and any notes you would like to add below.

You didn't select any solutions. Please select solutions above to approve the proposal.

| | |
|---------------|----------------|
| SUBTOTAL | \$ 0.00 |
| La Vista 7.5% | \$ 0.00 |
| TOTAL | \$ 0.00 |

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Proposal To: Steve Rose (Ceresco and Valparaiso schools)

Proposal #1143858540

Date May 3, 2023

NE

| | |
|-------------------------------|----------|
| Ceresco Entrance 1 | 10 panes |
| Ceresco Entrance side windows | 4 panes |
| Ceresco Entrance 2 | 4 panes |
| Ceresco Entrance 3 | 5 panes |
| Ceresco Entrance 7 | 2 panes |
| Valparaiso Entrance 1 | 16 panes |
| Valparaiso Entrance 2-3 | 12 panes |
| Valparaiso Entrance 4 | 4 panes |
| Valparaiso Entrance 5 | 4 panes |
| Valparaiso Entrance 8 | 4 panes |
| Valparaiso Entrance 9 | 4 panes |

Solution 1 Ceresco Security film (Ultra S800)

| | |
|-------------------------------|----------|
| Ceresco Entrance 1 | 10 panes |
| Ceresco Entrance side windows | 4 panes |
| Ceresco Entrance 2 | 4 panes |
| Ceresco Entrance 3 | 5 panes |
| Ceresco Entrance 7 | 2 panes |

3M Ultra S800

\$ 5,340.00

Solution 2 Ceresco Security film Caulking

| | |
|-------------------------------|----------|
| Ceresco Entrance 1 | 10 panes |
| Ceresco Entrance side windows | 4 panes |
| Ceresco Entrance 2 | 4 panes |
| Ceresco Entrance 3 | 5 panes |
| Ceresco Entrance 7 | 2 panes |

This is the anchoring system that goes in addition to the Security film.

\$ 1,341.00

Solution 3 Valparaiso Security Film (Ultra S800)

| | |
|-------------------------|----------|
| Valparaiso Entrance 1 | 16 panes |
| Valparaiso Entrance 2-3 | 12 panes |
| Valparaiso Entrance 4 | 4 panes |
| Valparaiso Entrance 5 | 4 panes |
| Valparaiso Entrance 8 | 4 panes |
| Valparaiso Entrance 9 | 4 panes |

\$ 3,105.00

Solution 4 Valparaiso Security Film caulking

| | |
|-------------------------|----------|
| Valparaiso Entrance 1 | 16 panes |
| Valparaiso Entrance 2-3 | 12 panes |
| Valparaiso Entrance 4 | 4 panes |
| Valparaiso Entrance 5 | 4 panes |
| Valparaiso Entrance 8 | 4 panes |
| Valparaiso Entrance 9 | 4 panes |

This is the anchoring system that goes in addition to the Security film.

\$ 1,424.00

Please review our offer and approve below. To speed up the scheduling process, you may provide your preferred install date and any notes you would like to add below.

You didn't select any solutions. Please select solutions above to approve the proposal.

| | |
|---------------|----------------|
| SUBTOTAL | \$ 0.00 |
| La Vista 7.5% | \$ 0.00 |
| TOTAL | \$ 0.00 |

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Next Regular Board Meeting

The next regular Board of Education meeting will be Wednesday, June 14, 2023. A Board Workshop will be held on Thursday, June 29 with site to be determined.

Adjournment

Motion by Lange, second by Matulka to adjourn the meeting at 7:17 PM. RCV 5-0. Motion carried.