

Chadron Public Schools Job Descriptions 2025-26

[Superintendent of Schools](#)

[Principal](#)

[Activities Director](#)

[Special Education Director](#)

[Curriculum/Assessment Director](#)

[School Resource Officer](#)

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[Student Support Advocate/Indian Education Liaison](#)

[Student Liaison/Educational Advocate](#)

[Speech/Language Pathologist \(SLP\)](#)

[Teacher K-12](#)

[Special Education Teacher K-12](#)

[District Library Media Specialist](#)

[Elementary School Counselor](#)

[Middle School Counselor](#)

[High School Counselor](#)

[Afterschool Director](#)

[Afterschool Site Coordinator](#)

[Afterschool Staff](#)

[District Data Coordinator](#)

[School Nurse](#)

[Maintenance/Buildings/Grounds Supervisor](#)

[Assistant Maintenance/Buildings/Grounds Supervisor](#)

[Vehicle Maintenance/Groundskeeper Manager](#)

[Maintenance Worker](#)

[Custodian](#)

[Bus Driver](#)

[Business Manager](#)

[District Bookkeeper](#)

[Superintendent Administrative Assistant](#)

[High School Building Principal's Secretary/Registrar](#)

[Activity Director's Secretary](#)

[Middle School Principal's Secretary](#)

[Building Principal's Secretary](#)

[High School Counselor's Office Secretary](#)

[Level II Special Education Paraprofessional](#)

[Special Education Paraprofessional](#)

[Library Paraprofessional](#)

[Paraprofessional](#)

[Head Coach/Sponsor](#)

[Assistant Coach/Coach's Aide/Sponsor](#)

Chadron Public Schools

Title: Superintendent of Schools

Qualifications:

1. Valid Nebraska Professional Administrative Certificate with endorsement for superintendent.
2. Minimum of Educational Specialist Degree or equivalent.
3. Successful experience as a teacher, building administrator, and central office administrator preferred.
4. Demonstrated qualities of sound judgment, independent thinking and educational leadership.
5. Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable.

Reports to: Board of Education

Supervises: Supervises Administrative Team and all certificated and non-certificated personnel of the district. Serves as coordinator for Non-discrimination, Homeless, Section 504, Title VI, and Title IX.

Job Expectation: The Superintendent shall be directly responsible to the Board of Education for the operation, administration, and performance of the district in providing quality education programs for the Chadron Public School students.

Performance Responsibilities:

1 Shared Vision and Strategic Direction

The superintendent creates the conditions that result in a shared vision, strategic direction and goals that reflect the districts' core values, beliefs and priorities.

Indicators

1. Develop and implement a shared vision and strategic direction that guides the district into supporting high expectations of student achievement and accomplishment for every student every day.
 - **Evidence:** *Documentation of a shared vision and strategic direction that supports high expectations of student achievement and accomplishment developed with specific strategies, measurable outcomes and timelines, meeting minutes, white board in central office, strategic planning agendas*
2. Ensure the development of the vision and strategic direction is in partnership with the board of education and key community constituents and represents the current and future needs of the district and school community.
 - **Evidence:** *Community engagement meetings and/or surveys that have solicited input and feedback on the vision and strategic direction from diverse stakeholders and constituents, building parent meetings, strategic planning meetings, BOE retreat, staff development.*
3. Engage constituents within the district and school community to develop commitment to the shared vision and the strategic direction.
 - **Evidence:** *Board, staff, community presentations and updates that routinely models commitment to the shared vision and strategic direction.*
4. Continually model and reinforce the commitment for the shared vision through the use of diverse communication strategies.
 - **Evidence:** *Newsletters, articles and information on the district website that routinely provides constituents with information and updates related to the strategic vision and direction.*
5. Routinely solicit feedback—including periodic review and revision of the shared vision and strategic direction—with input from students, parents, teachers, administrators, board members and the community.
 - **Evidence:** *Feedback processes such as surveys, formal and informal meetings or committees that solicit input from students, parents, teachers, administrators, board members and the community*

2 Board, Policy and the Education System

The superintendent provides leadership and direction for the board and district relative to political, social, economic or legal influences that impact district policy and governance needs.

Indicators

1. Actively and continually fosters board relationships, keeps board members informed and engaged in development.
 - **Evidence:** Board agendas and board communication keep board members informed and strategies, such as board committees or board professional development keep board members engaged in a proactive process relative to district needs and policy priorities.
2. Proactively responds to district needs and policy priorities.
 - **Evidence:** Board agendas, reports and communications are used to inform board and community members on district needs policy priorities.
3. Provides leadership in the compliance, review and development of local policy.
 - **Evidence:** Board policies are current, aligned with state and local policy and keep the district in compliance with state and federal regulations.
4. Stays current on, responds to, or incorporates state or federal policy as needed.
 - **Evidence:** Reports to board members and staff demonstrate up to date information on state or federal policy as needed.
5. Collaboratively works to influence local, district, state and national decisions impacting student learning.
 - **Evidence:** Board reports, board communication and professional development show evidence of engagement of key stakeholders and participation in activities that support district, state and national policy decisions that impact student learning, letters to state and national elected officials and testimony at legislative hearings, works collaboratively with other state and national groups.

3 Collaboration with Families and Community

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources.

Indicators

1. Communicates regularly and openly with families and stakeholders in the community.
 - **Evidence:** Newsletters, newspaper articles, web articles, radio programs, communications plan/goals with timelines and benchmarks.
2. Understands and is engaged with community needs, priorities and resources.
 - **Evidence:** Community surveys, data on community needs, community engagement plan/goals with timelines and benchmarks.
3. Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school-level.
 - **Evidence:** Reports, presentations and updates demonstrate collaboration within the organizations and activities and professional development reinforce collaboration between administrators and teachers.
 - **Evidence:** Strategic planning and school improvement planning are developed with collaborative input through engagement of administrators, teachers, families and the community.
 - **Evidence:** Open houses, family nights, parent-teacher conferences and individualized educational planning involve collaboration between administrators, teachers, families and the community.
 - **Evidence:** School climate surveys that include input from students, teachers, parents and the community.

4 Continuous Improvement and Accountability

The superintendent promotes the success of every student through a defined process of accountability and a culture of continuous improvement.

Indicators

1. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
 - **Evidence:** *Board reports and presentations that keep the board informed of emerging trends and innovative strategies to continually improve all schools in the district.*
2. Maintains comprehensive and current information about student progress, academic achievement, school(s) and district effectiveness.
 - **Evidence:** *Robust, comprehensive strategic/school improvement plans for the district and each school based on comprehensive and current information on student progress and achievement with specific goals and benchmarks aligned with state and national indicators of quality and best practice.*
3. Makes informed recommendations to the board and decisions based on multiple data sources.
 - **Evidence:** *Multiple data sources are used and clearly explained in board reports and board recommendations.*
4. Aligns district processes with state and/or national indicators of quality, accreditation and accountability.
 - **Evidence:** *Board reports provide information on school and district accountability and accreditation (NDE Rule 10) and district policies, procedures and practice align with state and national expectations of accreditation and accountability.*

5 Teaching and Learning

The superintendent ensures the success of all students through instructional focused leadership; research based innovative programs and continuous improvement in teaching and learning.

Indicators

1. Communicates high expectations for student achievement and leads with a data driven approach that produces effective results.
 - **Evidence:** *District or school improvement plans clearly articulate data driven high expectations that are incorporated into the curriculum and instructional plans of the district.*
2. Ensures district/school curriculum and programs are research based, innovative and provide learning experiences and opportunities that lead all students to success at the next level.
 - **Evidence:** *Board reports, presentations and student achievement data reflect processes are in place that ensure curriculum and programs are developed using research based and innovative practices and are monitored and adjusted to provide equitable and challenging learning experiences and opportunities that lead all students to success at the next level.*
3. Ensures curricular and programmatic expectations are available for review and/or input by students, parents and community members.
 - **Evidence:** *District curriculum and program expectations are available for review and a process for student, parent and community input is identified in district policy, procedures, or practice.*
4. Monitors and supports the implementation of research based instructional practices.
 - **Evidence:** *Board reports and presentations as well as district procedures and practice reflect the teacher's use of high expectations and instructional best practices*

6 Personnel Leadership

The superintendent effectively uses strategies, processes and systems that result in successful student achievement through high performing personnel.

Indicators

1. Ensures the necessary personnel and financial resources are allocated to achieve the district's vision and strategic direction.
 - **Evidence:** *Board reports, presentations and the district budget reinforce that personnel and financial systems are in place to achieve the district's vision and strategic direction.*
 - **Evidence:** *Budget and hiring processes and timelines are available and communicated to the board members and the community.*
2. Implements human resource systems and processes that address:
 - recruitment and induction;
 - evaluation and retention; and
 - short-term and long-term planning relative to personnel needs.
 - **Evidence:** *Communication processes inform board members and community regarding recruitment and employment opportunities within the school district.*
 - **Evidence:** *District procedures are in place and available for review by board members and the community regarding the evaluation process of all personnel.*
 - **Evidence:** *Strategies for recognition and positive reinforcement of all personnel are used to support retention.*
 - **Evidence:** *Board reports, presentations and personnel data reflect district policies and procedures are in place and consistently used to support personnel needs in the district.*
 - **Evidence:** *Short term and long term plans are in place to support recruitment, development and retention of all personnel.*
3. Creates a comprehensive system of professional development for all personnel.
 - **Evidence:** *District policies, procedures and practice define professional development expectations.*
 - **Evidence:** *School improvement plans delineate professional development expectations and needs for improving student achievement.*
 - **Evidence:** *The superintendent's professional development plan aligns with district needs and priorities and demonstrates a commitment to lifelong learning.*

7 Business, Finance, Facilities and Managerial Leadership

The superintendent ensures the success of all students by leading and managing the organizational structure and resources in a way that promotes a safe, efficient and effective learning environment.

Indicators

1. Ensures business processes and systems are in place for budgeting and financial planning.
 - **Evidence:** *Board reports on budget and financial status demonstrate district policies, procedures and practices are aligned with effective use of business processes and systems in all aspects of the district's finances.*
2. Communicates expectations that align board and district vision with the use of physical and financial resources of the district.
 - **Evidence:** *Board reports and presentations on use of physical and financial resources reflect an alignment with the district's vision, strategic direction, school improvement plans and the priority of student learning and student success.*
3. Uses a systems approach that optimizes the use of facilities and transportation while maintaining a focus on clean, updated, safe and secure facilities and vehicles.
 - **Evidence:** *Short term and long term plans for facilities and transportations are available and routinely updated; facilities are clean, updated, safe and secure.*
 - **Evidence:** *Facilities, grounds and vehicles are well-maintained, clean and safe.*
 - **Evidence:** *Schools and classrooms are inviting, engaging and student-centered.*

4. Identifies and resolves issues, manages conflicts and builds consensus relative to the use of physical and financial resources of the district.
 - **Evidence:** District policies, procedures and practices define processes for handling conflict and routine communication keeps board members informed on operational issues and the resolution of such issues.

8 Equity, Climate and Culture

The superintendent fosters and monitors district and school climate and culture to ensure equity and enhance the academic, physical, social and emotional growth of all students.

Indicators

1. Creates a school system in which shared vision on equity and equitable practices are the norm.
 - **Evidence:** District practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.
2. Develops processes and programs that support the academic, physical, social and emotional growth of all students.
 - **Evidence:** District policies, procedures, practices and programs clearly support the academic, physical, social and emotional growth of all students.
3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff and all students.
 - **Evidence:** Superintendent uses oral and written communication strategies and problem solving strategies with the board, staff, students, parents and the community that convey a positive and responsive culture of high expectations.

9 Professional Development, Ethics and Leadership

The superintendent leads with fairness, integrity, a high level of personal and professional conduct and participates in professional development opportunities to model the continuous improvement needs of the organization.

Indicators

1. Leads with dignity and respect.
 - **Evidence:** Superintendent uses oral and written communication strategies and problem solving strategies with the board, staff, students, parents and the community that convey dignity and respect. Superintendent recognizes staff accomplishments and appreciation events are held.
2. Ensures implementation of policy and practice is consistent.
 - **Evidence:** District policies and procedures guide the decision-making process to be just, fair and equitable and the superintendent uses oral and written communication strategies and problem solving strategies with the board, staff, students, parents and the community that demonstrates decisions are just, fair and equitable.
3. Models and articulates ethical behavior.
 - **Evidence:** District policies and procedures are grounded in an ethical framework and the superintendent models and leads with integrity and ethical behavior.
4. Consistently holds others in the district accountable for demonstrating integrity and ethical behavior.
 - **Evidence:** District policies and procedures are grounded in an ethical framework and the superintendent holds all staff accountable for behavior that may be deemed lacking integrity or ethics.
5. Participates in professional development and leadership opportunities to model the continuous improvement needs of the organization.
 - **Evidence:** The superintendent's professional development plan delineates needs and activities that model continuous improvement for the organization and opportunities to foster on-going leadership. Superintendent utilizes the Agenda Item Management(AIM) process.

Chadron Public Schools

I. Title: Principal

II. Qualifications:

1. Valid Nebraska Professional Administrative Certificate with endorsement for principal at the appropriate level of assignment.
2. Minimum of Master's Degree or equivalent.
3. Successful experience as a teacher and building administrator, preferred.
4. Demonstrated qualities of sound judgment, independent thinking and educational leadership.
5. Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable.

Reports to: Superintendent of Schools

Supervises: Supervises the building(s), all certificated and non-certificated personnel, and students in the building(s) assigned.

Job Expectation: The Principal shall be directly responsible to the Superintendent of Schools for the operation, administration, and performance of the building(s) in providing quality education programs for the Chadron Public School students.

III. Performance Responsibilities:

EFFECTIVE PRACTICE:

(1) Vision for Learning. The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student well-being.

(2) Developing Relationships. The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student's academic success and well-being.

(3) Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.

(4) Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.

(5) Staff Leadership. The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting and leading teacher and staff in accord with the school's vision and core values.

(6) Systems Management. 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.

(7) Culture for Learning. The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.

(8) Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.

VI. ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

VII. TERMS OF EMPLOYMENT: 215 day contract, salary to be determined by the Board of Education.

EVALUATION: Evaluation will be done by the Superintendent annually according to information on the job description and Board Policy

Chadron Public Schools

I. TITLE: **Activities Director**

II. QUALIFICATIONS: 1. Holder of a current Nebraska Teaching Certificate.
2. Previous experience as a coach is desirable.
3. Administrative certificate.

III. REPORTS TO: Building Principals / Superintendent

IV. JOB GOAL: The Athletic Director will be responsible for the total athletic programs at the Chadron Middle and High Schools.

V. PERFORMANCE RESPONSIBILITIES:

1. Handle all correspondence and other liaison necessary to arrange, schedule, and contract for all interscholastic athletic contests grades 7-12. This shall include but not be limited to:
 - a. contracts in the scheduling of contests
 - b. contracts for officials
 - c. information sheets (schedules, rosters, etc.. to opposing teams
 - d. getting eligibility lists to NSAA.
2. Hire all scorekeepers, timers. linesmen, and other auxiliary personnel to hold athletic contests.
3. Be in charge of crowd supervision at all home events.
4. Be in charge of the athletic budget, both its formation and expenditures.
5. Be in charge of keeping the school calendar current as it pertains to athletics.
6. Assist in the selection, development and evaluations of coaches. Evaluations are to be completed following the State event in that sport.
7. Represent Chadron Public Schools at conference, area, and state meetings involving interscholastic athletics.
8. Serve as tournament director for any conference or district athletic events scheduled at Chadron.
9. Help close gym, field, etc., following an athletic event.
10. Help secure police protection, medical aid, and facilities for athletic events.
11. Keep an accurate record of all varsity athletic events from year to year.
12. Assist in the evaluation of all aspects of the athletic program.
13. Facilitate discipline and enforcement of rules as stated in school/NSAA policy.
14. Oversee and develop procedures for inventory, care, maintenance, and storage of all athletic equipment and supplies.
15. Handle all communication with an interpret NSAA rules and regulations in regard to athletics.
16. Cooperate with the Superintendent and principals in attending out-of-town contests as needed.
17. Serve as Non-Discrimination Coordinator
18. Be responsible for having programs printed for contests in basketball, football, and volleyball games.
19. Work with coaches on developing practice schedules.
20. Schedule athletic staff meetings as the need arises.
21. Be responsible for the operation and organization of the press box.
22. Supervise all radio and television broadcasts and the public address system.
23. Have the authority to remove spectators from events and bar them from attending further activities.
24. Facilitates and coordinates with coaches their individual athletic awards night.

VII. ESSENTIAL FUNCTION:

Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

VIII. TERMS OF EMPLOYMENT:

215 days, salary to be determined by the Board of Education.

IX. EVALUATION:

Performance of this position will be evaluated annually by the High School Principal.

Revised: 8-3-16

Chadron Public Schools

I. TITLE: Special Education Director

II. QUALIFICATIONS:

1. A valid Nebraska Administrative Certificate
2. Endorsement in Special Education Required
3. Skills to manage personnel and programs, communicate effectively, problem solver.
4. Knowledge of special education curriculum and programming, Nebraska and Federal education law and regulation, district policies.
5. Abilities to sit for prolonged periods, provide direction to others and make independent judgments, keep and maintain accurate records, meet deadlines, communicate with individuals of varied cultural and educational backgrounds, communicate in oral and written form. Significant physical abilities include reaching/handling/fingering, talking/hearing conversations and other sounds, visual acuity/depth perception/visual accommodation.

III. REPORTS TO: Superintendent

IV. JOB GOAL: To implement and maintain birth to 21 Special Education programs and services in conformance to District, State, and Federal objectives and regulations, to provide written support and/or to convey information; serve as a resource to patrons, school personnel, and the Board; and to maintain adequate staffing to ensure objectives of programs and services are achieved within the budget.

V. PERFORMANCE RESPONSIBILITIES:

1. Collaborates with District school principals and school special education teachers for the purpose of implementing and maintaining services and/or programs. Sets staffing levels for school special education programs for the purpose of providing services with fiscal efficiency.
2. Directs personnel, for the purpose of delivering services which conform to established guidelines.
3. Develops proposals, new programs, budgets and grants for the purpose of meeting District goals.
4. Evaluates District and school programs and monitors the implementation of special education and compliance with regulations in each location, for the purpose of meeting District goals.
5. Facilitates meetings and processes, for the purpose of implementing and maintaining Special Education programs and services of the District, which achieve desired objectives.
6. Implements assigned programs and/or projects for the purpose of conforming to district and state curriculum and/or instructional objectives.
7. Manages fiscal resources from the General Fund for Special Education and special education grants, prepares budgets and directs spending, and monitors maintenance of effort, for the purpose of fiscal efficiency in providing required services.
8. Prepares documentation and reports data to the Nebraska Department of Education for the purpose of providing written support, conveying information, and complying with Federal and State regulations.
9. Communicates information on programs, services, and regulations to school personnel, parents, the Board and other districts for the purpose of understanding programs.
10. Recruits, hires, supervises, and evaluates district level special education staff including speech pathologists and assistants, school psychologists, occupational therapists, physical therapists, and providers of Early Intervention and Early Childhood Special Education, for the purpose of carrying out objectives within areas of responsibility.
11. Serves as the District Representative for IEP meetings when resources beyond school budgets may be considered for the purpose of efficiently managing fiscal resources while meeting special education regulations.
12. Serves as the District liaison to ESU #13 Educational Service District and the Nebraska Department of Education for coordination of Special Education services and manages special education complaints for the purpose of providing required services.
13. Coordinates with outside agencies to provide services to students and staff, for the purpose of offering appropriate services.
14. Directs the Medicaid in Public Schools Administrative Claiming process and direct billing of Medicaid-eligible special education services provided by the district, for the purpose of gaining fiscal resources.

15. Supervises the training of special education instructional assistants for the purpose of assuring well-trained personnel.
16. Writes district Board Policy for special education as is needed or required, for the purpose of assuring program consistency and compliance with the State and Federal rules in all locations.
17. Maintains a high level of knowledge regarding developing special education issues, changes in the laws and case law, and educational methods of educating students with disabilities for the purpose of managing an excellent special education program.
18. Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
19. Advises the Superintendent regarding special education and other matters.
20. All other district-related duties as assigned by supervisor.

ESSENTIAL FUNCTION: **Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.**

TERMS OF EMPLOYMENT: **215 day contract .50 FTE**, salary to be determined by the Board of Education.

EVALUATION: Evaluation will be done by the Superintendent annually according to information on the job description and Board Policy

Chadron Public Schools

I. TITLE: Curriculum/Assessment Director

II. QUALIFICATIONS:

1. Holder of a current Nebraska Teaching Certificate.
2. Masters Degree preferably Curriculum & Instruction
3. Administrative certificate.

III. REPORTS TO: Superintendent unless otherwise designated

IV. JOB GOAL: Evaluate and provide leadership for the overall instructional program of the district. Director will oversee and coordinate the development, revision and implementation of curricula, instructional practices and assessments across the district. Ensure the provision of appropriate resources and services for educational programs. Manage grants in assigned areas of responsibility. Ensures that theories and techniques related to research based and best practices in instructional approach and materials have been identified and disseminated to assigned staff.

The foregoing statements describe the general purpose and responsibilities associated with this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required nor is it in any particular order.

V. PERFORMANCE RESPONSIBILITIES:

1. Curriculum Director, Pre-K-12
2. State and Federal Assessment and Reporting Coordinator
3. School Improvement Coordinator
4. Standardized test Coordinator
5. Instructional Coach
6. Non-discrimination Coordinator
7. Assessment Leadership
 - a. Completes all state and federal reports as required;
 - b. Create district testing schedule;
 - c. Serve as the district liaison with the Department of Education as it pertains to standards and assessment requirements;
 - d. Serve as district AdvancED Steering committee coordinator
 - e. Ensures all assessments are optimally delivered and reported as necessary;
 - f. Shall represent the district in local, state, and regional meetings and trainings as appropriate;
 - g. Supports high achieving student performance at all schools in order to satisfy AYP and accreditation;
 - h. Participate in the district-level decision-making process to establish and review the district's goals and objectives and major classroom instructional programs of the district;
 - i. Compile, maintain, and present all physical and computerized reports, records, and other documents required;
 - j. Demonstrate awareness of district-community needs and initiate activities to meet those needs;
 - k. Provide administrative support to/as needed;
8. Curriculum Leadership and Coordination
 - a. Train staff in assessment administration of benchmark and progress monitoring protocol for reliability and validity of data;
 - b. Facilitate content level meetings based on assessment results and work on placement decision rules;
 - c. Coordinates staff development and skill building for professional staff to improve instruction;

- d. Maintain the K-12 Curriculum (Tech paths) mapping software;
 - e. Encourages and assists building level administrators in providing leadership in consistent curriculum implementation and quality instructional practice;
 - f. As requested by building level principals, observes K-12 classroom teachers to determine program and teacher effectiveness, resolving ineffective instructional performance issues and, if needed, assists with the development of improvement plans;
 - g. Coordinates curriculum-related resources (textbook) and resource(textbook) rotation for grades K-12;
 - h. Coordinates the articulation – both vertically and horizontally – of **all** curriculum;
 - i. Work with appropriate staff to develop, maintain, and revise curriculum documents (mapping) based on systematic review and analysis;
 - j. Oversee the curriculum for district ESL instruction;
 - k. Administer the curriculum and instruction budget and ensure that programs are cost effective and funds are managed prudently;
 - l. Compile budgets and cost estimates based on documented program needs;
 - m. Organizing and implementing staff in-services;
 - n. Provide information and technical assistance to teachers to prepare students for the assessments;
 - o. Facilitate administration in the understanding of CPS's assessment protocol;
 - p. Oversee curriculum for district ESL instruction;
 - q. Oversee Title III Program
 - r. Update Title III Plan, reports, document as directed by US Dept. of Educ. and NDE
 - s. Administer ESL placement assessment for HS as needed
 - t. Support ESL learners and coordinate with building principals to ensure proper instruction;
 - u. Facilitate implementation of ESL Summer School;
 - v. Facilitate curriculum adoption and evaluation.
9. Implementation and Analysis of Assessments
- a. Articulate the knowledge of assessment and testing trends, practices, data accumulation, data analysis, and methods of utilizing data for school improvement purposes;
 - b. Maintain the E-Direct Software system for state testing;
 - c. Send testing materials to each school after inventorying in a secure manner;
 - d. Create the district classroom roster for standardized testing in Fall & Spring for required grades in State required testing areas in collaboration with district technology staff;
 - e. Interpret student achievement data K-12 in Reading/LA/Math/Science;
 - f. Provide analysis of assessment results to various district stakeholders;
 - g. Update & maintain the Elementary assessment databases for benchmarking & progress monitoring;
 - h. Coordinate and administer benchmark testing at the Middle School;
 - i. Provide information for AdvancED building members as they work through improvement cycle ;
 - j. Ensures performance data is analyzed and utilized in a meaningful manner and is drives instructional decision-making as appropriate;
 - k. Apply research and data to improve the content, sequence, and outcomes of the teaching-learning process;

- I. Obtain and use evaluative findings (including student achievement data) to examine curriculum and instruction program effectiveness;
- 10. Writing and reporting student performance
 - a. Collect and maintain all test security agreements;
 - b. Ensures compliance of district in all areas of instruction relative to Rule 10 and other state and federal guidelines and mandates and board policy;
 - c. Print test scores and disseminate to administration, staff, parents, and media;
 - d. Communicates with the Board of Education, media, parents, and community groups as needed to facilitate good public relations between the school system and the general public regarding topics related to curriculum and instruction;
 - e. Articulate the district's mission, instructional philosophy, and curriculum implementation strategies to the community and solicit its support in realizing district's mission;
- 11. Interpersonal Relationships
 - a. Consults with K-12 administrative and instructional staff at the local school level to resolve concerns voiced by parents and community groups regarding curricular and instructional concerns;
 - b. Demonstrate use of appropriate and effective techniques to encourage community and parent involvement;
- 12. Professional Responsibilities
 - a. Shall keep up to date regarding research, innovations, trends and issues in the area of curriculum and instruction;
 - b.. Implement the policies established by federal and state law, State Board of Education rule, and local board policy in curriculum and instruction area;
 - c. Ability to handle multiple deadlines and tasks simultaneously
 - d. Complete duties promptly and accurately;
 - e. Participate in professional growth activities;
- 13. Oversees and administrators English Language Learner Programs
- 14. Participate in Title I preparation and review process from NDE;
- 15. Monitors classroom instruction as consistent with state standards and expectations (lesson maps);
- 16. Performs other duties as assigned by the Superintendent of Schools.

VII. ESSENTIAL FUNCTION:

Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

VIII. TERMS OF EMPLOYMENT:

205 days; salary to be determined by the Board of Education.

EVALUATION: Evaluation will be done by the Superintendent annually according to information on the job description and Board Policy

Revised: 8-8-2016

Chadron Public Schools

I. TITLE: School Resource Officer

II. QUALIFICATIONS:

1. Valid Police Officer certification.
2. Be able to take responsibility, follow and give directions.
3. Good organizational skills and ability to communicate.

III. REPORTS TO: Superintendent/Building Principal

IV. JOB GOAL: To provide students of the district with a safe place in which to learn, play, and develop.

V. PERFORMANCE RESPONSIBILITIES:

(This is a general job description. The exact duties will be determined by building assignment).

1. Day to day responsibilities are received from the HS principal (supervisor).
2. Create guidelines and schedules for all buildings.
3. **Keep data of all events; Report(s) to be expected: Monthly report to the BOE**
4. Police school parking lots
5. Head the Safety/Crisis Committee
6. Teach bike/traffic safety (helmets, seat belts, etc.)
7. Presence in all buildings
8. Prevention Education -Teach Drug/Alcohol Anti-Bullying Classes 5-12 Grade-using Project Northland (6-8) and Class Action (9-12) curriculum
9. Building Security
10. Building principals need to present the 'flow of traffic' ideas.
11. Chain of Command-High School Principal is first then building principals when in those buildings
12. Crisis Communication Chain of Command-Superintendent is first contact
13. Member of school-based Attendance Committees
 - o truancy investigations
14. Home visits w/ administrator
15. Attend 1184 Meetings
16. Review School safety and security plan.

ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

TERMS OF EMPLOYMENT: 50% of contract (shared by CPS and City of Chadron) to be reviewed annually. CPS is a partner in the hiring/selection process

EVALUATION: Performance of this position will be evaluated in October and January with input from the building principals with the high school principal responsible for completing the evaluation form.

Chadron Public Schools

- I. TITLE:** Technology Coordinator
- II. QUALIFICATIONS:**
1. Teaching certificate is preferred but not required.
 2. Good communication and organizational skills.
 3. Interpersonal relations and leadership skills are a must.
 4. Ability to work independently and read/follow technical material.
 5. Attention to detail and willingness to see tasks to completion.
 6. Knowledge of curriculum, instruction, and technology.
 7. Familiarity with Windows operating systems and popular windows software products.
 8. Willingness to learn new technologies.
 9. Ability to work effectively with end users.
- III. REPORTS TO:** Superintendent of Schools
- IV. JOB GOAL:** The School Technology Coordinator provides leadership, coordinates, develops, implements, services, and maintains the computer workstations/network for the school. This position requires the combination of several jobs: Workstation Support Person, Software Application Support Person, Technology Trainer Manager/Staff Developer, Network Manager, and Windows LAN Server Manager. The Technology Coordinator's primary job is to upgrade and maintain the network for K-12. District Data Manager for State reporting.

V. PERFORMANCE RESPONSIBILITIES:

Network Manager: This component consists of working with the network's hardware equipment which will need to be replaced/updated periodically and may need some maintenance throughout a school year.

1. Installs and configures new network hardware (hubs, routers, patch panels, etc.)
2. Maintains and troubleshoots network problems associated with cabling system.
3. Keeps a log of network problems and changes.
4. Installs new network media (cabling).
5. Be knowledgeable of network hardware and the function of each component.
6. Terminates network media.
7. Designs and upgrades the network according to standards.
8. Keeps a record of IP network addresses, workstation names, and node addresses.
9. Maintains physical access to secured network equipment rooms.
10. Keeps a record of baseline network performance values.

Windows LAN Server Manager: This component of the job consists of working with the Network software (Windows), and includes maintenance, updates, and changes in operating system configuration changes on server as needed due to new software/hardware, etc. This also includes providing/revoking privileges for students and staff as they leave and enter the school system.

1. Installs/customizes the Windows operating system.
2. Installs/customizes networked application software.
3. Installs/customizes required workstation clients.
4. Verifies server environmental requirements (hardware configuration, power and software requirements).
5. Maintains the operating system including service packs and upgrades.
6. Installs/customizes networked application software.
7. Installs/customizes required workstation clients.
8. Adds/removes users and groups on network.
9. Manages users/groups for security and optimal performance.
10. Adds/configures networked printers.
11. Adds/configures networked CD-ROM's.

12. Consistently backs up data on server(s).
13. Configures TCP/IP resources as required (DHCP services, IP routing).
14. Grants appropriate security rights to networked resources.
15. Monitors server performance.
16. Troubleshoots problems on LAN.
17. Tracks and documents upgrades, problems, and fixes on network.
18. Trains backup LAN manager(s) on basic administrative functions.
19. Works with support center resources to troubleshoot/maintain network.
20. Provides technical input for the district instructional technology plan.

Software Application Support Person: This component consists of installation/access of software to workstations via the server. The coordinator will need to familiarize themselves with the skills required to update, develop, and maintain product and software reports. This includes, but is not limited to, updating student, staff, and class information as students/staff enter and leave the system and as changes are made to classes provided. Each staff member/teacher should be working to become their personal software application person.

1. Maintains user satisfaction through excellent support.
2. Troubleshoots software issues, student user issues, and teacher user issues.
3. Develops and maintains product knowledge on all software and related technology used in the district.
4. Maintains user issues database.
5. Provides input for answer book solutions for technical problems.
6. Reports, captures, and communicates user feedback on software and related technology.
7. Follows documented policies, procedures, and instructions.
8. Writes up service reports.
9. Cooperates with other departments in achieving school policies and outcomes.
10. Is accountable for the proper use and training on all owned and leased property furnished by the school.
11. Enrolls/un-enrolls students from software application programs as they enter and leave school.
12. Maintains and upgrades K-12 software as needed.
13. Runs quarterly/semester/year-end reports for specific software applications.
14. Creates and presents application specific awards.

Technology Coordinator: This component consists of the bookkeeping of resource information. Specific activities in this component relate to the development and revision of the technology plan (secure grants, enable budgeting and purchase of software and hardware) to fulfill requirements of the state and district goals. The coordinator will plan and coordinate inservice plans and resource personnel for staff improvement and updates.

1. Develops and implements the district plan for instructional use of computers.
2. Recommends the district's budgeting and spending for technology and computers.
3. Secures adequate funding resources to support the district's instructional technology plan.
4. Works with district school media specialist(s) to develop a district technology resource center.
5. Develops/maintains a list of technology resource people.
6. Develops an in-service plan for district technology resource personnel.
7. Develops/implements plans for acquisition and maintenance of hardware and software.
8. Maintains an accurate inventory of computer hardware and software in the district.
9. Develops and implements a district procedure for the evaluation of software and hardware. Is involved in district research projects to evaluate instructional use of computers.
10. Disseminates technology-related information throughout the district.
11. Works on community relations by speaking to parent and professional groups, publicizing the district technology plan and progress.
12. Encourages the development and implementation of a district hiring policy that takes into consideration the computer knowledge and expertise of the applicants.
13. Helps the district to obtain outside funding by participating in grant planning and proposal writing.

14. Remains technically competent. Continues to grow as a professional technology educator and educational leader.
15. Creates, distributes, and collects parental/student permission/agreement forms.
16. Maintains and updates district's technology plan.
17. E-rate reporting.

State Data Manager: Reports state mandated data

1. Maintaining the integrity of local, state and federal data.
2. Reviewing state policies with those who report, create and edit records.

Technology Trainer Manager/Staff Developer: This component consists of the actual training of staff regarding the hardware and software available. The staff developer will plan agenda, prepare materials, coordinate and facilitate training and chalk talks.

1. Plans agenda, prepares material for, and provides software and/or other technology training to all faculty, staff, and students.
2. Creates and maintains all learning tools and materials associated with the school district's software and curriculum-related technology, including instructor-led training, on-line tools, scripts, job aids, and frequently asked questions.
3. Collects evaluations from attendees after each training session.
4. Coordinates and facilitates training and chalk talks.
5. Conducts needs assessments and analysis, and evaluates effectiveness of learning methods delivered.
6. Creates, distributes, and tabulates various surveys.

Webmaster: This component of the position requires the maintenance and update of the Chadron Public

Schools Web Page.

1. Updates HTML Code.
2. Uploads HTML to the server.
3. Keeps the Web server organized.
4. Is responsible for scripting/coding for Common Gateway Interface Scripts (CGI's) and forms.
5. Is responsible for web server maintenance.

Workstation Support Person: This component of the job consists of maintenance of the workstation hardware/software. The workstation support person will need to demonstrate and provide ongoing training for workstation users as well as trouble shoot simple hardware challenges (printer out of paper, monitors unplugged, log in to workstation/network, etc.). All teachers/staff members should be working to achieve workstation support status.

1. Maintains workstation operating system and updates.
2. Installs application software.
3. Keeps records of updates and common problems (with fixes).
4. Logs ongoing problems and solutions.
5. Provides ongoing training for users on workstation operating system and appropriate application software.

Security Support Person: Maintain current security infrastructure which includes camera systems and door access controls. All other district-related duties as assigned by supervisor

ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

TERMS OF EMPLOYMENT: 245 days of service, salary to be determined by the Board of Education.

EVALUATION: Evaluation will be done by the Superintendent annually according to information on the job description and Board Policy

Chadron Public Schools

I. TITLE: **Student Support Advocate/Indian Education Liaison**

II. QUALIFICATIONS: 1. Degree in social work
2. Such alternatives to these qualifications as the Board of Education may find appropriate and acceptable.

III. REPORTS TO: Building Principals/Superintendent

IV. JOB GOAL: The school social worker is a trained mental professional with a degree in social work who provides services related to a person's social, emotional, and life adjustment to school and/or society. The school social worker is a link between home, school, and community in providing direct as well as indirect services to students, families, and school personnel to promote and support student's academic and social success.

V. PERFORMANCE RESPONSIBILITIES:

1. Act as a liaison between families and the school, which includes home visitation.
2. Work with those problems in a child's living situation that affect the child's adjustment in school, home, and community.
3. Mobilize family, school, and community resources to enable the child to learn as effectively as possible in the child's educational program.
4. Participate in 1184, special education, attendance etc. meetings.
5. Assist in developing positive behavioral intervention strategies.
6. Assist in developing academic success intervention strategies.
7. Assist with conflict resolution and anger management strategies.
8. Help students develop appropriate social interaction skills.
9. Assist the student in understanding and accepting self and others.
10. Work with families to facilitate their support in their children's school adjustment.
11. Assist families in alleviating family stress to enable the student to function more effectively in school and community.
12. Provide staff with essential information and professional development/training to better understand factors (cultural, societal, economic, familial, health, etc.) affecting a student's performance and behavior.
13. Help the school district receive adequate support from social and mental health agencies.
14. Identify and report child abuse and neglect.
15. Ability to work collaboratively between buildings, with multiple school districts and with multiple school staff.
16. Complete all tasks and requirements for Juvenile Justice and EASIE grant.
17. Work with the county attorney, health and human services, court system, and do referrals to community resources.
18. Weekly meetings at each building with the counselor/principals to review case loads, referrals, etc.
19. Other duties include building professional relationships with students and families, preparing a list of family services/resources, preparing forms, occasional transport of students, training staff, and providing staff with information.
20. All other district-related duties as assigned by supervisor.

ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

TERMS OF EMPLOYMENT:

EVALUATION: Evaluation will be done by the Building Principal according to information on the job description and Board Policy

Chadron Public Schools

- I. TITLE:** **Student Liaison/Educational Advocate**
- II. QUALIFICATIONS:**
1. Displays competent knowledge of guidance and counseling.
 2. Attaining degree in counseling
 3. Demonstrates positive interpersonal relations with students, staff and parents.
- III. REPORTS TO:** Building Principal
- IV. JOB GOAL:** To provide a comprehensive educational program through services not limited to guidance support to identified student needs in grades 9-12. And to promote and enhance academic, personal, social, and career development of all students.

V. PERFORMANCE RESPONSIBILITIES:

1. Provide leadership and collaboration with other educators in the school-wide integration of the State Guidance Standards.
2. Participate in the annual review of the school guidance program and create an annual calendar.
3. Participate in the development of an operating budget for the guidance department and associated programs.
4. Assist with implementation of developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.
5. Select resources consistent with school-identified objectives.
6. Participate and take an active role in both the district crisis team and the safety committee.
7. Incorporate into their programs the life skills that students need to be successful in the twenty-first century.

Academic Support Systems

1. Meet with students throughout the registration process to facilitate appropriate course selection.
2. Coordinate contacts with parents regarding their student's academic progress.
3. Coordinate summer school opportunities for students.
4. Identify and coordinate credit recovery/alternative education systems for students.
5. Assist in the compilation of a course description catalog and hold departmental meetings with teachers prior to scheduling.
6. Establish rapport with teachers to assist troubled students with credit recovery and behavior issues.
7. Maintain accurate records documenting interactions, interventions and decisions.
8. Review student progress toward graduation.
9. Serve as school liaison/proctor for Distance Learning programs.
10. Conduct appropriate career education and sponsor the following activities: College Fair, Financial Aid Night, Honors Night, Parent Conferences, New Student Orientation, Kiwanis Recognition and grade level transitional activities.
11. Assist in creating four year educational plans for all students and monitor their academic progress.
12. Disseminate information regarding scholarships and opportunities in the military.
13. Accurately and appropriately interpret and utilize student data.
14. Maintain records consistent with ethical and legal provisions.
15. Advise students/parents in PrepHQ and Career Connections.

16. Prepare a monthly newsletter and update information on the school website.

17. Provide appropriate information to school personnel related to the comprehensive school counseling program.

18. Conduct relevant in-service programs for faculty and staff.

19. Assist in the administration and interpretation of various tests/programs designed to enhance knowledge or student abilities/interests such as ASVAB, PLAN, PSAT, ACT and EXPLORE.

20. Provide administrative support for Perkins data collection and submission.

21. Participate in professional development activities to improve knowledge and skills

Preventive and Responsive Services

1. Under supervision, provide individual and group counseling to students with identified concerns and needs.

2. Implement, participate and/or assist an effective referral and follow-up process as needed in directing meetings as required (IEP, RTI, 504, ELL, 1184 and SAT).

3. Accurately and appropriately use assessment procedures for determining and structuring individual and group counseling services.

ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

TERMS OF EMPLOYMENT: 210 days; salary to be determined by the Board of Education.

EVALUATION: Performance of this position will be evaluated annually by the Building Principal.

Chadron Public Schools

I. TITLE: Speech/Language Pathologist (SLP)

- II. QUALIFICATIONS:**
1. Masters Degree in Communication Disorders/Speech and Language Pathology
 2. Current ASHA Certificate of Clinical Competency/ASHA Certification.
 3. Current Nebraska Teaching Certificate (Preferred but not required)
 4. Such alternatives to these qualifications as the Board of Education may find appropriate and acceptable.

III. REPORTS TO: SPED Director

- IV. JOB GOAL:** To facilitate reduction, remediation, or elimination of speech and language impairments, which interfere with the individual student's ability to benefit from the district's educational program.

V. PERFORMANCE RESPONSIBILITIES:

1. Organize and conduct identification programs for students with potential speech/language difficulties.
2. Evaluate speech and language functions.
3. Plan the clinical program for students who have been identified as speech/language impaired, speech impaired, and/or students having related disabilities with communication needs (i.e. Intellectually Disabled, Autistic, etc.)
4. Implement the clinical program.
5. Comply with State Standards, District Policies, and ASHA Guidelines in the processes of referral, screening, and placement:
 - a. Follow district procedures for screening, pre-intervention, and/or referring students needing a speech/language evaluation.
 - b. Complete comprehensive and appropriate evaluations according to State Standards, District Guidelines, and ASHA Guidelines.
 - c. Provide a complete diagnostic summary report including a summary of evaluation information and educational relevance. Complete IEP paperwork in a timely manner.
 - d. Cooperate with the IEP Committee, recommending/planning for program services in compliance with State Standards.
6. Obtain and use diagnostic information:
 - a. Participate in building committees (e.g., Student Assistance Teams, School Support Team) in order to provide pre-referral interventions, screening, and/or evaluation referral information.
 - b. Administrator appropriate assessments for each area of suspected speech/language impairment.
 - c. Demonstrate understanding and use of the principles of diagnostic evaluation and interpretation.
 - d. Maintain on-going assessment to verify progress toward established goals.
7. Demonstrate program management skills:
 - a. Maintain communication with the building faculty regarding the role of the SLP.
 - b. Maintain a physical environment conducive to learning.
 - c. Develop work schedule(s), which will fit the needs of the students, school, and faculty.
 - d. Report to SPED Director
8. Implement Intervention Program:
 - a. Develop and maintain the instructional component of the IEP according to the results of the evaluation and on-going assessment of progress.
 - b. Develop long-range goals and specific objectives.
 - c. Complete daily notes for each student in a timely manner.
 - d. Include methods and materials in planning.
 - e. Document student progress, attendance, etc.
 - f. Use a variety of approaches and materials to address the IEP that are compatible with the student's age and interest, and abilities.

- g. Stay abreast of and implement new instructional strategies.
 - h. Attend workshops, in-service training, University programs to obtain up-to-date information in the area of speech and language and maintain required certifications and licensure.
 - i. Implement instructional activities in a logical sequence.
 - j. Provide therapeutic intervention with students to enhance student performance.
9. Complete Medicaid billing for services provided to students in an efficient, comprehensive, and in a timely manner.
10. All other district-related duties as assigned by supervisor.

PHYSICAL REQUIREMENTS: Sitting, standing, lifting and carrying (up to 50 pounds), reaching, squatting, climbing stairs, kneeling, and moving light furniture may be required. Adequate vision and hearing ability for monitoring children's verbal and non-verbal responses. Ability to provide a quality speech/language model for students and staff. Knowledge of universal hygiene precautions.

ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

TERMS OF EMPLOYMENT: Salary and work year to be established by the Chadron Public Schools Board of Education.

EVALUATION: Evaluation will be done by the SPED Director according to information on the job description and Board Policy

Chadron Public Schools

I. TITLE:

Teacher K-12

II. QUALIFICATIONS:

1. BS or BA degree in appropriate education field.
2. A valid Nebraska Teaching Certificate and an endorsement in assigned subject area.
3. Knowledge of subject, curriculum, and effective teaching methods.

III. REPORTS TO:

Building Principal

IV. JOB GOAL:

To implement Board policy regarding education philosophy/curriculum under the direction of the administration through planning, organizing, managing, interacting with students; establishing rapport with students, staff, parents, and community, and continuing professional development and growth.

V. PERFORMANCE RESPONSIBILITIES:

(This is a general job description. Specific duties and responsibilities vary depending on grade, subject, and extra duty assignments.)

1. To direct and evaluate the learning experiences of the pupil in both curricular and extracurricular activities.
2. To provide guidance to the pupil which promotes his/her welfare and his/her proper educational development.
3. Inform students of their performance status and maintain lines of communications with parents, community, and school patrons.
4. Keep abreast of new ideas in education. Implement those considered by you and the school to be an asset to the teaching of children.
5. To provide for the care and protection of school property.
6. To cooperate with and participate in the planning and the evaluation of the school program.
7. To maintain cordial and workable relationships with colleagues and district patrons.
8. Monitor and instill students to follow all rules and regulations as set up in the Student Handbooks.
9. Follow all policies as set forth by the Board of Education and administration.
10. Cooperate in community activities so as to make oneself a part of the community.
11. Report any accident which appears to cause student injury, in writing, to the building principal, the day the accident happens.
12. Maintain a clean, neat, and organized classroom at all times.
13. Perform other duties as assigned by administration.
14. The teacher is charged with the primary responsibility of the education of each and every child placed in their care. To this end, each is charged to be enthusiastic, highly motivated, and proud of the teaching profession, the school, and the students.

All other district-related duties as assigned by supervisor

VI. ESSENTIAL FUNCTION:

Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

VII. TERMS OF EMPLOYMENT:

185 day contract, unless otherwise specified.

VIII. EVALUATION:

Performance of this position will be evaluated annually by the Building Principal.

Chadron Public Schools

I. TITLE: **Special Education Teacher K-12**

II. QUALIFICATIONS:

Teacher:

1. BS or BA degree in appropriate education field.
2. A valid Nebraska Teaching Certificate and an endorsement in assigned subject area.
3. Knowledge of subject, curriculum, and effective teaching methods.

Additional Education, Certification or Licensure Requirements:

Endorsement: Special Education Endorsement appropriate for the instructional responsibility assigned to the teacher (grade level and disability) as required by NDE Rules 24 and 51. Additional endorsements in core academic subject areas or HOUSSE approval as required by the teacher's assignment to be NCLB qualified.

III. REPORTS TO:

Building Principal and/or Special Education Director

IV. JOB GOAL:

To implement Board policy regarding education philosophy/curriculum under the direction of the administration through planning, organizing, managing, interacting with students; establishing rapport with students, staff, parents, and community, and continuing professional development and growth.

V. PERFORMANCE RESPONSIBILITIES:

(This is a general job description. Specific duties and responsibilities vary depending on grade, subject, and extra duty assignments.)

Teacher:

1. To direct and evaluate the learning experiences of the pupil in both curricular and extracurricular activities.
2. To provide guidance to the pupil which promotes his/her welfare and his/her proper educational development.
3. Inform students of their performance status and maintain lines of communications with parents, community, and school patrons.
4. Keep abreast of new ideas in education. Implement those considered by you and the school to be an asset to the teaching of children.
5. To provide for the care and protection of school property.
6. To cooperate with and participate in the planning and the evaluation of the school program.
7. To maintain cordial and workable relationships with colleagues and district patrons.
8. Monitor and instill students to follow all rules and regulations as set up in the Student Handbooks.
9. Follow all policies as set forth by the Board of Education and administration.
10. Cooperate in community activities so as to make oneself a part of the community.
11. Report any accident which appears to cause student injury, in writing, to the building principal, the day the accident happens.
12. Maintain a clean, neat, and organized classroom at all times.
13. Perform other duties as assigned by administration.
14. The teacher is charged with the primary responsibility of the education of each and every child placed in their care. To this end, each is charged to be enthusiastic, highly motivated, and proud of the teaching profession, the school, and the students.

This is in addition to the general Teacher Job Description specific to this teacher position. The general Teacher Job Description also applies to this teaching position except to the extent the information set forth in this Addendum is directly contrary to the general Teacher Job Description.

1. Maintain all pertinent NDE documents including:
 - Electronic
 - Maintaining current team member access
 - Maintaining current student and parent information
 - Finalizing all documents
 - Opening all progress reports in a timely fashion for related service providers.
 - Hard copy
 - Acquiring and providing hard copies including signature pages to the special education secretary for filing per district SPED Handbook and procedures
2. Manage caseloads including:
 - Preparing, scheduling and conducting IEP's and MDT's on or before anniversary date
 - Managing monthly roster including insuring that:
 - Special education percentages accurately reflect services and are in compliance with what is stated on the IEP
 - New IEP/MDT dates are recorded accurately
 - Indicating all related services and other information
3. Provide services as directed in IEP.
 - Creating, selecting and using effective and high quality instructional practices and learning materials in accordance to individual student needs and IEP goals
4. Develop a working knowledge of students on caseload as it pertains to providing special education services.
5. Document all parent interactions (phone calls, notes, etc.).
6. Collaborate with general education teachers to implement IEPs in students' least restrictive environment, accommodate or modify instruction, devise IEP goals specific to student need and monitor progress of the IEP
7. Supervise paraprofessionals.
8. Conduct formal and informal diagnostic observations and evaluations.
9. Communicate with district and outside agencies.
10. Attend regularly scheduled and other announced special education meetings.
11. Engage in professional growth activities through an ongoing program of job-related knowledge and skill development
12. Conduct Functional Behavior Assessments, write, implement and oversee Behavior Intervention Plans
12. Comply with all NDE Rule 51 guidelines.

All other district-related duties as assigned by supervisor

VI. Physical Requirements

Light to Medium depending on grade and position. Frequent standing, walking, bending/stooping, reaching/pushing, kneeling/crouching, speaking/hearing, seeing/depth perception/color, classroom maintenance of materials, lifting, carrying and manual dexterity tasks may be required. Must be able to fulfill restraint training procedures.

VI. ESSENTIAL FUNCTION:

Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

VII. TERMS OF EMPLOYMENT:

185 day contract, unless otherwise specified.

VIII. EVALUATION:

Performance of this position will be evaluated annually by the Building Principal and/or Special Education Director.

Chadron Public Schools

I. TITLE:

District Library Media Specialist

II. QUALIFICATIONS:

1. Bachelor's Degree with an endorsement in K-12 Educational Media.
2. Effective oral and written communications.
3. Skills in leadership and organization.
4. Computer skills.

III. REPORTS TO:

Building Principals/Superintendent

IV. JOB GOAL:

To maintain both visual and audio-visual materials for K-12 grade levels, ensuring that the media center meets the rules and regulations of NDE and CPS. Assist staff and students in the use of the media centers and being a research resource to staff, students, and community.

V. PERFORMANCE RESPONSIBILITIES:

1. Conduct story hours at the elementary level.
 - a. Write lesson plans for story hours or library skill lessons using state standards.
 - b. Teach basic library skills – distinguish between various types of books, recognize and know how to use parts of books (spine, title page, copyright date, table of contents, index, glossary, headings, subheadings, and maps) how to use the classification system (Dewey Decimal, Biography, Fiction and Easy books) for locating books and other materials. Learn to use the card catalog (using easy search, visual search, searching by author, title, keyword and subject), computer databases, reference books, indexes to periodicals and AV materials.
 - c. Encourage the use of the library for research and/or recreational reading, by recommending books and/or research sites.
 - d. Assist students in locating materials or research sites.
 - e. Monitor computer usage
 - f. Scheduling class time or research time in the library or library computer lab
 - g. Checking in and out library materials
2. Order, catalog and process new materials.
 - a. Enter patron data and make barcodes for checkout purposes.
 - b. Weed and delete obsolete or worn materials and keep the library up to date with current materials.
 - c. Meet NDE Rule 10 in purchasing the required number of books, current encyclopedias and magazines.
 - d. Read shelves to verify books are shelved properly.
 - e. Inventory books and AV materials
 - f. Inventory equipment (EW/KW).
 - g. Prepare annual budgets – books, AV materials, supplies, equipment, software support, magazines, and travel expenditures.
 - h. Replace or repair equipment as required.

i. Collaborate with school staff to determine materials needed to support curriculum
j. Read book reviews before placing book orders.

k. Meet with book salesmen

l. Shelving Books

m. Book repairs

n. Filing catalogs and magazines

o. Distributing overdue notices/phone calls home at the end of the year

p. AV orders to schools or ESU

q. Pulling materials for staff/ classroom use

3. Maintain the library software program – materials, patrons, inventory records and circulation reports and overdue notices.

a. Daily computer backup to Zip Drive

4. Monitor and train staff (paras, work study, student teachers and O&P students).

5. Conduct the school book fair at EW/KW/MS .

a. Make arrangements for the book fair, money, setting up/taking down, working the book fair, placing orders, book fair financials and using book fair profits to order library books.

6. Book displays, bulletin boards, decorating the library

VI. ESSENTIAL FUNCTION:

Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

VII. TERMS OF EMPLOYMENT:

185 day contract, unless otherwise specified.

VIII. EVALUATION:

Performance of this position will be evaluated annually by the Building Principals.

Chadron Public Schools

I. TITLE: **Elementary School Counselor**

II. QUALIFICATIONS:

- 1. Masters Degree in guidance and counseling.**
2. A valid Nebraska Teaching Certificate with an endorsement as a guidance counselor.
3. A minimum of three years teaching experience.
4. Such alternatives to these qualifications as the Board of Education may find appropriate and acceptable.

III. REPORTS TO: Building Principals/Superintendent

IV. JOB GOAL: The school counselor promotes, coordinates, and develops the counseling program for the school. This program has four components: Guidance Instruction, Individual Student Planning, Responsive Counseling Services, and School Program Support. The counselor's primary audience is in grades K-4.

V. PERFORMANCE RESPONSIBILITIES:

1. Strives to develop and provide effective services in the four outlined components of the Guidance Department. A general description of each component follows:

A. Guidance Instruction: This component consists of social competencies that all students should achieve. Guidance instruction can be accomplished in a group setting, either large or small.

B. Individual Planning: This component provides counseling and guidance functions which foster productive decision making about educational and career planning. Counselor, students, and staff share involvement in this process. Specific activities in this component related to the development of a four-year plan related to educational and social growth of the students. The intent of this component is to assure that each student's academic program, educational choices, and social growth best meet that individual's needs.

C. Responsive Counseling Services: This component responds to individual needs concerning personal development and interpersonal relationships. The counselor will help students, individually and in small groups, consult with parents and appropriate staff, and act as a liaison with the school and community agencies. In addition, the counselor will provide crisis intervention services for students and their families.

D. School Program Support: This component includes appropriate administrative, counseling and guidance activities which support the effective implementation of school programs. Examples of school program support include but are not limited to orientation, scheduling of students into appropriate classes, team and committee participation, research, maintenance of guidance records, participation in staffing of students with special needs, professional development, in-service training, and public relations.

2. More specifically, these tasks would be:

A. Individual Counseling:

1. Makes acquaintance with all students through formal and informal contacts.
2. Counsels problems with social inadequacies and interpersonal skills.
3. Counsels problems with attendance problems related to home environment.
4. Counsels problems of behavior and scholastic non-achievers.
5. Conducts personal counseling with walk-ins having personal problems.
6. Confers with school personnel, parents, community members, resource/referral agencies in solving problems through the counseling process.

B. Curriculum:

1. Provides K-4 developmental guidance program to each classroom once a week.
2. Works with the administration in reviewing the curriculum and assists in the change or addition to curriculum.
3. Promotes developmental guidance programs through individual/small group sessions with students.

C. Scheduling:

1. Works with the principal in student roll-up at the end of each year.
2. Provides orientation for new students, students in transition from one grade to the next or from one school to another, and transition of 4th graders to middle school.

D. Administrative:

1. Communicates the counselor's role to students, parents, staff members, and community.
2. Maintains accurate and complete student guidance records as required by law.
3. Arranges for any necessary in-service training, especially in effective education and/or guidance areas.
4. Writes columns for the monthly school newsletter and local newspaper (if needed) publicizing departmental events and highlights.
5. Participates in conferences, workshops, and seminars necessary to guidance services.
6. Assists in implementing all policies and/or rules governing student life and conduct.
7. Works with K-4 Principal in coordinating orientation and other special duties as assigned by administration.
8. Coordinates SAT teams and SAT meetings.
9. Serves on staff committees as assigned, attends special education meetings related to SAT and related staff meetings, and maintains a cooperative working relationship with staff.
9. Investigates and reports suspicious health symptoms or evidence of child abuse to appropriate supervisor.
10. Places appropriate students in the Teammate Mentoring program and does an annual report with the appropriate agency.
11. Coordinator of 504 meetings.
12. Coordinator of School, Community Intervention Program (SCIP) meetings.
13. Participates in parent and organizational informational meetings.
14. Supports Chadron Intermediate Afterschool program.

E. Guidance:

1. Provides classroom guidance based on development of conflict-resolution skills, problem-solving skills, bullying interventions, and personal awareness.
2. Provides consultation with building principals and staff for relationship building.
3. Provides collaboration with staff for individual student's learning and behavior issues.
4. Provides a direct contact with mental health agencies through the SCIP program.
5. Provides and maintains career information to foster a link between the purpose of learning and school.
6. Participates in wellness activities to promote lifestyle enhancement
7. It is recommended that the guidance counselor get as much exposure as possible to the student body through classroom, guidance, and career representations.
8. Keep current library of affective materials, behavioral information, and career guidance materials for student references.
9. Maintains direct contact with counseling staff at middle and high school to promote consistency of services.

All other district-related duties as assigned by supervisor

VI. ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

VII. TERMS OF EMPLOYMENT: 190 day contract, terms of employment will be defined by a combination of board policies and the teacher's negotiated agreement.

VIII. EVALUATION: Performance of this position will be evaluated annually by the Building Principals.

Chadron Public Schools

I. TITLE: Middle School Counselor

II. QUALIFICATIONS:

1. Masters Degree in guidance and counseling.
2. A valid Nebraska Teaching Certificate with an endorsement as a guidance counselor.
3. A minimum of three years teaching experience.
4. Such alternatives to these qualifications as the Board of Education may find appropriate and acceptable.

III. REPORTS TO: Building Principals/Superintendent

IV. JOB GOAL: The school counselor promotes, coordinates, and develops the counseling program for the school. This program has four components: Guidance Instruction, Individual Student Planning, Responsive Counseling Services, and School Program Support. The counselor's primary audience is in grades 5 – 8 but the counselor is utilized as needs arise in the K-12 schools.

V. PERFORMANCE RESPONSIBILITIES:

1. Strives to develop and provide effective services in the four outlined components of the Guidance Department:

A. Guidance Instruction: This component consists of social competencies that all students should achieve. Guidance instruction can be accomplished in a group setting, either large or small.

B. Individual Planning: This component provides counseling and guidance functions which foster productive decision making about educational and career planning. Counselor, students, parents, and staff share involvement in this process. Specific activities in this component related to the development and revision of a four-year student plan related to educational and career planning. The intent of this component is the assurance that each student's academic program, educational choices, and career decisions best meet that individual's needs.

1. Makes acquaintance with all students through formal and informal contacts.
2. Conducts career or college counseling.
3. Disseminates information and schedules meetings for parents and students.
4. Counsels problems of behavior and scholastic non-achievers.
5. Conducts personal counseling with walk-ins having personal problems.
6. Confers with school personnel, parents, community members, resource/referral agencies in solving problems through the counseling process.
7. Schedules each student in grades 5-8 for a conference to discuss career, educational, and/or personal interests.
8. Makes students aware of any changes in their academic standing in classes or in meeting curriculum requirements.

C. Responsive Counseling Services: This component responds to individual needs concerning personal development and interpersonal relationships. The counselor will help students, individually and in small groups, consult with parents and appropriate staff, and act as a liaison with the school and community agencies. In addition, the counselor will provide crisis intervention services for students and their families.

D. School Program Support: This component includes appropriate administrative, counseling and guidance activities which support the effective implementation of school programs such as: orientation, registration, development of the master schedule, scheduling of students into appropriate classes, team and committee participation, research, coordination of the testing program, maintenance of records, participation in staffing of students with special needs, professional development, in-service training, and public relations.

1. Administers student class enrollments and provides information on school curricular offerings to students and parents.
 - a. Individually advise and schedule each student.
 - b. Be responsible for pre-registration of all students and check schedules at registration
 - c. Approves student schedule changes and late registrations.
2. Works with the administration in reviewing the curriculum and assists in the change or addition to curriculum.

3. Schedules, administers achievement tests for the district in conjunction with the building principals.

4. The counselor is to incorporate a career-curriculum piece to support career planning at the middle school level.
5. Works with the principal in preparing the master class schedule.
6. Provides orientation for new students, students in transition from one grade to the next or from one school to another, or from high school to post-secondary institutions/agencies.
7. Testing: The counselor and administrators shall review and determine the testing program so that the desired results of the measurement of the students is known in these areas -- achievement, vocational, interests, aptitude, high school placement, and competency. The counselor administers the district testing program and keeps relevant year to year results and interprets results to teaching staff, administration, and the Board of Education.
8. Supervises and directs the following programs and projects:
 - a. Life Skills/Social Responsibility
 - b. Testing Program of the District
9. Communicates the counselor's role to students, parents, staff members, and community.
10. Maintains accurate and complete student records as required by law, district policy and administrative regulations.
11. Arranges for any necessary in-service training, especially in affective education and/or guidance areas.
12. Writes monthly columns for the monthly school newsletter and local newspaper (if needed) publicizing departmental events and highlights.
13. Participates in conferences, workshops, and seminars necessary to guidance services.
14. Assists in implementing all policies and/or rules governing student life and conduct.
15. Works with K-8 Principal in coordinating testing programs, orientation and other special duties as assigned by administration and the reporting of that data
16. Serves on staff committees as assigned, attend special education and related staff meetings and maintain a cooperative working relationship with staff.
17. Investigates and reports suspicious health symptoms or evidence of child abuse to appropriate supervisor.
18. Works with the Principal to schedule a variety of group parent and organizational informational meetings.
19. Aids middle school students with unique situations in obtaining homework assignments and materials.

All other district-related duties as assigned by supervisor

ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

TERMS OF EMPLOYMENT: 205 day contract, terms of employment will be defined by a combination of board policies and the teacher's negotiated agreement.

EVALUATION: Performance of this position will be evaluated by the Building Principal.

Chadron Public Schools

I. TITLE: High School Counselor

- II. QUALIFICATIONS:**
1. Masters Degree in guidance and counseling.
 2. A valid Nebraska Teaching Certificate with an endorsement as a guidance counselor.
 3. A minimum of three years teaching experience.
 4. Such alternatives to these qualifications as the Board of Education may find appropriate and acceptable.

III. REPORTS TO: Building Principals/Superintendent

IV. JOB GOAL: The school counselor provides academic, career, college readiness, and social-emotional support for all students. The counselor's primary audience is in grades 9 - 12 but the counselor is utilized as needs arise in the K-12 schools.

V. PERFORMANCE RESPONSIBILITIES:

1. Strives to develop and provide effective services in the four outlined components of the Guidance Department:

A. Guidance Instruction: This component consists of social competencies that all students should achieve. Guidance instruction can be accomplished in a group setting, either large or small.

B. Individual Planning: This component provides counseling and guidance functions which foster productive decision making about educational and career planning. Counselors, students, parents, and staff share involvement in this process. Specific activities in this component related to the development and revision of a four-year student plan related to educational and career planning. The intent of this component is the assurance that each student's academic program, educational choices, and career decisions best meet that individual's needs.

1. Makes acquaintance with all students through formal and informal contacts.
2. Conducts career or college counseling.
3. Communicates information and schedules meetings for parents and students.
4. Counsels problems of behavior and scholastic non-achievers.
5. Conducts personal counseling with walk-ins having personal problems.
6. Confers with school personnel, parents, community members, resource/referral agencies in solving problems through the counseling process.
7. Schedules each student in grades 9 - 12 for a conference to discuss career, educational, and/or personal interests for scheduling and career preparation.
8. Makes students aware of any changes in their academic standing in classes or in meeting curriculum requirements.

C. Responsive Counseling Services: This component responds to individual needs concerning personal development and interpersonal relationships. The counselor will help students, individually and in small groups, consult with parents and appropriate staff, and act as a liaison with the school and community agencies. In addition, the counselor will provide crisis intervention services for students and their families.

D. School Program Support: This component includes appropriate administrative, counseling and guidance activities which support the effective implementation of school programs such as: orientation, registration, development of the master schedule, scheduling of students into appropriate classes, team and committee participation, research, coordination of the testing program, maintenance of records, participation in staffing of students with special needs, professional development, in-service training, and public relations.

1. Administers student class enrollments and provides information on school curricular offerings

- to students and parents.
 - a. Individually advise and schedule each student.
 - b. Be responsible for pre-registration of all students and check schedules at registration
 - c. Approves student schedule changes and late registrations.
- 2. Works with the administration in reviewing the curriculum and assists in the change or addition to curriculum.
- 3. Schedules, administers achievement tests for the district in conjunction with the building principals.
- 4. The counselor is to incorporate a career-curriculum piece to support career planning at the middle school level.
- 5. Works with the principal in preparing the master class schedule.
- 6. Provides orientation for new students, students in transition from one grade to the next or from one school to another, or from high school to post-secondary institutions/agencies.
- 7. Testing: The counselor and administrators shall review and determine the testing program so that the desired results of the measurement of the students is known in these areas -- achievement, vocational, interests, aptitude, high school placement, and competency. The counselor administers the district testing program and keeps relevant year to year results and interprets results to teaching staff, administration, and the Board of Education.
- 8. Supervises and directs the following programs and projects:
 - a. Life Skills/Social Responsibility
 - b. Testing Program of the District
- 9. Communicates the counselor's role to students, parents, staff members, and community.
- 10. Maintains accurate and complete student records as required by law, district policy and administrative regulations.
- 11. Arranges for any necessary in-service training, especially in effective education and/or guidance areas.
- 12. Writes monthly columns for the monthly school newsletter and local newspaper (if needed) publicizing departmental events and highlights.
- 13. Participates in conferences, workshops, and seminars necessary to guidance services.
- 14. Assists in implementing all policies and/or rules governing student life and conduct.
- 15. Works with the Principal in coordinating testing programs, orientation and other special duties as assigned by administration and the reporting of that data.
- 16. Serves on staff committees as assigned, attend special education and related staff meetings and maintain a cooperative working relationship with staff.
- 17. Investigates and reports suspicious health symptoms or evidence of child abuse to appropriate supervisor.
- 18. Works with the Principal to schedule a variety of group parent and organizational informational meetings.
- 19. Aids high school students with unique situations in obtaining homework assignments and materials.
- 20. Maintains confidentiality in following FERPA and personal information as well as follows standards of mandatory reporting while keeping the Principal fully informed during investigations or student concerns.

All other district-related duties as assigned by supervisor

ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

TERMS OF EMPLOYMENT: 205 day contract, terms of employment will be defined by a combination of board policies and the teacher's negotiated agreement.

EVALUATION: Performance of this position will be evaluated by the Building Principal.

Chadron Public Schools

I. TITLE: **Afterschool Director**

II. QUALIFICATIONS:

1. Professional Educator, Bachelors' Degree and/or extensive experience in design and implementation of programs for youth.
2. Evidence of leadership skills.
3. Ability to work with volunteers and advisory groups.
4. Strong interpersonal and supervisory skills, and abilities to organize and direct others toward goals.
5. General administrative skills and grant management experience
6. Public relations skills and experience in working cooperatively with community groups.

III. REPORTS TO: Superintendent of Schools and Site Building Principals

IV. JOB GOAL: To improve student learning in one or more core academic areas, increase social benefits and positive behavior changes, and to increase family and community engagement in supporting students' education.

V. PERFORMANCE RESPONSIBILITIES:

Program Leadership

1. Provides for organization of programs services/activities
2. Provides for effective delivery of programs services/activities
3. Promotes on-going staff development

Program Management

1. Provides for effective and efficient day-to day operation of programs
2. Ensures school and facilities are conducive to positive climate
3. Ensures efficient management of fiscal resources
4. Maintains effective school building discipline/responsibility.
5. Demonstrates effective communication skills
6. Provides for effective maintenance of records and accountability.
7. Hires, supervises and evaluates staff.

Interpersonal Relationships

1. Demonstrates positive interpersonal relationships with students
2. Demonstrates positive interpersonal relationships with staff/volunteers
3. Demonstrates positive interpersonal relationships with administrators
4. Demonstrates positive interpersonal relationships with parents and community members.

Professional Responsibilities

1. Implements policies and procedures of program
2. Participates in professional growth activities
3. Demonstrates a sense of professional responsibility
4. Communicates regularly with stakeholders and provides positive public relations.
5. On a regular basis works directly with students in numerous roles including but not limited to tutoring, supervision, homework assistance, etc.

ESSENTIAL FUNCTION: **Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.**

TERMS OF EMPLOYMENT: **200 days (.75 days)**

EVALUATION: The Superintendent of Schools and the Site Building Principal will evaluate performance of this position annually.

Chadron Public Schools

I. TITLE: **Afterschool Site Coordinator**

II. QUALIFICATIONS:

1. Experience in implementation of programs for youth.
2. Ability to work with volunteers and advisory groups.
3. Strong interpersonal and supervisory skills, and abilities to work with others toward goals.
4. Public relations skills and experience in working cooperatively with community groups.

III. REPORTS TO: Afterschool Director and Site Building Principals

IV. JOB GOAL: To supervise tutors, activity directors, paraprofessionals, volunteers and students

V. PERFORMANCE RESPONSIBILITIES:

Site Coordination

1. Provides direction for the Afterschool Program
 - a. Involves staff/volunteers/students in articulation of goals and objectives, and in implementation of programs to meet goals/objectives.
 - b. Uses objective data, whenever possible, to identify goals/objectives.
 - c. Coordinates academic program with current curriculum of Districts through coordination with classroom teaching staff
2. Provides for organization of programs services/activities
 - a. Ensures that program objectives and outcomes are identified, and staff/volunteers are aware of program objectives and outcomes.
 - b. Implements program activities /services that address and facilitate the attainment of program goals/objectives/outcomes.
 - c. Monitors progress toward achievement of program objectives/outcomes.
 - d. Directs all project activities/services.
3. Provides for effective delivery of program services/activities.
 - a. Assists in recruitment of staff/volunteers for essential positions in delivery of services and activities.
 - b. Effectively assigns staff/volunteers, and monitors their performance.
 - c. Promotes and involves staff in assessing and identifying staff development needs.
 - d. Assists Afterschool Director in staff development activities.

Site Management

1. Provides for effective and efficient day-to-day operation of programs
 - a. Implements administrative procedures which are clear and efficient
 - b. Assists staff/volunteers in understanding their responsibilities to the programs/activities.
 - c. Ensures school and facilities are conducive to positive climate
 - d. Assists in coordination of custodial operations to maintain clean facilities.
 - e. Assists in coordination of nutrition services to serve students.
 - f. Facilitates prompt reporting and follow-up of needed repairs to facilities or equipment.
 - g. Ensures efficient management of fiscal resources
 - h. Prepares and submits purchase order requests to Afterschool Director as required.
 - i. Maintains appropriate inventories and records.
 - j. Establishes, maintains, and communicates standards of expected student behavior to staff/volunteers and students.
 - k. Provides written reports to the Afterschool Director on all levels of disciplinary actions.
 - l. Assists in maintenance of all records pertinent to program (attendance, discipline, academic growth, services, activities, etc.)
 - m. Assists in development of base line data in categories identified in grant application for evaluation of program (specifically in first year goals and objectives, and those identified as program outcomes).

- n. Provides reports to Afterschool Director, and for dissemination to advisory committees and Boards of Education.

Interpersonal Relationships

1. Demonstrates positive interpersonal relationships with students
2. Demonstrates positive interpersonal relationships with staff/volunteers
3. Demonstrates positive interpersonal relationships with administrators
4. Demonstrates positive interpersonal relationships with parents and community members.
 - a. Is visible and accessible
 - b. Informs students of program goals and objectives.
 - c. Interacts with students frequently and in a mutually respectful and friendly manner.
 - d. Encourages student leadership and involvement in the program.
 - e. Respects students', staff, and volunteers' needs and concerns.
 - f. Demonstrates understanding, empathy, and regard for different racial ethnic, cultural, and religious groups.
 - g. Works cooperatively with colleagues
 - h. Seeks parent/community support, input and involvement in student needs and activities.

Professional Responsibilities

1. Implements policies and procedures of program
 - a. Follows direction of Afterschool Director regarding policies and regulations applicable to the NE 21st Century Community Learning Centers Programs.
2. Participates in professional growth activities
3. Demonstrates a sense of professional responsibility

ESSENTIAL FUNCTION: **Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.**

TERMS OF EMPLOYMENT: **184 days**

EVALUATION: The Afterschool Director and the Site Building Principal will evaluate performance of this position annually.

Chadron Public Schools

I. TITLE: Afterschool Staff

II. QUALIFICATIONS:

1. High school diploma or GED
2. Caring attitude towards children
3. Understanding of/or experience with students
4. Able to meet or acquire Highly Qualified requirements of NCLB

III. REPORTS TO: Site Coordinator and Afterschool Director

IV. JOB GOAL: To provide assistance to Students, Site Coordinator and Afterschool Director in all situations

V. PERFORMANCE RESPONSIBILITIES:

1. Ability to perform basic computer word processing and software applications
2. Prepare and maintain supplies, maintains clean facilities
3. Assist students individually or in harmonious groups with classroom activities
4. Create lesson plans for activities that are in line with site goals/objectives
5. Supervise students in hallways, lunchrooms, playgrounds, as assigned
6. Follow school day and afterschool responsibility plan
7. Ability to follow written and oral instructions
8. Appropriate use of English language while communicating orally and in writing
9. Ability to work cooperatively with supervising staff and as a team member
10. Respect confidentiality of information regarding students and school matters
11. Willingness to participate in professional development

Other Requirements:

- Capable of working effectively as a team member
- Ability to work cooperatively with supervisor
- Positive communication skills, and ability to meet and serve the public
- Ability to do work of repetitive nature
- Appropriate use of language
- Ability to handle and maintain confidential information

All other district-related duties as assigned by supervisor

ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

TERMS OF EMPLOYMENT: 184 days (15 - 20 hours per week) salary to be determined by the Board of Education.

EVALUATION: Performance of this position will be evaluated annually by the building Site Coordinator.

Chadron Public Schools

I. TITLE: District Data Coordinator

II. QUALIFICATIONS:

1. High school diploma or GED
2. Caring attitude towards children
3. Understanding of/or experience with students
4. Able to meet or acquire Highly Qualified requirements of NCLB
5. Proficient in student recording system

III. REPORTS TO: HS Building Principal/Technology Coordinator

IV. JOB GOAL: To monitor student data and information for quality and verification for state and federal reports.

V. PERFORMANCE RESPONSIBILITIES:

Ability to perform detailed computer word processing and software applications
Monitor, supervise, and take attendance for students in the DL room and CISCO lab.
Assist DL teachers with necessary student paperwork, projects, quizzes, and tests.
Monitor grades and assist students in college and credit recovery classes.
Input and monitor NSSRS student enrollment data.
Monitor student data for quality and verification checks.
Member of the Data Team meeting quarterly for quality and verification checks.
Respect confidentiality of information regarding students and school matters
Willingness to participate in paraprofessional training/in-service programs
Performs other duties as assigned by supervising professional staff
Provide support to the Student Liaison in the Guidance Office.

ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

TERMS OF EMPLOYMENT: 184 days; salary to be determined by the Board of Education.

EVALUATION: Performance of this position will be evaluated annually by the building principal and/or Technology Coordinator.

Chadron Public Schools

I. TITLE: **School Nurse**

II. QUALIFICATIONS:

1. Must possess a Registered Nurse (RN) Nebraska license to practice nursing which is currently active and in good standing
2. Strong physical assessment skills,
3. Ability to respond to medical crisis,
4. Knowledge of pediatric chronic health issues (asthma, diabetes, severe allergy, seizure)
5. Strong oral and written communication skills, family-centered practice,
6. Knowledge of normal development age 0-21 years,
7. Ability to work in a non-health-care-centered multidisciplinary environment,
8. Ability to work independently.

III. REPORTS TO: Building Principals

IV. JOB GOAL: To provide health care, keep up to date health records and promote a healthy and safe school environment.

V. PERFORMANCE RESPONSIBILITIES:

1. Provide direct care, supporting inclusion of students with special needs developing and carrying out the individualized health care plan,
2. Serving as a health expert on the multidisciplinary/IEP team, and providing case management where needed.
3. Provide leadership for the overall system of care in the school.
4. Conduct health screening and referral.
5. Help assess and promote a healthy school environment.
6. Provide health promotion and health education.
7. Provide leadership for health policies and program development.
8. Serve as a liaison between school personnel, families, health care professionals, and the community, linking school health to healthy communities
9. Control the spread of communicable disease.
10. Promote utilization of primary care and other community resources to promote health of children and families.
11. Provide a system for responding to crisis medical situations.
12. Evaluate the health program periodically and identify new priorities and needs.
13. Maintain school health screens on every student.
14. Be competent in computer use with various software applications.

ESSENTIAL FUNCTION: **Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.**

TERMS OF EMPLOYMENT: 195 days; salary to be determined by the Board of Education.

EVALUATION: Performance of this position will be evaluated annually by the Building Principals.

Chadron Public Schools

I. TITLE: Maintenance/Buildings/Grounds Supervisor

II. QUALIFICATIONS:

1. Possess a high school diploma and a valid bus driver's license.
2. Demonstrate aptitude for performing general maintenance projects, cleaning, upkeep, and repair.
3. Be able to take responsibility, follow and give directions, and demonstrate aptitude for reading, writing, and understanding operational instructions, blueprints/plans and other technical drawings/specifications, and product labels.
4. Good organizational skills and ability to communicate.
5. Successfully pass the 14-hour asbestos training course.
6. Possess basic electrical, mechanical, plumbing, roofing, HVAC and carpenter skills.
7. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

III. REPORTS TO: Superintendent and Building Principals

IV. JOB GOAL: To provide students of the district with a safe, attractive, comfortable, clean, and efficient place to learn. To perform and supervise the maintenance of school district facilities and campus areas in an effort to guarantee the above conditions exist. Monitors and provides the basic maintenance and care of the buses, vans and cars of the district.

V. PERFORMANCE RESPONSIBILITIES:

Supervision of Custodial Staff, Buildings, and Vehicles:

1. Be able to make plans according to priorities, delegate duties, and follow up to ensure quality and expedience.
2. Supervise in conjunction with the administration, all school custodians and repair people, including recommending custodial assignments, performing annual evaluations, and recommending the hiring or release of any workers under his/her authority.
3. . To plan with, organize, coordinate, and communicate to custodial staff, the goal of maintaining the buildings, grounds, and equipment in a manner that sets an example of cleanliness, efficiency, and beauty befitting a school to the community and students.
4. . To train and inform custodial staff in fire prevention, building maintenance, care of grounds, preventive maintenance and cleaning agents and precautions.
5. . Supervises in conjunction with the administration, the maintenance, cleaning, and care of the buildings of the district.

Buildings:

1. Light and Heat
 - a. Regulate heat, ventilation, and air conditioning systems to provide temperatures appropriate to the season and to insure economical usage of fuel, water, and electricity.
2. Cleaning
 - a. Verify that good housekeeping standards are kept in all district buildings.
 - b. Supervise and participate in general cleaning and maintenance of the school buildings, if needed.
3. Maintenance and Repairs
 - a. Supervise and participate in necessary painting and general repairs to plumbing, electrical, carpentry, and general mechanical areas.
 - b. Assist general mechanics in remodeling and renovation work.
 - c. Make such minor repairs to buildings as he/she is capable of.
 - d. Report major repairs needed promptly to the Superintendent.

4. Miscellaneous
 - a. Assume responsibility for the general security of the buildings by maintaining the central key distribution to buildings.
 - b. Perform emergency repair or cleaning services as necessary on all buildings if needed.
 - c. In case of a severe storm, check all buildings immediately for damage.
 - d. Schedule preventive maintenance for all buildings of the district.
 - e. Schedule regular inspections of roofs for all buildings for our district (bi-annually minimum)
5. Opening and Closing
 - a. Remain on the school premises during school hours, and during non-school hours when use of the building has been authorized and attendance is required by the Administration.

Grounds - Premises:

1. Generally supervise and maintain school grounds.
2. Keep premises, including sidewalks, driveways, and play areas neat and clean at all times.
3. Supervise and verify snow removal.

Equipment - Supplies - Fuel:

1. Keep continuous inventory of equipment and custodial supplies for the district.
2. Prepares and issues purchase orders for maintenance/custodial supplies and equipment.
3. Requisition from Superintendent needed replacements of equipment and supplies, far enough in advance so that they may be delivered in such time as will not hinder the custodian in his/her duties.
4. Recommends equipment purchases for the district, and approves, with his/her signature, the payment of monthly bills.
5. Maintain on a regular schedule all motors and other mechanical equipment in the buildings requiring scheduled servicing.
6. Conduct periodic inspections and tests of all electrical installations in the school buildings to ensure their safe condition.
7. Move furniture or equipment within buildings as required for various activities and as directed by the Principal.
8. Practice conservation and cost awareness of equipment, supplies, and fuel.
9. Boilers maintenance:
 - a. Clean and maintain all boilers and other major equipment
 - b. See that boilers are blown-down.
 - c. Check valves; sees that pop-off valves work
 - d. Summer care of boilers: flush boiler to remove scaling
 - e. See that boiler flue, manhole, and tubes are open for insurance company boiler inspectors
 - f. Check boiler on holidays and week-ends
 - g. Display boiler inspection certificate properly

Fire Prevention - Safety:

1. Assume responsibility for the general fire safety of the buildings.
2. See that fire alarm signals are satisfactory.
3. Monitor and check fire extinguishers of the district.
4. Serve on the Safety Committee of the school district.

Asbestos:

1. Provide instruction to custodial staff for asbestos awareness.
2. Conduct inspections and record 6-month asbestos building inspections.
3. Maintain federal reports on handling of asbestos materials.
4. Work with the Superintendent in monitoring asbestos plan for the district.

Transportation:

1. Supervise transportation facilitator in maintaining all school vehicles, assuring the vehicles are maintained in a safe and mechanically sound condition.
2. Maintain a bus driving license.
3. Assist in emergency situations when buses break down or assistance is needed in retrieving a bus.
4. Maintain and replace seats and/or seat covers on buses as needed.
5. Assist the superintendent in deciding to hold school or begin late in relation to snow removal and parking lots.

Miscellaneous:

1. Centrally order and distribute all custodial supplies for the school district.
2. Assist Superintendent in determining the district custodial budget and long term maintenance projects.
3. Set up and carry out an effective district-wide school maintenance and preventive maintenance program.
4. Report immediately to the Principal or Superintendent any damage to the school property.
5. Comply with local laws and procedures for the storage and disposal of trash, rubbish, and waste.
6. Attends workshops or seminars as needed to understand new products and techniques.

All other district-related duties as assigned by supervisor

ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

TERMS OF EMPLOYMENT: Twelve months, salary to be determined by the Board of Education.

EVALUATION: Performance of this position to be evaluated annually by the Superintendent and Building Principals.

Chadron Public Schools

- I. TITLE:** **Assistant Maintenance/Buildings/Grounds Supervisor**
- II. QUALIFICATIONS:**
1. Possess a high school diploma and a valid driver's license. Ability to obtain a valid bus drivers license preferred.
 2. Demonstrate aptitude for performing general maintenance projects, cleaning, upkeep, and repair.
 3. Be able to take responsibility, follow and give directions, and demonstrate aptitude for reading, writing, and understanding operational instructions, blueprints/plans and other technical drawings/specifications, and product labels.
 4. Good organizational skills and ability to communicate.
 5. Successfully pass the 14-hour asbestos training course.
 6. Possess basic electrical, mechanical, plumbing, roofing, HVAC and carpenter skills.
 7. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
- III. REPORTS TO:** Maintenance/Buildings/Grounds Supervisor & Superintendent
- IV. JOB GOAL:** To provide students of the district with a safe, attractive, comfortable, clean, and efficient place to learn. To perform and supervise the maintenance of school district facilities and campus areas in an effort to guarantee the above conditions exist. Monitors and provides the basic maintenance and care of the buses, vans and cars of the district.

V. PERFORMANCE RESPONSIBILITIES:

Supervision of Custodial Staff, Buildings, and Vehicles:

1. Be able to make plans according to priorities, delegate duties, and follow up to ensure quality and expedience.
2. Supervise in conjunction with the administration, evening school custodians and repair people, including recommending custodial assignments, perform annual evaluations, and recommending the hiring or release of any workers under his/her authority.
3. Assume the duties of the Head Maintenance/Buildings/Grounds Supervisor in their absence.
4. To plan with, organize, coordinate, and communicate to evening custodial staff, the goal of maintaining the buildings, grounds, and equipment in a manner that sets an example of cleanliness, efficiency, and beauty befitting a school to the community and students.
5. To train and inform evening custodial staff in fire prevention, building maintenance, care of grounds, preventive maintenance and cleaning agents and precautions.
6. Supervises in conjunction with the Head Maintenance/Buildings/Transportation Supervisor and administration, the maintenance, cleaning, and care of the buildings of the district.

Buildings:

1. Light and Heat
 - a. Regulate heat, ventilation, and air conditioning systems to provide temperatures appropriate to the season and to insure economical usage of fuel, water, and electricity.
2. Cleaning
 - a. Verify that good housekeeping standards are kept in all district buildings.
 - b. Supervise and participate in general cleaning and maintenance of the school buildings, if needed.

3. Maintenance and Repairs
 - a. Supervise and participate in necessary painting and general repairs to plumbing, electrical, carpentry, and general mechanical areas.
 - b. Assist general mechanics in remodeling and renovation work.
 - c. Make such minor repairs to buildings as he/she is capable of.
 - d. Report major repairs needed promptly to the Superintendent.
4. Miscellaneous
 - a. Assume responsibility for the general security of the buildings by maintaining the central key distribution to buildings.
 - b. Perform emergency repair or cleaning services as necessary on all buildings if needed.
 - c. In case of a severe storm, check all buildings immediately for damage.
 - d. Schedule preventive maintenance for all buildings of the district.
 - e. Schedule regular inspections of roofs for all buildings for our district (bi-annually minimum)
5. Opening and Closing
 - a. Remain on the school premises during evening school hours, and during non-school hours when use of the building has been authorized and attendance is required by the Administration. May delegate building supervision assignment for non-school hours.

Grounds - Premises:

1. Generally supervise and maintain school grounds.
2. Keep premises, including sidewalks, driveways, and play areas neat and clean at all times.
3. Supervise and verify snow removal.

Equipment - Supplies - Fuel:

1. Assist Head Maintenance/Buildings/Grounds Supervisor in keeping continuous inventory of equipment and custodial supplies for the district.
2. Assist Head Maintenance/Buildings/Grounds Supervisor in preparing and issuing purchase orders for maintenance/custodial supplies and equipment.
3. Assist Head Maintenance/Buildings/Grounds Supervisor in requisitioning from Superintendent needed replacements of equipment and supplies, far enough in advance so that they may be delivered in such time as will not hinder the custodian in his/her duties.
4. Assist Head Maintenance/Buildings/Grounds Supervisor in recommending equipment purchases for the district, and approving, with his/her signature, the payment of monthly bills.
5. Assist Head Maintenance/Buildings/Grounds Supervisor in maintaining on a regular schedule all motors and other mechanical equipment in the buildings requiring scheduled servicing.
6. Assist Head Maintenance/Buildings/Grounds Supervisor in conducting periodic inspections and tests of all electrical installations in the school buildings to insure their safe condition.
7. Move furniture or equipment within buildings as required for various activities and as directed by the Head Maintenance/Buildings/Grounds Supervisor or Building Principal.
8. Practice conservation and cost awareness of equipment, supplies, and fuel.
9. Assist Head Maintenance/Buildings/Grounds Supervisor in boiler maintenance:
 - a. Clean and maintain all boilers and other major equipment
 - b. See that boilers are blown-down.
 - c. Check valves; sees that pop-off valves work
 - d. Summer care of boilers: flush boiler to remove scaling
 - e. See that boiler flue, manhole, and tubes are open for insurance company boiler inspectors
 - f. Check boiler on holidays and week-ends
 - g. Display boiler inspection certificate properly

Fire Prevention - Safety:

1. Assume responsibility for the general fire safety of the buildings.
2. See that fire alarm signals are satisfactory.
3. Monitor and check fire extinguishers of the district.
4. Serve on the Safety Committee of the school district in absence of Head Maintenance/Buildings/Grounds Supervisor.

Asbestos:

1. Assist Head Maintenance/Buildings/Grounds Supervisor in providing instruction to custodial staff for asbestos awareness.
2. Assist Head Maintenance/Buildings/Grounds Supervisor in conducting inspections and records 6-month asbestos building inspections.
3. Assist Head Maintenance/Buildings/Grounds Supervisor in maintaining federal reports on handling of asbestos materials.
4. Assist Head Maintenance/Buildings/Grounds Supervisor and work with the Superintendent in monitoring asbestos plan for the district.

Transportation:

1. Assist Head Maintenance/Buildings/Grounds Supervisor in supervising transportation facilitator in maintaining all school vehicles, assuring the vehicles are maintained in a safe and mechanically sound condition.
2. Maintain a bus driving license.
3. Assist in emergency situations when buses break down or assistance is needed in retrieving a bus.
4. Assist Transportation Supervisor in maintaining and replacing seats and/or seat covers on buses as needed.
5. Assist the superintendent in deciding to hold school or begin late in relation to snow removal and parking lots.

Miscellaneous:

1. Assist Head Maintenance/Buildings/Grounds Supervisor in centrally ordering and distributing all custodial supplies for the school district.
2. Assist Head Maintenance/Buildings/Grounds Supervisor and Superintendent in determining the district custodial budget and long term maintenance projects.
3. Assist Head Maintenance/Buildings/Grounds Supervisor in setting up and carrying out an effective district-wide school maintenance and preventive/maintenance program.
4. Report immediately to the Head Maintenance/Transportation/Grounds Supervisor, Building Principal, or Superintendent any damage to the school property.
5. Comply with local laws and procedures for the storage and disposal of trash, rubbish, and waste.
6. Attend workshops or seminars as needed to understand new products and techniques.

All other district-related duties as assigned by supervisor

ESSENTIAL FUNCTION: **Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.**

TERMS OF EMPLOYMENT: Twelve months, salary to be determined by the Board of Education.

EVALUATION: Performance of this position to be evaluated annually by the Maintenance/Buildings/Grounds Supervisor with assistance from Building Principals.

Chadron Public Schools

I. TITLE: **Vehicle Maintenance/Groundskeeper Manager**

II. QUALIFICATIONS:

1. Possess a high school diploma or equivalent.
2. Demonstrate aptitude for general bus maintenance and mechanical operations
3. Be able to take responsibility, follow and give directions, work cooperatively
4. Demonstrate aptitude for reordering, writing and communication skills
5. Turf and grasses knowledge
6. Knowledge of small motors, air compressors, hand and mechanical sprayers, weed machines, tractors, mowers, snow blowers, chain saws
7. Such alternatives to the above qualifications as the Board may find appropriate and necessary.
8. Requires CDL/ Bus license. Level I and Level II trainings.
9. Knowledge or experience with pesticides/fertilizers

III SKILLS:

1. Change oil in mowers, tractors, vehicles, sharpen mower blades
2. Complete general maintenance to fix equipment
3. Operate tire machines, car lift, power equipment, etc.
4. Operate lawn equipment, tractors, skid steer, pickup plow, etc.
- 5.. Lift 50 lbs
6. Hook up, tow, and backup trailers
7. Computer/Software skills

IV. REPORTS TO: Maintenance/Buildings/Grounds Supervisor/Building Principal/Superintendent

V. JOB GOAL: To provide district students/staff with a safe and efficient bus/school vehicle system and to maintain safe and aesthetic grounds for all buildings.

VI. PERFORMANCE RESPONSIBILITIES

1. Assist the Superintendent in maintaining an efficient, legal, and safe school transportation system. Maintain inventory as well as clean, inside and out, of all vehicles in the fleet.
2. Assist the Superintendent in obtaining qualified bids for buses, repair, service, tires, and other transportation equipment.
3. Assure that all school vehicles/buses are clean, maintained, full of fluids, and in safe and mechanically sound condition.
4. Conduct the required quarterly state bus inspections and coordinate highway patrol bus inspections for the district.
5. Coordinate vehicle/bus safety training and drills
6. Keep detailed vehicle records for state reporting.
7. Maintain a detailed maintenance record for all vehicles, buses and equipment.
8. Maintain on a regular schedule all motors, lawn mowers and other mechanical equipment (small engine units) requiring scheduled servicing. Must be able to service and change oil in mowers, tractors, and vehicle fleet.
9. Document and maintain files of use of all district vehicles including miles driven and reason for vehicle use.
10. Supervise and evaluate bus drivers
11. Service buses as well as making sure they are clean and are being cleaned for regular trips.

12. Communicate regularly with bus drivers to update drivers on schedules, school activities, and general requirements. Obtain and assign substitute bus drivers as needed.
13. Schedule and coordinate with the building principals, activity director, buses and drivers for out-of-town school activities.
14. Assist in implementing the alcohol and drug testing procedures by notifying bus drivers needing testing.
15. Mow, water, fertilize, weed and maintain ALL District grounds/ playgrounds/ practice and game fields as needed. Insecticides/fungicides as needed.
16. Annually report on the performance of the current drivers to the Superintendent.
17. Assist in emergency situations when buses break down or assistance is needed in retrieving a bus.
18. Maintain and replace seats and/or seat covers on buses as needed.
19. Assists in snow removal of parking areas, walkways, and entryways to buildings.
20. Remove trash and debris on District grounds. Regularly empty exterior trash receptacles on district grounds.
21. Setup for school activities and games throughout the district.
22. Instruct and provide bus driver trainings for all drivers.

All other district-related duties as assigned by supervisor

ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

TERMS OF EMPLOYMENT: Twelve months. Salary to be determined by the Board of Education.

EVALUATION: Performance of this position to be evaluated annually by the Maintenance/Buildings/Grounds Supervisor with assistance from Building Principals.

I. TITLE:

Maintenance Worker

II. QUALIFICATIONS:

1. Possess a high school diploma or equivalent and a valid bus driver's license.
2. Demonstrate aptitude for performing general maintenance projects upkeep, and repair.
3. Be able to take responsibility, follow and give directions, and demonstrate aptitude for reading, writing, and understanding operational instructions and product labels.
4. Good organizational skills and ability to communicate.
5. Successfully pass the 14-hour asbestos training course.
6. Possess basic electrical, mechanical, plumbing, concrete, heating/air conditioning, and carpenter skills.
7. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
8. CDL licensed and bus driver permit
9. Capable of working cooperatively with supervisors.

III. REPORTS TO:

Maintenance/Buildings/Grounds Supervisor/Building Principal/Superintendent

IV. JOB GOAL:

To provide students with a safe, attractive, comfortable, clean, and efficient place to learn. To perform and supervise the maintenance of assigned district facilities in an effort to guarantee the above conditions exist.

V. PERFORMANCE RESPONSIBILITIES:

Buildings:

1. Light and Heat
 - a. Regulate heat, ventilation, and air conditioning systems to provide temperatures appropriate to the season and to insure economical usage of fuel, water, and electricity.
2. Maintenance and Repairs
 - a. Supervise and participate in necessary painting and general repairs to plumbing, electrical, carpentry, and general mechanical areas.
 - b. Assist general mechanics in remodeling and renovation work.
 - c. Make such minor repairs to buildings as is qualified.
 - d. Report major repairs needed promptly to the head district custodian or building principal.
3. Miscellaneous
 - a. Perform emergency repair or cleaning services as necessary on all buildings if needed.
 - b. In case of a severe storm, check all buildings immediately for damage.
 - c. Schedule preventive maintenance for assigned buildings of the district.
 - d. Constructs needed products, and/or remodeling of facilities
 - e. Erects equipment purchased that requires such.

Grounds - Premises:

1. Assist with supervision and maintenance of school grounds.
2. Keep premises, including sidewalks, driveways, and play areas neat and clean at all times.
3. Assist in snow removal. Shovel, plow, and/or sand walks, driveways, parking areas, and steps, as appropriate.

Equipment - Supplies - Fuel:

1. Requisition from head district custodian needed replacements of equipment and supplies, far enough in advance so that they may be delivered in such time as will not hinder the performance of duties.
2. Recommends equipment purchases for the district, and approves, with his/her signature, the payment of monthly bills.
3. Conduct periodic inspections and tests of all electrical installations in the school buildings to insure their safe condition.

4. Move furniture or equipment within buildings as required for various activities and as directed by the Principal.
5. Practice conservation of equipment, supplies, and fuel.
6. Boilers maintenance with head district custodian:
 - a. Clean and maintain all boilers and other major equipment
 - b. See that boilers are blown-down.
 - c. Check valves; sees that pop-off valves work
 - d. Summer care of boilers: flush boiler to remove scaling
 - e. See that boiler flue, manhole, and tubes are open for insurance company boiler inspectors
 - f. Check boiler on holidays and week-ends
 - g. Display boiler inspection certificate properly

Fire Prevention - Safety:

1. Assume responsibility for the general fire safety of the buildings.
2. See that fire alarm signals are satisfactory.
3. Monitor and check fire extinguishers of the district.
4. Maintenance/Buildings/Grounds Supervisor, building custodian or building principal of hazardous conditions for correction.

Asbestos:

1. Conduct periodic inspections and records 6-month asbestos building inspections in conjunction with head district custodian.
2. Maintain building level asbestos book on handling of asbestos materials.
3. Work with the Superintendent and Maintenance/Buildings/Grounds Supervisor in monitoring asbestos plan for the district.

Transportation:

1. Bus driver for District.
2. Drive shuttle buses and vans between buildings as needed.

Miscellaneous:

1. Report immediately to the Principal or Maintenance/Buildings/Grounds Supervisor any damage to the school property.
2. Comply with local laws and procedures for the storage and disposal of trash, rubbish, and waste.
3. Attends workshops or seminars as needed to understand new products and techniques.
4. Assist other custodians in making repairs and maintenance projects as needed.

All other district-related duties as assigned by supervisor

ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

TERMS OF EMPLOYMENT: Twelve months, salary to be determined by the Board of Education.

EVALUATION: Performance of this position to be evaluated annually by the Maintenance/Buildings/Grounds Supervisor with assistance from Building Principals.

Chadron Public Schools

I. TITLE:

Custodian

II. QUALIFICATIONS:

1. Possess a high school diploma or equivalent.
2. Ability to follow directions and perform tasks correctly.
3. Demonstrated aptitude for successful fulfillment of assigned performance responsibilities.
4. Possess good human relations skills.
5. Specific skills in cleaning and maintaining of floors, restrooms, classrooms, offices, and other areas
6. Must be able to lift 50 lbs
7. Must be able to climb a ladder
8. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

III. REPORTS TO:

Maintenance/Buildings/Grounds Supervisor and Building Principal

IV. JOB GOAL:

To provide students with a safe, attractive, comfortable, clean, and efficient place in which to learn, play, and develop.

V. PERFORMANCE RESPONSIBILITIES:

(This is a general job description. The exact duties will be determined by building assignment).
Buildings:

1. Opening and Closing
 - a. Assumes responsibility for the security of the building each school day and for determining, before leaving, that all doors and windows are secured, and all lights, except those left on for safety reasons, are turned off.
2. Cleaning
 - a. Keeps buildings neat, clean, and safe at all times.
 - b. Participates in the general cleaning and maintenance of the school building.
 - c. Sweep/mop/vacuum/clean classrooms daily, and empty all trash receptacles daily.
 - d. Cleans corridors/stairs after school each day, and during the day when conditions require it.
 - e. Scrubs, hoses down, and disinfects rest rooms/gym locker rooms daily, and cleans all fixtures and drinking fountains daily.
 - f. Washes all windows on both the inside and outside as needed, and more frequently if necessary or as requested.
 - g. Cleans all chalkboards/whiteboards at least once a week.
 - h. Buffs and scrubs floors as needed and directed.
 - i. Clean bleachers after each contest
3. Maintenance and Repairs
 - a. Participates in necessary painting and general repairs if requested.
 - b. Performs emergency repair or cleaning services as necessary.
 - c. Maintains classroom and gym floors.
 - d. Clean and/or disinfect seats, desks, and furniture as needed.
 - e. Assists with Summer maintenance duties in all buildings.
 - * Shampoo carpets
 - * Wax and seal wood/tile floors
 - * Clean all windows, blinds, walls, light fixtures, sinks
 - * Sanitize all restrooms and locker rooms
 - f. Change lights when necessary.
4. Other
 - a. Assist in setting up chairs, tables, and bleachers as needed for school activities and lunch.
 - b. Maintains basic building cleanliness, operation, and safety. Reports major problems to the building supervisor.

Grounds:

1. Generally maintains and cares for the school grounds as needed.
 2. Keeps premises, including sidewalks, driveways, and play areas neat and clean at all times.
 3. Assist with snow/ice removal as needed to maintain a safe environment.
- All other district-related duties as assigned by supervisor

ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

TERMS OF EMPLOYMENT: Twelve-months; salary to be determined by the Board of Education.

EVALUATION: Performance of this position to be evaluated annually by the Maintenance/Buildings/Grounds Supervisor with assistance from Building Principals.

Chadron Public Schools

I. TITLE: **Bus Driver**

II. QUALIFICATIONS: 1. Possess a high school diploma or equivalent
2. Valid CDL Bus Drivers License.
3. Good driving record and previous professional driving preferred.
4. Mechanical experience helpful.
5. Drug and Alcohol free.
6. Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable.

III. REPORTS TO: Transportation Facilitator and Maint./Grounds/Bldg Supervisor

IV. JOB GOAL: To provide safe transportation for students of the District.

V. PERFORMANCE RESPONSIBILITIES:

1. Keeps to the assigned schedule and assists in determining routes.
2. Obeys traffic laws and policies of the school.
3. Observes and promotes proper safety regulations for students.
4. Maintains proper discipline.
5. Maintains effective communication with administration, teachers, students, parents, and fellow workers.
6. Keeps vehicles clean and safe.
7. Attends periodic bus driver's meetings.
8. Meets deadlines for requested information and reports.
9. Maintains proper bus records as required by district, state, and Federal laws.
10. Conducts pre-trip and post-trip inspections and periodic maintenance inspections.
11. Recommends bus maintenance and repairs and promotes cost effectiveness.
12. Reports road conditions that need attention to supervisor.

All other district-related duties as assigned by supervisor.

ESSENTIAL FUNCTION: **Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.**

TERMS OF EMPLOYMENT: Salary to be determined by the Board of Education.

EVALUATION: Performance of this job will be evaluated annually by the Vehicle Maintenance/Groundskeeper Manager

Chadron Public Schools

I. TITLE: **Business Manager**

II. QUALIFICATIONS:

1. BA/BS in Accounting or related field preferred
2. Experience in educational institutions or comparable experience
3. Knowledge of business management and accounting procedures
4. Effective skills in problem analysis, decision making and judgments
5. Effective communication skills
6. Positive leadership and facilitating skills
7. Self-motivated and strong work ethic
8. Computer skills commensurate with electronic accounting
9. Knowledge of common office machines
10. Filing and organizational skills

III. REPORTS TO: Superintendent

IV. JOB GOAL: Be responsible for the financial management and accounting procedures of the school district and to assist the Superintendent in carrying out the policies and directives of the Board of Education.

V. PERFORMANCE RESPONSIBILITIES:

1. Primary Responsibilities shall be the financial management and accounting procedures of the school district.
 - a. Establish and develop up-to-date systems of financial accounting that meet the requirements of the state auditor, federal auditors, state department of education and the auditor employed by the district to review annual financial transactions;
 - b. Establish and maintain systems for district ordering, purchasing and receiving of school materials and supplies;
 - c. Manage the district's accounting software program including updates and insure system is backed up accordingly;
 - d. Collect taxes and other receipts for the general and special funds;
 - e. Reconcile all bank statements for the district;
 - f. Prepare bid documents and RFPs when necessary for major purchase items;
 - g. Supervise the district's budget management on a daily basis;
 - h. Keep the superintendent and board informed about school financial matters;
 - i. Prepare accurate and timely reports to the appropriate agencies as required by law or regulation;
 - j. Complete NDE reports as required including those included in the NSSRS system and the CDC system;
 - k. Direct and supervise the staff assigned to assist with the financial systems of the district;
 - l. Assist the superintendent with development of the annual budget of expenditures and revenues for all district funds;
 - m. Assist with all financial aspects of grants applied for and awarded to the district
 - n. Invest district funds to the advantage of the district;
 - o. Attend Finance Committee and Personnel Committee meetings, as well as other meetings as directed by the Superintendent;
 - p. Serve as Treasurer and Secretary to the Board of Education.
2. Responsible for district payroll processing and procedures.
 - a. Prepare and process all payrolls for the district including preparation and mailing of checks and/or paystubs for all employee benefits, deductions, and taxes;
 - b. Manage automated Time Card system and verify all hours submitted by classified staff;
 - c. Tabulates paid and unpaid leave for district employees;
 - d. Maintain personnel files;
 - e. Prepare and file all monthly, quarterly, and yearly reports as required related to payroll;

- f. Prepare all employee contracts and work agreements as directed by the superintendent and maintain them on file.
- 3. Supervision of the district's food service program.
 - a. Direct the general operations and financial procedures of the food service program;
 - b. Management of the free and reduced price federal food program component.
- 4. Manage and maintain the district's insurance programs, including insurance claims, policy renewal and insurance regulations.
- 5. Serve as the financial information official for the district's salary negotiations process.
 - a. Inform the board and staff regarding the general financial condition of the district;
 - b. Inform the board and staff regarding current salary information for the district;
 - c. Inform the board and staff regarding wages and benefits comparability in relation to other similar size districts;
 - d. Complete necessary studies or obtain salary and related information requested by the board and superintendent;
 - e. Prepare a cost analysis and impact report on preliminary and final negotiated settlements.
- 6. Assume other responsibilities as may be assigned by the Superintendent.
 - a. Fulfill assignments in an efficient, effective and professional manner.

VI. OTHER REQUIREMENTS:

- 1. Capable of working effectively as a team member
- 2. Ability to work cooperatively with supervisor
- 3. Ability to meet and greet people in an office setting
- 4. Ability to do work of repetitive nature
- 5. Appropriate use of language
- 6. Ability to handle and maintain confidential information

VII. ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

VIII. TERMS OF EMPLOYMENT: Twelve-months, salary to be determined by the Board of Education.

IX. EVALUATION: Performance of this position will be evaluated annually by the Superintendent.

Chadron Public Schools

I. TITLE: **District Bookkeeper**

II. QUALIFICATIONS:

1. High School Diploma (Business Training Preferred)
2. Knowledge of double entry bookkeeping procedures
3. Computer skills commensurate with electronic accounting
4. Knowledge of common office machines
5. Filing and organizational skills
6. People skills and telephone skills

III. REPORTS TO: Superintendent of Schools and Business Manager

IV. JOB GOAL: To maintain and provide accurate financial reports, and to keep the auditors happy.

V. PERFORMANCE RESPONSIBILITIES:

1. Prepare and process all invoices and purchase orders
2. Verify and deposit all district receipts
3. Prepare the NSLP application and maintain program as prescribed by state
4. Prepare and file NSLP claims monthly
5. Provide financial reports as necessary
6. Prepares ticket boxes for all activities
7. Maintenance of accounts in Activity Fund
8. Process purchase orders and cut checks for payment from Activity Fund
9. Provide financial records of Activity Accounts
10. Assumes other duties as assigned by supervisor

ESSENTIAL FUNCTION: **Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.**

TERMS OF EMPLOYMENT: **260 days;** salary to be determined by the Board of Education.

EVALUATION: Performance of this position will be evaluated annually by the Superintendent and Business Manager.

CHADRON PUBLIC SCHOOLS

I. TITLE: Superintendent Administrative Assistant

II. QUALIFICATIONS:

1. High School Diploma (Business Training Preferred)
2. Computer skills commensurate with electronic accounting
3. Knowledge of common office machines
4. Filing and organizational skills

III. REPORTS TO: Superintendent of Schools and Business Manager

IV. JOB GOAL: To provide support to the Superintendent and Office staff, maintain substitute records, coordinate leave requests and substitutes, maintain up-to-date office files.

V. PERFORMANCE RESPONSIBILITIES:

1. Assist in maintenance of personnel files
2. Manage and coordinate programs for substitute teacher applications and assignments.
3. Maintain all records relating to substitute teachers, leaves of absences, and vacations.
4. Maintain option and transfer request lists.
5. Entry controller,
6. Update, maintain policies for board packets, manual
7. Maintain staff development record, personnel directory,
8. Make arrangements for hotel accommodations, conference registrations
9. Maintain office files including confidential materials
10. Answer phones and take messages, reception for incoming visitors
11. Assumes other duties as assigned by supervisor

Other Requirements:

1. Capable of working effectively as a team member
2. Ability to work cooperatively with supervisor
3. Ability to meet and greet people in an office setting
4. Ability to do work of repetitive nature
5. Appropriate use of language
6. Ability to handle and maintain confidential information
7. Registered Notary Public for State of Nebraska

ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

TERMS OF EMPLOYMENT: 12 month; salary to be determined by the Board of Education.

EVALUATION: Performance of this position will be evaluated annually by the Superintendent and Business Manager.

Chadron Public Schools

I. TITLE: High School Building Principal's Secretary/Registrar

II. QUALIFICATIONS:

1. High school diploma or GED
2. Computer skills commensurate with electronic accounting
3. Knowledge of common office machines
4. Filing and organizational skills
5. Positive people skills and telephone skills, and skills commensurate with maintaining a friendly and welcoming atmosphere open to the public

III. REPORTS TO: Building Principal

IV. JOB GOAL: To provide efficient, timely support for Principal, staff and students

V. PERFORMANCE RESPONSIBILITIES:

(This is a general job description. The exact duties will be determined by building assignment).

1. Maintain a positive attitude while working with patrons of our school community;
2. Complete routine computer word processing and software applications, filing, or other routine secretarial duties as directed by the building principal;
3. Maintain office operation and coordinate communications with Central Office and staff;
4. Ability to be flexible and tolerate changes in routine;
5. Ability to work cooperatively supervisor and as a team member;
6. Be a positive role model for children;
7. Respect confidentiality of information regarding students and school matters;
8. Willingness to participate in in-service programs and meetings;
9. Prepare staff folders and handbooks at the beginning of the school year;
10. Prepare and distribute student handbook and necessary paperwork;
11. Manage financial accounts related to the office and students (all deposits/data entry on Infinite Campus);
12. Supervise student hallways, circulation window, and other areas as assigned, maintain bell system, type and distribute daily announcements, monitor daily attendance and attendance reports;
13. Serve as a member of the school's attendance committee;
14. Oversee mailings (report cards, down slips, attendance letters, etc.);
15. Prepare and disseminate participation lists for JOM (Johnson O'Malley Program);
16. Work with teachers on ordering and inventory of supplies;
17. Track: transportation requests, staff leave, end of the pay period sub reports;
18. Organize and maintain attendance meetings and records;
19. Schedule school pictures;
20. Maintain the office bulletin board
21. District wide census (collect information, data entry and reports)
22. Register all students district wide, request release of records from schools and disseminate information to appropriate buildings/nurse/Indian Ed staff/JOM program/lunch applications.
23. Update crisis manual as requested by crisis team
24. Fulfill student transcript requests in absence of Student Liason
25. Wellness program district representative (attend meetings/conferences, proctor wellness programs and incentives, etc.)
26. Maintain an accurate and current list of participants in random drug testing, proctor in absence of principal.
27. Complete monthly excessive absence report.
28. Monitor students in ISS

ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

TERMS OF EMPLOYMENT: 260 days; salary to be determined by the Board of Education.

EVALUATION: Performance of this position will be evaluated annually by the Building Principal.

Chadron Public Schools

I. TITLE: Activity Director's Secretary

II. QUALIFICATIONS:

1. High school diploma or GED
2. Computer/Technology skills
3. Knowledge of common office machines
4. Filing and organizational skills
5. Positive people skills and telephone skills, and skills commensurate with maintaining a friendly and welcoming atmosphere open to the public

III. REPORTS TO: Activity Director and Building Principal

IV. JOB GOAL: To provide support for the Activities Director, coaches and sponsors through positive correspondence, maintaining accurate records, promoting all activities and events.

V. PERFORMANCE RESPONSIBILITIES:

(This is a general job description. The exact duties will be determined by building assignment).

1. Maintenance of Activity Office files and communications with Central Office
2. Maintain a positive attitude while working with patrons of our school community;
3. Complete routine computer word processing, software applications, filing, scheduling or other routine secretarial duties;
4. Ability to be flexible and tolerate changes in routine;
5. Ability to work cooperatively with supervisor and as a team member;
6. Be a positive role model for children;
7. Respect confidentiality of information regarding students and school matters;
8. Willingness to participate in trainings, meetings, parent-teacher conferences or other school events;
9. Prepare weekly eligibility reports;
10. Work with coaches and sponsors on ordering and inventory of supplies or organizational needs for events/contests;
11. Assist Activities Director with transportation requests, lodging and meals for activities;
12. Track registrations and entry fees and staff leave requests;
13. Prepare annual activity passes and all weekly rosters and programs for home and away events;
14. Assist in supervising student physicals hosted by the schools;
15. Create and distribute social media marketing and media promotions for activities including seasonal sports calendars;
16. Schedule and host home tournament officials, coaches and volunteers;
17. Schedule ticket takers for home events;
18. Manage financial accounts related to activities;
19. Supervise student hallways, circulation window, and other areas as assigned, maintain bell system, type and distribute daily announcements, monitor daily attendance and attendance reports;
20. Prepare and disseminate participation lists for JOM (Johnson O'Malley Program);
21. Monitor students and staff in office areas
22. Regularly update High School Marquee

ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

TERMS OF EMPLOYMENT: 210 days; salary to be determined by the Board of Education.

EVALUATION: Performance of this position will be evaluated annually by the Activity Director and the Building Principal.

Chadron Public Schools

I. TITLE: **Middle School Principal's Secretary**

II. QUALIFICATIONS:

1. High school diploma or GED
2. Computer skills commensurate with electronic accounting
3. Knowledge of common office machines
4. Filing and organizational skills
5. Positive people skills and telephone skills, and skills commensurate with maintaining a friendly and welcoming atmosphere open to the public

III. REPORTS TO: Building Principal

IV. JOB GOAL: To provide efficient, timely support for Principal, staff and students

V. PERFORMANCE RESPONSIBILITIES:

(This is a general job description. The exact duties will be determined by building assignment).

1. Maintain a positive attitude while working with patrons of our school community;
2. Complete routine computer word processing and software applications, filing, or other routine secretarial duties as directed by the building principal;
3. Maintain office operation and coordinate communications with Central Office and MS staff;
4. Ability to be flexible and tolerate changes in routine;
5. Ability to work cooperatively supervisor and as a team member;
6. Be a positive role model for children;
7. Respect confidentiality of information regarding students and school matters;
8. Willingness to participate in in-service programs and meetings;
9. Prepare MS staff folders at the beginning of the school year;
10. Prepare MS staff handbooks;
11. Prepare and distribute student handbook and necessary paperwork;
12. Manage financial accounts related to the office and students (all deposits/data entry on Infinite Campus);
13. Supervise student hallways, circulation window, and other areas as assigned, maintain bell system, type and distribute daily announcements, monitor daily attendance and attendance reports;
14. Serve as a member of the school's attendance committee;
15. Work with AD on ineligibility reports and phone calls;
16. Print athletic rosters;
17. Oversee mailings (report cards, down slips, attendance letters, etc.);
18. Build honor roll/honorable mention and send to media/website;
19. Work with teachers on ordering and inventory of supplies;
20. Track: transportation requests, staff leave, end of the pay period sub reports;
21. Record and keep fire drill report;
22. Schedule school pictures;
23. Maintain the office bulletin board

ESSENTIAL FUNCTION: **Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.**

TERMS OF EMPLOYMENT: **205 days;** salary to be determined by the Board of Education.

EVALUATION: Performance of this position will be evaluated annually by the Building Principal.

Chadron Public Schools

I. TITLE: **Building Principal's Secretary**

II. QUALIFICATIONS:

1. High school diploma or GED
2. Computer skills commensurate with electronic accounting
3. Knowledge of common office machines
- 4 .Filing and organizational skills
- 5 .Positive people skills and telephone skills, and skills commensurate with maintaining a friendly and welcoming atmosphere open to the public

III. REPORTS TO: Building Principal

IV. JOB GOAL: To provide efficient, timely support for Principal, staff and students

V. PERFORMANCE RESPONSIBILITIES:

(This is a general job description. The exact duties will be determined by building assignment).

1. Maintain a positive attitude while working with patrons of our school community;
2. Complete routine computer word processing and software applications, filing, or other routine secretarial duties as directed by the building principal;
3. Maintain office operation and coordinate communications with Central Office and staff;
4. Ability to be flexible and tolerate changes in routine;
5. Ability to work cooperatively supervisor and as a team member;
6. Be a positive role model for children;
7. Respect confidentiality of information regarding students and school matters;
8. Willingness to participate in in-service programs and meetings;
9. Prepare staff folders and handbooks at the beginning of the school year;
10. Prepare and distribute student handbook and necessary paperwork;
11. Manage financial accounts related to the office and students (all deposits/data entry on Infinite Campus);
12. Supervise student hallways, circulation window, and other areas as assigned, maintain bell system, type and distribute daily announcements, monitor daily attendance and attendance reports;
13. Serve as a member of the school's attendance committee;
14. Oversee mailings (report cards, down slips, attendance letters, etc.);
15. Build honor roll/honorable mention and send to media/website;
16. Work with teachers on ordering and inventory of supplies;
17. Track: transportation requests, staff leave, end of the pay period sub reports;
18. Record and keep fire drill report;
19. Schedule school pictures;
20. Maintain the office bulletin board

ESSENTIAL FUNCTION: **Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.**

TERMS OF EMPLOYMENT: **205 days;** salary to be determined by the Board of Education.

EVALUATION: Performance of this position will be evaluated annually by the Building Principal.

Chadron Public Schools

I. TITLE: **High School Counselor's Office Secretary**

II. QUALIFICATIONS:

1. High School Diploma or GED
2. Computer skills commensurate with modern office procedures
3. Knowledge of common office machines
4. Filing and organizational skills
5. People skills, telephone skills and those commensurate with maintaining a friendly and welcoming atmosphere

III. REPORTS TO: Counselor/Student Liaison and Building Principal

IV. JOB GOAL: To provide support to the Student Liaison, Principal and students

V. PERFORMANCE RESPONSIBILITIES:

1. Act as a resource person for students in planning post-high school options (i.e. college searches, scholarships, transcripts, scheduling, etc).
2. Maintain accurate scholarship listings and have working knowledge of the scholarship procedures.
3. Assist Student Liaison/Educational Advocate with special projects such as College Fair, report cards and ACT testing.
4. Assist in scheduling students (monitor graduation requirements)
5. Maintain accurate files on students (transfers, new student forms, etc).
6. Assist Student Liaison/Educational Advocate with telephones and correspondence.
7. Assumes other duties as assigned by supervisor (see attached list for possible duties)

Other requirements:

1. Capable of working effectively as a team member
2. Ability to work cooperatively with supervisors
3. Appropriate use of language
4. Work of a repetitive nature
5. Ability to handle and maintain confidential information

ESSENTIAL FUNCTION: **Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.**

TERMS OF EMPLOYMENT: 205 days; salary to be determined by the Board of Education.

EVALUATION: Performance of this position will be evaluated annually by the Student Liaison and Building Principal.

Chadron Public Schools

I. TITLE: **Level II Special Education Paraprofessional**

II. QUALIFICATIONS:

1. High school diploma or GED
2. Caring attitude towards children
3. Understanding of/or experience with students
4. Able to meet or acquire Highly Qualified requirements of NCLB
5. Experience and/or relevant SPED/special services coursework preferred.

III. REPORTS TO: Building Principals and Supervising Teacher

IV. JOB GOAL: To provide assistance to both students and teachers in all situations

V. PERFORMANCE RESPONSIBILITIES:

1. The Level II Special Education Paraprofessional assists the Special Education and general education instructors in creating a positive learning environment to facilitate the personal, social and intellectual development of students. To accomplish these tasks, the paraprofessional works closely with the staff and administration of Chadron Public Schools.
2. Assist in providing support for the unique physical needs of assigned students as well as the personal, social, and intellectual development as required by the Individualized Educational Plan (IEP) Plan and/or the supervising teacher.
3. Escort/transport assigned students to and from various school facilities and areas.
4. Provide mealtime supervision and age-appropriate hygiene assistance to assigned students as needed.
5. Provide toiletry assistance, hygiene assistance, and medical procedural assistance to assigned students as needed.
6. Ensure that proper safety practices are followed at all times.
7. Properly maintain all equipment and materials.
8. Observe, record and report student behavior to the designated certified provider.
9. Monitor student progress and report as required.
10. Use appropriate behavior management techniques to maintain a positive climate for learning.
11. Motivate students through effective communication and evaluative feedback.
12. Set high expectations for student achievement and behavior and work toward independence.
13. Demonstrate effective interpersonal relationships with others.
14. Ability to perform basic computer word processing and software applications
15. Assist students individually or in harmonious groups with classroom activities
16. Tutor individual and groups of students as assigned by the supervising teacher/principal
17. Follow classroom discipline plan with both positive and negative consequences
18. Ability to follow written and oral instructions
19. Appropriate use of English language while communicating orally and in writing

20. Ability to work cooperatively with supervising staff, community agencies and others as a team member
21. Respect confidentiality of information regarding students and school matters
22. Participate in training on working with children with disabilities.
23. Instruct and supervise life vocation skills at the direction of the teacher.
24. Document daily incidents and assignments.
25. Protect children from harming self and others.

Physical Requirements: The ability to sit or stand for prolonged periods.

The ability to move, lift, carry, push or pull heavy objects or materials.

The ability to stoop, kneel, crawl, extend, and reach.

Other Requirements:

Capable of working effectively as a team member

Ability to work cooperatively with supervisor

Positive communication skills, and ability to meet and serve the public

Ability to do work of repetitive nature

Appropriate use of language

Ability to handle and maintain confidential information

All other district-related duties as assigned by supervisor

ESSENTIAL FUNCTION:

Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

TERMS OF EMPLOYMENT:

184 days (35 - 40 hours per week) salary to be determined by the Board of Education.

EVALUATION:

Performance of this position will be evaluated annually by the Building Principal and Supervising Teacher.

Chadron Public Schools

I. TITLE: **Special Education Paraprofessional**

II. QUALIFICATIONS:

1. High school diploma or GED
2. Caring attitude towards children
3. Understanding of/or experience with students
4. Able to meet or acquire Highly Qualified requirements of NCLB

III. REPORTS TO: Building Principals and Supervising Teacher

IV. JOB GOAL: To provide assistance to both students and teachers in all situations

V. PERFORMANCE RESPONSIBILITIES:

1. Ability to perform basic computer word processing and software applications
2. Prepare classroom material, bulletin boards and maintain neat study areas
3. Assist students individually or in harmonious groups with classroom activities
4. Tutor individual and groups of students as assigned by the supervising teacher/principal
5. Supervise students in hallways, lunchrooms, on playgrounds, and other areas where assigned
6. Follow classroom discipline plan with both positive and negative consequences
7. Ability to follow written and oral instructions
8. Appropriate use of English language while communicating orally and in writing
9. Ability to work cooperatively with supervising staff and as a team member
10. Respect confidentiality of information regarding students and school matters
11. Participate in training on working with children with disabilities.
12. Instruct and supervise life vocation skills at the direction of teacher.
13. Document daily incidents and assignments.
14. Protect children from harming self and others.

Other Requirements:

- Capable of working effectively as a team member
- Ability to work cooperatively with supervisor
- Positive communication skills, and ability to meet and serve the public
- Ability to do work of repetitive nature
- Appropriate use of language
- Ability to handle and maintain confidential information
- All other district-related duties as assigned by supervisor

ESSENTIAL FUNCTION: **Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.**

TERMS OF EMPLOYMENT: **184 days (35 - 40 hours per week)** salary to be determined by the Board of Education.

EVALUATION: Performance of this position will be evaluated annually by the Building Principal and Supervising Teacher.

Chadron Public Schools

I. TITLE:

Library Paraprofessional

II. QUALIFICATIONS:

1. High school diploma or GED
2. Caring attitude towards children
3. Understanding of/or experience with students
4. Able to meet or acquire Highly Qualified requirements of NCLB
5. Effective oral and written communications.
- 6.. Skills in leadership and organization.
7. Computer skills.

III. REPORTS TO:

Building Principals and District Librarian

IV. JOB GOAL:

To provide assistance to both students and teachers in all situations

V. PERFORMANCE RESPONSIBILITIES:

1. Conduct story hours
2. Bulletin boards, book displays, decorate the library (monthly)
3. Assist students in locating materials
4. Assist students in using the card catalog
5. Recommend materials to students and staff that follow curriculum or interests
6. Pull materials requested by staff for classroom use
7. Place requests for AV materials at schools or to ESU
8. Check off magazines as they arrive – place in magazine rack or route to teachers, file old magazines
9. Assist students in online research, databases, using the Reader's Guide to Periodical literature and reference books in the library
10. Demonstrate to students/staff how to use technology/equipment
11. Help with inventory (books and/or equipment)
12. Help repair equipment or replace bulbs or batteries. Keep a list of bulbs or batteries distributed (needed for next year's budget)
13. Help schedule class or research time in the library or library computer lab (find out what is needed so we can assist them with research)
14. Help with the school book fair
15. Checking in and out materials
16. Daily computer backup (to the Zip Drive)
17. Look for lost or missing materials
18. Shelving books
19. Reading shelves to make sure books are in the correct order (weekly)
20. Dusting weekly
21. Book repair as needed
22. Distribute written overdue notices each quarter and the last two days of school make phone calls home
23. Print overdue notices (**training required to do this**)
24. Help with final steps in book processing – stamping, applying barcodes and label protectors and writing purchase information and call number in books, and covering book jackets)
25. Data input required to produce patron barcodes, print barcodes for cards/notebook (**training required to do this**)
26. Keep a list of books students or staff request or books that wear out during the year for next years orders

27. Help with material data input to catalog books and AV materials only if training in the Dewey Decimal system and Sears Subject Headings and material data input has been completed.

28. Conduct inventory at the end of the year.

All other district-related duties as assigned by supervisor

ESSENTIAL FUNCTION: Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.

TERMS OF EMPLOYMENT: 184 days (35 - 40 hours per week) salary to be determined by the Board of Education.

EVALUATION: Performance of this position will be evaluated annually by the Building Principal and Supervising Teacher.

Chadron Public Schools

I. TITLE: **Paraprofessional**

II. QUALIFICATIONS:

1. High school diploma or GED
2. Caring attitude towards children
3. Understanding of/or experience with students
4. Able to meet or acquire Highly Qualified requirements of NCLB

III. REPORTS TO: Building Principals and Supervising Teacher

IV. JOB GOAL: **To provide assistance to both students and teachers in all situations**

V. PERFORMANCE RESPONSIBILITIES:

1. Ability to perform basic computer word processing and software applications
2. Prepare classroom material, bulletin boards and maintain neat study areas
3. Assist students individually or in harmonious groups with classroom activities
4. Tutor individual and groups of students as assigned by the supervising teacher/principal
5. Supervise students in hallways, lunchrooms, on playgrounds, and other areas where assigned
6. Follow classroom discipline plan with both positive and negative consequences
7. Ability to follow written and oral instructions
8. Appropriate use of English language while communicating orally and in writing
9. Ability to work cooperatively with supervising staff and as a team member
10. Respect confidentiality of information regarding students and school matters
11. Willingness to participate in paraprofessional training/in-service programs

Other Requirements:

- Capable of working effectively as a team member
- Ability to work cooperatively with supervisor
- Positive communication skills, and ability to meet and serve the public
- Ability to do work of repetitive nature
- Appropriate use of language
- Ability to handle and maintain confidential information
- All other district-related duties as assigned by supervisor

ESSENTIAL FUNCTION: **Regular and reliable attendance is an essential function of the job. It is essential for the employee to be on site or in person due to requirements of teamwork, personal interaction, and supervision.**

TERMS OF EMPLOYMENT: **184 days (35 - 40 hours per week)** salary to be determined by the Board of Education.

EVALUATION: Performance of this position will be evaluated annually by the Building Principal and Supervising Teacher.

Chadron Public Schools

I. TITLE: Head Coach/Sponsor

II. QUALIFICATIONS:

- a) Shall possess one of the following
 - 1. a valid Nebraska Teaching and/or Administrative & Supervisory certificate
 - 2. a valid Provisional Trades Certificate and/or a valid Special Services certificate

III. REPORT TO: Activities Director

IV. JOB GOAL: To instruct athletes and activities in the fundamental skills, strategy, and physical training for them to realize a degree of individual and team success. The student shall also receive instruction that will lend to the formation of moral values, pride of accomplishment, acceptable social behavior, self-discipline and self-confidence.

V. POSITION RESPONSIBILITIES:

- a) Have knowledge in and follow guidelines, rules, regulations, policies, and procedures of the Chadron Public Schools for participation in extracurricular activities.
- b) Provides for the safety of students, facilities, and equipment while conducting all activities.
- c) Be responsible for the development and formulation of his/her program in grades 7-12.
- d) Recommend assistant coaches and coach's aides and officials to Activities Director.
- e) Interpret and enforce local and state guidelines for his/her program.
- f) Serve as counselor for athletes as needed.
- g) Know and follow procedures for dealing with blood and fluids as described in rule books and manuals from NSAA and NFHS.
- h) Arrange for or report the results of events in the news media.
- i) Provide Activities Director with up-to-date roster information in his/her sport.
- j) Develop season, weekly, and daily practice schedules and work with the Activities Director to coordinate practice schedules.
- k) Attend required NSAA, local and conference meetings.
- l) Report to Activities Director and Transportation Supervisor all departure times for away events in a timely manner.
- m) Work with the Activities Director to make sure all required student participation forms are on file in the Activities Director's office.
- n) Be responsible for building facility security after each practice session.
- o) Supervise or arrange for supervision of locker rooms before and after all practices and games
- p) Report and follow-up on all injuries.
- q) Assist in preparation of facility for home events as directed by Activities Director.
- r) Evaluate assistant coaches and coach's aides as outlined in the evaluation procedures.

- s) Keep updated season, team and school records for his/her sport.
- t) Complete inventory and requisition forms as directed by the Activities Director.
- u) Assume responsibility for constant care of equipment and facilities used in the program.
- v) Recommend participants for awards and recognition.
- w) Complete all forms from NSAA as directed by the NSAA or Activities Director.
- x) Represent Chadron in the selection process of all conference, all district, all state team members.
- y) Perform other duties as may be assigned by the Activities Director and/or Administration.
- z) Coordinates with: Activities Director, Building Principal, Custodians, Transportation Supervisor

TERMS OF EMPLOYMENT: Hired or Recruited by: Activities Director/ Principal, wages determined by the Negotiated Agreement.

EVALUATION: Performance of this position will be evaluated annually by the Activities Director with assistance from the Building Principal.

CHADRON PUBLIC SCHOOLS

Chadron Public Schools

- I. TITLE:** Assistant Coach/Coach's Aide/Sponsor
- II. QUALIFICATIONS:** Perform other duties as may be assigned by the Activities Director and/or Administration.
- a) Shall possess one of the following
 - 1. a valid Nebraska Teaching and/or Administrative & Supervisory certificate
 - 2. a valid Provisional Trades Certificate and/or a valid Special Services certificate
 - b) Coach's Aide position does not require the certification, but is not considered an Assistant Coach.
- III. REPORT TO:** Head Coach/Athletic Director/ Principal
- IV. JOB GOAL:** To carry out the aims and objectives of the sport and program as outlined by the head coach. To instruct athletes in individual and team fundamentals, strategy and physical training necessary for them to realize a degree of individual team success. Assistant coach will fulfill head duties if necessary.
- V. POSITION RESPONSIBILITIES:**
- a) Have knowledge in and follow guidelines, rules, regulations, policies, and procedures of the Chadron Public Schools for participation in extra-curricular activities.
 - b) Provides for the safety of students, facilities, and equipment while conducting all activities.
 - c) Be responsible for the development and formulation of his/her program in grades 7-12.
 - d) Recommend assistant coaches and coach's aides and officials to the Activities Director.
 - e) Interpret and enforce local and state guidelines for his/her program.
 - f) Serve as counselor for athletes as needed.
 - g) Know and follow procedures for dealing with blood and fluids as described in rule books and manuals from NSAA and NFHS.
 - h) Arrange for or report the results of events in the news media.
 - i) Provide Activities Director with up-to-date roster information in his/her sport.
 - j) Develop season, weekly, and daily practice schedules and work with the Activities Director to coordinate practice schedules.
 - k) Attend required NSAA, local and conference meetings.
 - l) Perform other duties as may be assigned by the Activities Director and/or Administration.
 - m) Head Coach/Activities Director/Building Principal/Custodians

TERMS OF EMPLOYMENT: Hired or Recruited by: Activities Director/ Principal/Head Coach, wages determined by the Negotiated Agreement.

EVALUATION: Performance of this position will be evaluated annually by the Head Coach and/or Activities Director with assistance from the Building Principal.

