

## **AGENDA**

### **School District #145 - Waverly Public Schools**

#### 1. OPENING OF THE MEETING

1.1. Call to Order

1.2. Open Meetings Act

1.3. Publication of Meeting

1.4. Roll Call

1.5. Pledge of Allegiance

#### 2. APPROVAL OF AGENDA

2.1. Approve Agenda

Approval of the agenda for the meeting Passed with a motion by Board Member #1 and a second by Board Member #2.

#### 3. Action Items

3.1. Consent Agenda

3.1.1. Staff Resignations/Terminations

3.1.2. Staff Hires/Reassignments

3.1.3. Extra-Duty Assignments

### 3.2. Second Reading of Board Policies

Approve the second reading of BP 4210, 4220, 4223 and 4715 Passed with a motion by Board Member #1 and a second by Board Member #2.

### 3.3. Teacher Resignation

Approve the resignation of middle school teacher Bonni Riehle Passed with a motion by Board Member #1 and a second by Board Member #2.

### 3.4. Handbooks

Approve the certified, classified and District 145 evaluation handbooks. Passed with a motion by Board Member #1 and a second by Board Member #2.

### 3.5. Adult Lunch Prices

Approve adult lunch prices for the 2022-2023 school year at a cost of \$4.25 Passed with a motion by Board Member #1 and a second by Board Member #2.

## 4. Facility Planning Discussion

## 5. Convene Closed Session

### 5.1. Convene Closed Session

#### 5.1.1. Restate Closed Session Reason

## 6. Reconvene to Open Session

### 6.1. Reconvene Open Session

To reconvene in open session Passed with a motion by Board Member #1 and a second by Board Member #2.

## 7. Upcoming Board Activities

### 7.1. Committee Meetings

## 7.2. Board Meetings

8. Adjournment

9. For Your Information

# Meeting Notice

Notice of Special Board Meeting  
School District 145 (aka Waverly Public Schools)

The School District 145-Waverly Board of Education will convene in special session at 6:30 P.M. on Wednesday, August 10th, 2022 in the Central Office Board Room, 14511 Heywood Street, Waverly, Nebraska.

The purpose of this special meeting is to discuss facility planning and to take action on policies and handbooks.

The agenda for this meeting, which shall be kept continually current, shall be readily available for public inspection at the School District 145-Waverly Central Office, located at 14511 Heywood Street, Waverly, Nebraska.

Posted this 4th day of August, 2022.

A handwritten signature in black ink, appearing to read "Cory Worrell". The signature is written in a cursive style with a large initial "C".

Cory Worrell  
Superintendent

Time Cards/Sheets

~~Building custodians and Food Service workers shall turn in time cards every two weeks; other classified employees shall turn in time sheets on a monthly basis.~~ All Time Cards/Sheets are done digitally through Aesop/Frontline. These timecards are submitted weekly to Supervisors for approval. The employee is responsible for the accuracy of information on the time cards/sheets, and supervisors are responsible for verifying same via initials or signature and for submitting time cards/sheets to the payroll secretary in the superintendent's office. Few staff members are required to use paper copies and are required to be turned in on the 25th of the month to central office.

Policy Adopted: 04/10/78  
Policy Revised: 02/03/92  
Policy Revised: 02/08/05

SCHOOL DISTRICT 145  
WAVERLY, NEBRASKA

**Leave Provisions**

**PAID VACATION** - from the date of initial employment, twelve-month employees will receive annual, paid vacation as follows: ~~five days after six months and an additional five days after one year for a total of 10 days~~ after 1 year; 12 days after five years; 15 days after 10 years, 20 days after 15 years. Building secretaries who are not twelve-month employees will receive five days paid vacation annually. Vacation days must be used within a year after their accrual and scheduled with the approval of the employee's supervisor.

**PAID HOLIDAYS** - Twelve-month employees will receive eight paid holidays: Labor Day, Thanksgiving, Christmas, New Years, Good Friday, Memorial Day, July 4, and an additional day that can be used either at Thanksgiving or Christmas. Those employed during the school year only for six hours daily or more will receive five paid holidays from those listed above and a sixth on Memorial Day should they be scheduled to work beyond that date. In addition, if building secretaries are scheduled to work beyond July 4, that day will be considered a paid holiday.

**NONPAID LEAVE** - At the superintendent's discretion, limited nonpaid leave will be available to classified staff for emergencies and other family-related events.

**SICK LEAVE** - Twelve-month employees will receive nine sick days annually accumulative to 45 days; those employed during the school year for six hours daily or more will receive seven sick days annually accumulative to 35 days; those employed during the school year for less than six hours daily, including all bus and van drivers and special education van assistants, will receive two (three after ten years service) sick days annually accumulative to 20 days.

All classified staff may contribute one day annually to a sick-leave bank, and one sick-leave day may be used annually to attend to personal business.

Sick leave may be used for personal illness or illness in the immediate family or the illness of an individual who assumes the role of an immediate family member.

Policy Adopted: 04/10/78  
Policy Revised: 02/03/92  
Policy Revised: 02/08/05

SCHOOL DISTRICT 145  
WAVERLY, NEBRASKA

**Leave of Absence for Adoptive Parent**

School District 145 may grant a leave of absence to an adoptive parent when a child is adopted and physically placed with the employee. Said leave shall be administered in the same manner and upon the same terms as granted to an employee upon the birth of the employee's child pursuant to the district's leave policy, or any other policy of the school district granting leave to an employee because of the birth of the employee's child, except as provided below. Certified teachers should refer to the negotiated agreement between the Board of Education and the Waverly Education Association.

Unless determined otherwise by the Board of Education, the adoptive parent leave absence shall not be granted if the child being adopted is:

- 1) a special needs child over eighteen years of age;
- 2) a child who is over eight years of age and is not a special needs child;
- 3) a stepchild being adopted by his or her stepparent;
- 4) a foster child being adopted by his or her foster parent; or
- 5) a child who was originally under a voluntary placement for purposes other than adoption without assistance from an attorney, physician, or other individual or agency which later results in a petition for the adoption of the child by the person with whom the voluntary placement was made.

“Special needs child” means a child with **specially designed instruction** ~~mental-retardation~~, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance or behavior disorders, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities.

## Teacher Evaluation

### Purpose

The fundamental purpose of teacher evaluation is to improve instruction in the district's schools. Also, the certified staff evaluation process will provide a basis for administrator decisions in recommending continued employment for certified staff. ~~teacher evaluation process will provide a basis for administrator decisions in recommending continued employment for teachers.~~ Moreover, information gleaned from annual certified staff evaluations will be utilized in designing staff growth and in-service programs for certificated personnel. ~~teacher evaluations will be utilized in designing staff growth and in-service programs for certificated personnel.~~ These purposes reflect and are consistent with the district's instructional goals.

### Procedures

Evaluation procedures will be communicated annually to certificated personnel; evaluations will be completed using the district approved process in compliance with the established district timelines; evaluations will be completed using the district approved forms. Employees' evaluation documents will be maintained in the district-approved records management system, with the certified staff member reserving the right to append a narrative response or rebuttal to said evaluation. ~~documented on forms as hereinafter provided and encompass as a minimum the general criteria of instructional performance, classroom organization and management, professional conduct, and personal conduct; evaluation results will be filed in each teacher's confidential file, with the teacher reserving the right to append a narrative response or rebuttal to said evaluation.~~ Deficiencies, when specified, will be accompanied by recommendations for improvement and timelines for implementation. The district evaluation procedures, process, and forms are listed in the District 145 Evaluation Handbook.

As a minimum, each formal observation will consist of a period (1) pre-conference, (2) classroom visitation for the entire period, and (3) post-visitation conference.

A committee of teachers and administrators will be convened periodically to review and update the evaluation instrument.

### Personnel To Be Evaluated

Each probationary teacher (for three years) will receive a minimum of one formal observation each semester; ~~tenured teachers will receive a minimum of one formal~~

~~observation each year.~~ Each permanent certified employee shall be evaluated according to the approved district process.

## PERSONNEL (CERTIFIED STAFF)

4715

### Teacher Evaluation

#### Evaluators

The district's administrators will conduct the formal certified staff teacher evaluation process and, in special circumstances, utilize the assistance of mutually agreed upon peers. Said administrators will possess valid Nebraska Administrative Certificates and (1) receive annual, in-district training on the administration of the district's teacher instrument and (2) attend periodically conferences and workshops sponsored by other education agencies, which pertain to teacher evaluation.

Policy Adopted: 02/02/87  
Policy Reviewed: 02/08/05

SCHOOL DISTRICT 145  
WAVERLY, NEBRASKA

## ANNUAL, FORMAL-OBSERVATION SUMMARY

KEY: Meets District Standards: **A**  
Does Not Meet District Standards: **B**

### I. INSTRUCTIONAL PERFORMANCE

- A. Planning:** The lesson is well planned with clear, concise, and appropriate student objectives.

**A** **B**

#### DISTRICT STANDARDS

1. Designs lessons consistent with board approved curriculum
2. Develops clear, concise lesson plans with learning objectives stated.
3. Selects and uses appropriate activities and materials
4. Plans appropriate goals and objectives
5. Monitors student performance during study time to determine if assistance is needed
6. Uses class time effectively

- B. Variety of Teaching Techniques:** The teacher uses a variety of teaching activities and materials to promote instructional goals.

**A** **B**

#### DISTRICT STANDARDS

1. Maintains daily curriculum continuity
2. Uses appropriate instructional methods
3. Adapts methods and materials to students' learning levels
4. Promotes active student involvement in instructional activities
5. Experiments with new ideas and methods

6. Demonstrates ability to change objective/activities to suit individual student needs
7. Utilizes a variety of outside resources

C. **Communicates Ideas Effectively:** The teacher provides instruction in a clear, concise manner to give each student a successful learning experience at an appropriate level of difficulty.

**A**   **B**  
  

**DISTRICT STANDARDS**

1. Makes expectations known to the student
2. States objectives of the lesson (set)
3. Informs students as to their progress
4. Provides immediate feedback to students and returns graded work promptly
5. Conveys subject matter effectively
6. Defines new vocabulary
7. Uses grammatically correct oral and written communication
8. Summarizes the lesson (closure)

D. **Student Participation:** The teacher allows time for students to participate in their own education, encouraging them to express opinions and to build their self-concepts.

**A**   **B**  
  

**DISTRICT STANDARDS**

1. Allows students to help plan learning activities
2. Acknowledges student contributions
3. Encourages class discussion, via appropriate-level questioning
4. Listens and responds to students when they speak
5. Displays enthusiasm, initiative, and imagination

E. **Knowledge About Students:** The teacher is positive and supportive of students and maintains personal relationships, which generate acceptance

between student and teacher and contribute to a cooperative classroom environment.

**A** **B**

**DISTRICT STANDARDS**

1. Stimulates students' intellectual creativity
2. Utilizes appropriate information provided by staff and counselors
3. Identifies and seeks out students who need assistance or support
4. Maintains positive contacts with parents

ADDITIONAL COMMENT:

**II. CLASSROOM ORGANIZATION AND MANAGEMENT**

- A. Learning Environment:** The teacher provides a physical and affective learning environment conducive to learning.

**A** **B**

**DISTRICT STANDARDS**

1. Encourages students to take part and be active learners
2. Displays a sense of humor
3. Provides positive verbal and non-verbal reinforcement for proper student contribution
4. Helps students appreciate each other's individual differences
5. Designs and maintains an attractive classroom

- B. Classroom Control:** The teacher maintains a controlled classroom that enhances student learning.

**A** **B**

**DISTRICT STANDARDS**

1. Establishes and applies classroom rules and routines effectively
2. Has clear classroom rules stated in a positive manner and on display in the classroom
3. Deals calmly with interruptions
4. Keeps students on task
5. Changes procedures to maintain a productive environment
6. Monitors students engaged in independent study
7. Handles negative student behavior in a professional and appropriate manner

- C. **Use of the Classroom, Materials, and Equipment:** The teacher uses the classroom, materials, and equipment to maximize learning.

**A**   **B**  
  

**DISTRICT STANDARDS**

1. Arranges classroom furniture to enhance learning
2. Has materials and supplies on hand for the lesson being presented
3. Arranges visuals (transparencies, maps, charts, etc.) for maximum viewing by students

ADDITIONAL COMMENT:

**III. PROFESSIONAL CONDUCT**

- A. **Commitment to the Profession:** The teacher, in accord with professional standards, demonstrates a commitment to the profession.

**A**   **B**  
  

**DISTRICT STANDARDS**

1. Makes efforts to maintain a positive working relationship with colleagues, administrators, and board
2. Strives to improve the profession by membership and active participation in professional organizations and by serving willingly on professional committees
3. Respects and maintains confidentiality
4. Uses appropriate channels of communication in a timely manner
5. Collaborates effectively with other resource personnel

- B. **Commitment to Students:** The teacher practices the profession with genuine interest, concern, and consideration for the student.

**A**   **B**  
  

**DISTRICT STANDARDS**

1. Accords just and equitable treatment to every student regardless of race, color, creed, sex, marital status, national origin or ethnic background
2. Keeps in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law
3. Maintains current, complete, and accurate student records
4. Initiates contact with parents regarding student progress

- C. **Commitment to the General Public:** Teachers, by their conduct, convey to the general public personal integrity and respect for the education profession.

A B

**DISTRICT STANDARDS**

1. Uphold respect for the rule of law and democratic processes
2. Uphold and support district policies

ADDITIONAL COMMENT:

**IV. PERSONAL CONDUCT**

- A. **Rapport with Students:** The teacher is student oriented and gains respect of students by establishing a positive and caring classroom atmosphere.

A B

**DISTRICT STANDARDS**

1. Is fair and impartial
2. Respects students and their opinions
3. Displays empathy toward students
4. Accepts students “as is” regarding individual differences and unique needs

- B. **Rapport with Professional Peers:** The teacher shares professional knowledge and techniques with other faculty, works cooperatively with all school staff, and recognizes and appreciates the work of others.

A B

**DISTRICT STANDARDS**

1. Cooperates with other colleagues in carrying out school-related responsibilities
2. Provides input willingly on school-related decisions
3. Expresses differences of opinion openly and tactfully
4. Receives constructive criticism in a positive manner

- C. **Judgment:** The teacher uses good judgment regarding the safety of students and the care of the facility and furnishings.

A B

**DISTRICT STANDARDS**

1. Takes reasonable precautions to ensure student safety
2. Cares for the facility, materials, and equipment
3. Considers the emotional well being of students when making decisions
4. Dresses appropriately for assigned tasks
5. Uses language that does not profane, belittle, or intimidate

**D.**    **Enthusiastic Attitude:** The teacher views the school positively and exhibits an excitement for teaching that inspires students in their studies.

**A**    **B**  
  

**DISTRICT STANDARDS**

1. Stresses the positive aspects of school and students
2. Displays a caring attitude about the profession
3. Is punctual regarding meetings and assignments
4. Exhibits an excitement for their own learning

ADDITIONAL COMMENT:

Policy Adopted: 02/02/87  
Policy Reviewed: 02/08/05

SCHOOL DISTRICT 145  
WAVERLY, NEBRASKA

**PERSONNEL (CERTIFIED STAFF)**

**4715**

**SUMMARY SHEET FOR  
CENTRAL OFFICE PERSONNEL FILE**

KEY: Meets District Standards: **A**  
Does Not Meet District Standards: **B**

**I. INSTRUCTIONAL PERFORMANCE**

**A** **B**

- A. Planning
- B. Variety of Teaching Techniques
- C. Communicates Ideas Effectively
- D. Student Participation
- E. Knowledge About Students

**II. CLASSROOM ORGANIZATION AND MANAGEMENT**

**A** **B**

- A. Learning Environment
- B. Classroom Control
- C. Use of Classroom, Materials, and Equipment

**III. PROFESSIONAL CONDUCT**

**A** **B**

- A. Commitment to the Profession
- B. Commitment to Students
- C. Commitment to the General Public

**IV. PERSONAL CONDUCT**

**A**   **B**  
  

- A. Rapport With Students
- B. Rapport With Professional Peers
- C. Judgment
- D. Enthusiastic Attitude

**ADDITIONAL COMMENT:**

Materials Appended = Yes \_\_\_; No \_\_\_

\_\_\_\_\_  
(Evaluator Signature) (Date)

Materials Appended = Yes \_\_\_; No \_\_\_

\_\_\_\_\_  
(Employee Signature) (Date)

Bonni Riehle  
2609 Alvo Rd  
Seward, NE, 68434  
(402)770-6702

Cory Worrell  
Superintendent  
Waverly Middle School  
13801 Amberly Rd  
Waverly, NE, 68462

July 31st, 2022

Dear Mr. Worrell,

I am writing this letter as formal notice of my resignation from my current position as a middle school Skilled and Technical Science Teacher, effective immediately.

After careful consideration, I have decided to accept a position teaching at the college level. I have enjoyed my time at Waverly, and will miss many staff and students that are there. I am grateful for the opportunity that I have had to update the curriculum and build relationships.

I know I am leaving close to the beginning of the school year and that puts you in a tough position. I am a person who values integrity and breaking contract was a hard decision to make, but this is an opportunity that was given to me that I've been dreaming of. Having the opportunity to teach full time at the college level and continue my education as well as have more time with my family were opportunities I couldn't turn down.

I will miss the connections and relationships I have made with staff and students the last two years, and it is with many mixed emotions that I leave my current position. Please accept my gratitude for helping to make my time at Waverly Middle School so rewarding.

If you have any questions, do not hesitate to contact me at my personal email address or telephone number.

Yours sincerely,

Bonni Riehle  
[schatz.riehle@gmail.com](mailto:schatz.riehle@gmail.com)  
(402)770-6702

# 2022-2023 TEACHER HANDBOOK SCHOOL DISTRICT #145 TABLE OF CONTENTS

## Foreword

	Page	
<b>Section 1</b>	<b>Intent of Handbook</b>	<b>1</b>
<b>Section 2</b>	<b>Information About School District #145</b>	<b>1</b>
<b>Section 3</b>	<b>School Mission Statement</b>	<b>2</b>
<b>Section 4</b>	<b>Members of the Board of Education</b>	<b>3</b>
<b>Section 5</b>	<b>Administrative Staff</b>	<b>3</b>
<b>Section 6</b>	<b>District Staff</b>	<b>3</b>

## Article 1 – School Calendar and Schedules

	Page	
<b>Section 1</b>	<b>School Calendar</b>	<b>4</b>
<b>Section 2</b>	<b>Daily Schedule</b>	<b>4</b>
<b>Section 3</b>	<b>Shortened Schedule</b>	<b>4</b>
<b>Section 4</b>	<b>Severe Weather and School Cancellations</b>	<b>4</b>
<b>Section 5</b>	<b>Contract Days</b>	<b>5</b>
<b>Section 6</b>	<b>Make-Up Days</b>	<b>5</b>

## Article 2 – Employment, Compensation and Benefits

	Page	
<b>Section 1</b>	<b>Employment</b>	<b>6</b>
<b>Section 2</b>	<b>Assignments</b>	<b>6</b>
<b>Section 3</b>	<b>Personnel File</b>	<b>6</b>
<b>Section 4</b>	<b>Grievances and Complaints</b>	<b>7</b>
<b>Section 5</b>	<b>Compensation</b>	<b>7</b>
<b>Section 6</b>	<b>Extended Duty Pay</b>	<b>8</b>
<b>Section 7</b>	<b>Benefits</b>	<b>8</b>
<b>Section 8</b>	<b>Payroll and Payroll Deductions</b>	<b>9</b>
<b>Section 9</b>	<b>Expense Reimbursement</b>	<b>9</b>
<b>Section 10</b>	<b>403(b) Salary Reduction Agreements</b>	<b>9</b>
<b>Section 11</b>	<b>Overtime</b>	<b>9</b>

## Article 3 – Absences from Work

	Page	
<b>Section 1</b>	<b>Paid Leave - Sick and Personal Leaves</b>	<b>11</b>
<b>Section 2</b>	<b>Payroll Deductions for Absences in Excess of Paid Leave</b>	<b>12</b>

<b>Section 3</b>	<b>Unpaid Leaves</b>	<b>12</b>
<b>Section 4</b>	<b>Jury Duty Leave</b>	<b>12</b>
<b>Section 5</b>	<b>Family and Medical Leave Act</b>	<b>13</b>
<b>Section 6</b>	<b>Military and Family Military Leave</b>	<b>14</b>
<b>Section 7</b>	<b>Adoption Leave</b>	<b>16</b>
<b>Section 8</b>	<b>Subpoena to Testify Leave</b>	<b>16</b>
<b>Section 9</b>	<b>Voting Leave</b>	<b>17</b>

**Article 4 - Duties and Responsibilities**

**Page**

<b>Section 1</b>	<b>Hours of Work &amp; Meetings</b>	<b>18</b>
<b>Section 2</b>	<b>Arrival to Duty Assignments</b>	<b>18</b>
<b>Section 3</b>	<b>Leaving School</b>	<b>18</b>
<b>Section 4</b>	<b>Lesson Plans</b>	<b>18</b>
<b>Section 5</b>	<b>Daily Class Record Book</b>	<b>19</b>
<b>Section 6</b>	<b>Classroom and School Procedures</b>	<b>19</b>
<b>Section 7</b>	<b>Supervision of Students</b>	<b>21</b>
<b>Section 8</b>	<b>Managing Student Conduct</b>	<b>23</b>
<b>Section 9</b>	<b>Dispensing Medication</b>	<b>24</b>
<b>Section 10</b>	<b>Reporting Child Abuse</b>	<b>25</b>
<b>Section 11</b>	<b>Curriculum – Assessments</b>	<b>25</b>

**Article 5 – Personal and Professional Conduct**

**Page**

<b>Section 1</b>	<b>Professional Ethics Standards</b>	<b>29</b>
<b>Section 2</b>	<b>Evaluations</b>	<b>31</b>
<b>Section 3</b>	<b>Role Model</b>	<b>32</b>
<b>Section 4</b>	<b>Relationships</b>	<b>35</b>
<b>Section 5</b>	<b>Professional Attire</b>	<b>36</b>
<b>Section 6</b>	<b>Private Tutoring</b>	<b>37</b>
<b>Section 7</b>	<b>Outside Employment</b>	<b>37</b>
<b>Section 8</b>	<b>Safe Transportation</b>	<b>37</b>
<b>Section 9</b>	<b>Employee Fundraising</b>	<b>37</b>

**Article 6 – Academic Matters**

**Page**

<b>Section 1</b>	<b>Purpose and Goals of Academic Achievement</b>	<b>39</b>
<b>Section 2</b>	<b>Teaching to Student Understanding to Assure Learning</b>	<b>39</b>
<b>Section 3</b>	<b>Instruction in the Curriculum</b>	<b>39</b>
<b>Section 4</b>	<b>Measuring and Reporting Academic Achievement</b>	<b>39</b>
<b>Section 5</b>	<b>Parent-Teacher Conferences</b>	<b>41</b>

**Article 7 - Use of School Facilities and Equipment**

**Page**

<b>Section 1</b>	<b>Drug-Free Workplace</b>	<b>43</b>
------------------	----------------------------	-----------

<b>Section 2</b>	<b>Smoke and Tobacco-Free Workplace</b>	<b>43</b>
<b>Section 3</b>	<b>Weapon-Free Workplace</b>	<b>43</b>
<b>Section 4</b>	<b>Internet Usage Information &amp; Requirements</b>	<b>44</b>
<b>Section 5</b>	<b>Use of School Facilities</b>	<b>46</b>
<b>Section 6</b>	<b>Care of School Property</b>	<b>46</b>
<b>Section 7</b>	<b>Use of Cell Phone</b>	<b>47</b>
<b>Section 8</b>	<b>Salespersons</b>	<b>47</b>
<b>Section 9</b>	<b>Security of Desks and Lockers</b>	<b>47</b>
<b>Section 10</b>	<b>Video Surveillance</b>	<b>47</b>
<b>Section 11</b>	<b>Recording of Others</b>	<b>47</b>
<b>Section 12</b>	<b>Bulletins and Announcements</b>	<b>48</b>
<b>Section 13</b>	<b>Copyright and Fair Use Policy</b>	<b>48</b>
<b>Section 14</b>	<b>Lost and Found</b>	<b>48</b>
<b>Section 15</b>	<b>Safety</b>	<b>48</b>

### **Article 8 - State and Federal Programs**

#### **Page**

<b>Section 1</b>	<b>Notice of Nondiscrimination</b>	<b>50</b>
<b>Section 2</b>	<b>Designation of Coordinators</b>	<b>50</b>
<b>Section 3</b>	<b>Anti-discrimination &amp; Harassment Policy</b>	<b>51</b>
<b>Section 4</b>	<b>Grievance Procedure for Persons with a Disability</b>	<b>52</b>
<b>Section 5</b>	<b>Confidentiality of Student Records (FERPA)</b>	<b>53</b>
<b>Section 6</b>	<b>Disclosure of Student Information to Military Recruiters and Colleges</b>	<b>53</b>
<b>Section 7</b>	<b>Disclosure of Staff Qualifications</b>	<b>54</b>
<b>Section 8</b>	<b>Student Privacy Protection</b>	<b>54</b>
<b>Section 9</b>	<b>Parental and Family Involvement</b>	<b>55</b>
<b>Section 10</b>	<b>Homeless Students</b>	<b>57</b>
<b>Section 11</b>	<b>Breakfast and Lunch Programs</b>	<b>57</b>
<b>Section 12</b>	<b>Confidentiality of Protected Health Information</b>	<b>57</b>

### **Receipt of Teacher Handbook**

#### **Page**

	<b>Receipt Form</b>	<b>58</b>
--	---------------------	-----------

### **Appendixes**

<b>Appendix A</b>	<b>COBRA Notice</b>	<b>A-1</b>
<b>Appendix B</b>	<b>FLSA Notice</b>	<b>B-1</b>
<b>Appendix C</b>	<b>FMLA Notice</b>	<b>C-1</b>
<b>Appendix D</b>	<b>EEOC Notice</b>	<b>D-1</b>
<b>Appendix E</b>	<b>School Calendar</b>	<b>E-1</b>

**School District #145 Teacher Handbook  
2022-2023 School Year**

**FOREWORD**

**Section 1                    Intent of Handbook**

Welcome to School District #145. This handbook is intended to be used by teachers and other certificated staff to provide general information about School District #145 and to serve as a guide to the District’s policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to “teachers” are intended to apply to all certificated staff. This includes administrative staff to the extent the handbook deals with professional expectations and conduct.

Each teacher is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment, including your employment contract, the negotiated agreement between the School District #145 and the Waverly Education Association, and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists, state or federal law, the negotiated agreement, and Board policies and regulations will control.

This handbook does not create a “contract” of employment. Staff positions and assignments which do not legally require a certificate or are otherwise not protected by the teacher tenure laws may be ended or changed on an “at will” basis notwithstanding anything in this handbook or any other publication or statement, except for a contract approved by the Board of Education.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the District. In the event that a staff member does not understand a provision of this Handbook, it is the staff member’s responsibility to seek the administration’s interpretation of such provision.

This handbook will be in effect for the 2022-2023 and subsequent school years unless replaced by a later edition.

**Section 2                    Information About School District #145**

School District #145 serves the communities of Alvo, Eagle, Prairie Home, Walton, and Waverly. Currently the district educates more than 1,920 students in grades K-12 and employs over 270 staff members.

Our district's vision statement, "Inspire Our Students to Seek Excellence in Their Lives" can be seen in action every day school is in session. Our "Commitment to Excellence" is a source of pride amongst our students, staff, parents, and patrons.

The physical boundaries of School District #145 encompass approximately 300 square miles with district property in four counties: Lancaster, Cass, Otoe, and Saunders. The district is governed by a six-member board of education, elected by wards. School District #145 is a Class III school district accredited by the Nebraska Department of Education.

### Section 3 **School Mission Statement**

Welcome to School District #145. The Board of Education, administration and staff are committed to providing an environment where every child can grow and learn in a positive environment.

The mission of School District #145 is to provide its students with equitable opportunities for an essential education in an efficient manner. An essential education is one that enables students to reach the following outcomes:

- Proficient in meeting the State's academic content standards and essential learnings and such additional standards as are established by the Board of Education
- Successful at each educational level and in transitioning between those levels from early childhood through postsecondary education and/or career entry
- Effective in functioning in and contributing to our culturally diverse democratic society

The District seeks to provide an essential education by developing and maintaining:

- Qualified and competent administrative, teaching, paraprofessional, and operational staff;
- Integrated, planned curriculum that prepares students to achieve state standards and such additional standards as are established by the Board of Education and to reach the student outcomes identified above;
- Comprehensive support programs and services that meet the diverse needs of students;
- Safe, clean and supportive facilities and learning environments;
- Implementation of a curriculum that meets the following:
  - Is based on state standards in reading, writing, speaking, listening, mathematics, science and social studies/history and essential learnings in visual and performing arts, world languages, technology, health and physical education, and career and technical education and such additional standards; as are established by the Board of Education;
  - Is appropriate for the developmental level of the students;
  - Addresses diverse learning needs;
  - Instills a passion for learning and the importance of life-long learning;
  - Develops problem solving and critical thinking skills, decision making skills, data gathering, and critical use of information;

- Develops expected work ethics, as well as group participation and leadership skills;
- Incorporates character education and multicultural education, including respect for diversity;
- Provides for application of technology in all learning areas;
- Provides access to advanced courses; and
- Is organized in a schedule that is functional and meets student needs in all curriculum areas.
- Providing a supportive learning environment which includes:
  - a welcoming and inviting environment that is emotionally safe, nurturing, supportive, and disciplined; that promotes respect, trust, integrity, and regard for self and others; and that honors diversity;
  - learning as the central purpose with students engaged in meaningful, relevant, and productive learning experiences; and
  - Implementation of policies and practices that result in an orderly environment with emphasis on consistent school-wide positive behavior.

**Section 4 Members of the Board of Education**

Ward I	Jessica Zuniga	402-429-3980	jessica.zuniga@district145.org
Ward II	Travis Moore	308-440-1377	travis.moore@district145.org
Ward III	Scott Claycomb	402-617-3980	scott.claycomb@district145.org
Ward IV	Andy Grosshans	402-525-2522	andy.grosshans@district145.org
Ward V	Chad Kendall	402-304-8472	chad.kendall@district145.org
Ward VI	Cheryl Landon	402-944-2471	cheryl.landon@district145.org

**Section 5 Administrative Staff**

Name	Position	School	Contact Information
Dr. Cory Worrell	Superintendent	Central Office	cory.worrell@district145.org
Dr. Megan Myers	Principal	High School	megan.myers@district145.org
Kristen Delehant	Assistant Principal	High School	kristen.delehant@district145.org
Brad McMillan	Activities Director/ Assistant Principal	High School	brad.mcmillan@district145.org
Ross Ricenbaw	Principal	Middle School	ross.ricenbaw@district145.org
George Schere	Assistant Principal	Middle School	george.schere@district145.org

Foreword

Craig Patzel	WIS Principal	Intermediate School	craig.patzel@district145.org
Michelle Rezek	Principal	Hamlow Elementary	michelle.rezek@district145.org
Megan Flohr	Principal	Eagle Elementary	megan.flohr@district145.org

Section 6                      **District Staff**  
See School District Website [www.district145.org](http://www.district145.org)

## Article 1 – SCHOOL CALENDAR AND SCHEDULES

### Section 1      **School Calendar**

See 2022-2023 School year calendar attached hereto as Appendix E.

### Section 2      **Daily Schedule**

See 2022-2023 School year calendar.

### Section 3      **Shortened Schedule**

See 2022-2023 School year calendar.

Waverly High School operates a 7 period day. When possible, organizational meeting will be held during the traditional day to avoid interference with bus transportation.

### Section 4      **Severe Weather and School Cancellations**

The Superintendent of schools is authorized by the Board of Education to close the schools in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio and television stations.

Decision to Close Schools. A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. If possible, a decision about the next school day will be made by 9 p.m. for announcement during the 10 p.m. news. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, **an announcement will be made to the news media when schools will be closed.** In some instances, schools will be open, but certain services may be cancelled (bus transportation, kindergarten, student activities). Some staff may be designated as being required to come to school even in the event of a school closing.

After School Starts. Every attempt will be made to avoid closing school once classes are in session. In some instances, closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases as much advance notice as possible will be given. If school is closed during the day, staff and parents will be notified via media broadcast. Teachers will be responsible for remaining with students until all students have safely left school or the administration has made arrangements for the remaining students.

Parental Decisions. Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. In this case, teachers should treat the absence like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather (except in case of a tornado) at any time

## Article 1 - School Calendar and Schedules

during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

Emergency Conditions. School District #145 has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for Emergency Exit system, Tornado Warning System, and Critical Incident Response. **School officials are not permitted to release students from the school building during a tornado warning.** In the event of an emergency exit alert or tornado warning, teachers should implement the school's established safety procedures.

### Section 5 **Contract Days**

Teachers are contracted for 186 contract days for school year (hereinafter referred to as the "contract year"). Such contract days shall be serviced by individual teachers on varying schedules as established by the Board of Education and administration.

### Section 6 **Make-Up Days**

In the event teachers are not required to report for duty due to inclement weather conditions or other circumstance whereby a duty day is canceled, such days shall not be credited as a contract day served. Make-up days will be scheduled by the administration during the contract year as needed to allow all teaching staff to serve the full number of contract days.

## **Article 2 – EMPLOYMENT, COMPENSATION AND BENEFITS**

### **Section 1 Employment**

A teacher is employed by School District #145 when the teacher signs the Teacher's Contract and the Board of Education approves such contract of employment. The teacher's employment continues absent action by the administration and the Board of Education to non-renew, terminate, amend or cancel the teacher's employment contract with the school district, or action by the Board of Education to accept a resignation of employment.

On or after March 15 of each school year teachers may be requested to accept employment for the next school year. Teachers shall be required to signify such acceptance on or before April 1, or such other date after March 15 as may be designated in the notice. It is important for teachers to respond to the request to signify acceptance as a failure to signify acceptance of employment by the April 1 or other designated date shall constitute cause for amendment of termination of the teacher's contract.

Should a teacher wish to resign from employment the teacher should give written notice of resignation to the Superintendent. The request to resign will be acted upon by the Board of Education. Mid-year resignations and resignations given late in the spring for the following school year can present significant planning problems for the District. If a mid-year resignation is submitted, or a resignation for the following school year is submitted after May 15 or after the teacher has signified acceptance of employment for the next school year, the Board of Education may act to not accept the resignation unless a suitable replacement can be found.

### **Section 2 Assignments**

The professional duties to be performed by a teacher with the District shall be subject to assignment by the Superintendent of the District or Superintendent's designee. A teacher will be expected to devote full time during days of school to the teacher's position and to diligently and faithfully perform the assigned duties to the best of the teacher's professional ability. Job descriptions, where available, may provide additional information about the position duties.

In addition to the normal duties traditionally required of teachers, a teacher may be assigned such "extra duty" assignments to support the extra-curricular programs of the District, which shall be upon such terms and conditions and at such additional rate of compensation as the Teacher and the District may agree upon or as set forth in the negotiated agreement. The extra-curricular program of the District is an integral part of the overall educational program of the District. As such, a teacher shall not unreasonably refuse to accept such extra-duty assignments. In addition, performance in an extra duty assignment is a part of the evaluation of the teacher's overall performance to the District.

### **Section 3 Personnel File (Policy No. 4030)**

The District will follow the requirements of state and federal law and regulation with regard to a teacher's personnel file.

## Article 2 – Employment, Compensation and Benefits

### Section 4 **Grievances and Complaints** (Policy No. 4010)

Employees should initially report all instances of discrimination or harassment to their immediate supervisor. However, if the employee is uncomfortable in presenting the problem to the supervisor, or if the supervisor is the problem, the employee is encouraged to go to the next level of supervision.

If the employee's complaint is not resolved to his or her satisfaction within five (5) to ten (10) calendar days, or if the discrimination or harassment continues, please report your complaint to the Superintendent of School District #145. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.

The supervisor or the Superintendent will promptly and thoroughly investigate all complaints. These situations will be treated with the utmost confidence, consistent with resolution of the problem. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, may be taken. Under no circumstances will any threats or retaliation be permitted to be made against an employee for alleging in good faith a violation of this policy.

### Section 5 **Compensation**

Regular Salary and Extra-Duty Compensation. Compensation is paid only as authorized by the Board of Education. Teachers are paid a salary based on placement on the salary schedule set forth in the collectively bargained negotiated agreement between the District and the collective bargaining agent for the certificated teaching staff (referred to in this handbook as the “negotiated agreement”), and the extra-duty salary schedule also incorporated into the negotiated agreement.

Changes in Salary Schedule Placement. Changes in a teacher’s placement on the salary schedule shall be governed by the provisions of the negotiated agreement. Teachers shall provide the Superintendent with a transcript for all graduate hours earned for purposes of advancement on the salary schedule on or before August 31st of the school year in which such hours are to be credited for the teacher’s placement on the salary schedule. Failure to timely provide an official transcript from the post-graduate institution of the graduate hours earned will result in a loss of such credit for such school year.

Payday. (Policy No. 4525) Pay will be issued on the 8th day of the month and subject to federal and state mandated deductions. The school district will provide monthly pay to all regular school district employees through direct deposit. Employees may elect to utilize a bank of their choice or an account will be provided (at no cost to the employee) at Horizon Bank. Other deductions may be designated and authorized by the employee; however, the board may limit the collective number of companies to which annuities are sent.

Wage and Deduction Information. Within ten working days after a written request is made by an employee, the superintendent or designee shall furnish the employee with an itemized statement

## Article 2 – Employment, Compensation and Benefits

listing the wages earned and the deductions made from the employee's wages for each pay period requested. The statement may be in print or electronic format.

Additional compensation over and above regular compensation, extra-duty pay and supplemental pay shall be disbursed as it is earned and deductions from compensation due to unpaid leave shall be taken out as they are reported to the payroll office. Reimbursements for mileage or other expenses will be considered separate from compensation.

### Wage Information

The District will not terminate or retaliate against any employee for inquiring about or sharing compensation information for the purpose of determining whether the District gives equal pay for equal work. However, an employee with authorized access to wage information as part of their job function, who discloses the wages of other employees to those who do not have authorized access to other employees' compensation information, may be disciplined for such disclosure, up to and including termination, unless the disclosure is made in response to a complaint or investigation proceeding, hearing or other similar action.

### **Section 6 Extended Duty Pay**

Extended duty for any teacher beyond the number of contract days established by the Board of Education for the school year shall be paid on a per diem basis for such teacher's extended time.

### **Section 7 Benefits**

Teachers are provided benefits in accordance with the negotiated agreement, group health insurance plan requirements, and the school district's Section 125 Plan document. Teachers shall make annual fringe benefit elections by August 31<sup>st</sup> of each school year. Should a teacher fail to make such election, the teacher election from the immediately preceding school and contract year shall be continued. Each teacher is responsible for informing the Office of the Superintendent in writing of any changes in benefit status.

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is attached to this handbook as Appendix "A."

The Health Insurance Portability and Accountability Act (HIPAA) provides rights and protections for participants and beneficiaries in group health plans. HIPAA includes protections for coverage under group health plans that limit exclusions for preexisting conditions; prohibit discrimination against employees and dependents based on their health status; and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available, and have exhausted COBRA or other continuation coverage. Further information may be obtained from the Plan Administrator of the group health plan.

## Article 2 – Employment, Compensation and Benefits

### Section 8 **Payroll and Payroll Deductions**

Salary and benefits are paid in accordance with the individual employment contracts and negotiated agreement. Payroll deductions shall be made in accordance with law and the negotiated agreement.

### Section 9 **Expense Reimbursement**

Reimbursement for authorized mileage will be paid to teachers required to drive their own vehicles during their regularly scheduled working hours between two or more work sites. Teachers shall receive approval from their supervisor before incurring any mileage. Claims for reimbursement should be submitted to the appropriate supervisor. The allowable rate shall be governed by Board policy, unless otherwise required by law. The District is not liable for physical damage to employee vehicles. A request for reimbursement shall be accurate. Any teacher who falsifies a reimbursement request may be terminated from employment.

Materials necessary for instruction are provided by the District. If teachers need additional materials for instruction or school-related purposes, the request should be made to the Building Principal.

Reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the Building Principal or, if the expense relates to an activity, by the Athletic Director. The request for reimbursement should include a voucher sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school-purpose. There is no guarantee that teachers will be reimbursed for the purchase of materials or meals. Therefore, teachers should obtain prior authorization from the Building Principal before making such purchases.

### Section 10 **403(b) Salary Reduction Agreements**

The District will cooperate with any teacher who chooses to participate in an investment program under Internal Revenue Code Section 403(b), provided that (1) the certificated employee executes a "Salary Reduction Agreement" provided by the District and (2) the vendor of the 403(b) Plan has entered into a "Service Provider Agreement" with the District holding the District harmless from any liability that may arise out of such 403(b) Plan, including, but not limited to, the calculation of the maximum exclusion allowance, tax reporting, notices and income withholding.

### Section 11 **Overtime**

Teaching professionals are classified as exempt from overtime under the Fair Labor Standards Act (FLSA). The overtime exemption for teaching professionals is not dependent on whether the employee is paid on a "salary basis." Exempt employees are not eligible for overtime or compensatory time. A publication provided by the federal government which provides more information about the FLSA is attached as Appendix "A" to this handbook.

## Article 2 – Employment, Compensation and Benefits

The District's policy is to not permit improper deductions from the salary of exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. (Teaching professionals are not subject to the "salaried basis" test). An employee who feels an improper deduction affecting exemption status has occurred shall submit a complaint to the Superintendent or the Superintendent's designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event it is determined that an improper deduction affecting overtime exemption has been made.

The Superintendent or Superintendent's designee may suspend a teacher with or without pay for the teacher's violation of District policy or rules. Such suspensions and deductions (when applicable) will be made pursuant to law.

## Article 3 – ABSENCES FROM WORK

### Section 1     **Paid Leave - Sick and Personal Leaves** Paid Leaves

1. *Paid Leaves Available Subject to the Terms of the Negotiated Agreement.* School District #145 makes the following forms of paid leaves available to certificated employees: Sick Leave, Bereavement Leave and Personal Leave, Adoption Leave, Association Leave and Leave without pay.
2. *Nature of Paid Leave.* Paid leave is available to employees when the following specific conditions are met: (1) the employee is currently employed by the District; (2) the paid leave day is taken on a day the employee would otherwise be expected to be at work; and (3) the employee has met the conditions that are applicable to the type of paid leave that has been requested.
3. *Leave Year.* The leave year for paid leaves is the District’s fiscal year.
4. *Leave Days.* Paid leave days are provided based on the same number of hours the employee is scheduled to work on the day the leave is taken. For example, if an employee is scheduled to work 6 hours on a day that sick leave is used, the use of the sick leave on that day constitutes the use of 1 full sick day. Paid leave days may not be used in increments of less than one-half day unless otherwise specified or approved by the Superintendent.
5. [Optional] *Carry-over and Accumulation.* Unused sick leave may be carried over from one leave year to the next succeeding leave year to a maximum of 60 sick leave days. Once the maximum is accumulated, no further sick leave days will be available or granted for the ensuing leave year or years until the accumulated number of days is less than 60 and then only to the extent necessary to restore the total number of available sick leave days to the maximum of 60 days. Employees who have accumulated sick leave days in excess of said maximum prior to the 2021-2022 school year will continue to have the excess days available for use, but will not be given any additional sick leave days until their unused days are less than the maximum of 60 and then only to the extent necessary to restore the total number of available sick leave days to the maximum of 60 days in a leave year.

#### Return from Leaves

Employees who have an accident (regardless of where or when) resulting in injury or treatment, have a major health issue such as loss of consciousness, heart attack, stroke, etc., or a major illness, must have a release to return to work that details dates of treatment, diagnosis and whether or not there are any physical restrictions. The release must be presented to the Superintendent for approval prior to returning to work.

Article 3 – Absences from Work

All health-related absences of five or more days require a written statement from the treating physician stating that the employee is physically able to return to duty. Supervisors may request a release to return to work at any time they deem circumstances warrant. The release must be presented to the Superintendent for approval to return to work.

Employees released to return to work with restrictions must provide written documentation to the supervisor in advance of the designated return date. The supervisor will confer with the Superintendent to determine if and when the employee is able to return to work.

**Section 2 Payroll Deductions for Absences in Excess of Paid Leave**

Should a teacher be absent from work in excess of the teacher’s accumulated sick leave or other paid leaves called for in the negotiated agreement, the teacher’s salary and fringe benefits (including the cost of premiums for group health insurance) may be reduced by the day or days of work missed on a per diem basis calculated using the number of days missed as the numerator, and the number of total contract days for the school years as the denominator.

**Section 3 Unpaid Leaves (Policy No. 4720)**

Certified staff members with three or more years of service may be granted, at the superintendent’s discretion, leave without pay for a period of time up to one year. Such leave cannot be counted for vertical movement on the salary schedule. See also the negotiated agreement on file in the superintendent’s office.

Certified staff members may be granted, at the superintendent’s discretion, short leaves of absence without pay for personal reasons. Such leave shall be limited to once a year and no more than five days duration.

Pay deductions for approved leave without pay will include salary and benefits as calculated on a per day basis.

**Section 4 Jury Duty Leave (Policy No. 4050)**

Employees called to jury duty will be excused without loss of pay or benefits. The employee will receive regular salary and may keep any expense money paid by the court, but shall remit jury pay to the district.

Legal Reference:	§ 25-1640
------------------	-----------

## Article 3 – Absences from Work

### **Section 5      Family and Medical Leave Act (Policy No. 4005)**

#### **Employee Rights and Responsibilities under the Family and Medical Leave Act**

Family and Medical Leave Policy Family and medical leaves shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993 (FMLA).

The "leave year" for purposes of the FMLA shall be a "rolling" twelve-month period, measured backward from the date an employee last used an FMLA leave.

Substitution of accrued paid leaves for otherwise unpaid FMLA leaves may be required in the discretion of the Superintendent or the Board.

Employees shall be required to submit medical certifications to support a request for FMLA leave because of a serious health condition, or a sick leave, when such leave is for a duration in excess of five (5) successive days, and in such other cases as deemed appropriate by the Superintendent or the Board based on the nature of the illness or other circumstances surrounding the leave. Second and third medical opinions may, in the Superintendent or the Board's discretion, be required. Employees shall be required to report periodically, at such times as requested by the Superintendent or the Board, on their intent to return to work from FMLA leaves and other leaves. Employees shall be required to submit a fitness-for-duty certification from their health care provider as a condition of returning to work from a FMLA leave taken because of the employee's serious health condition, or from a sick leave taken by reason of the employee's illness, when such leave was of a duration in excess of five (5) successive days, and upon request of the Superintendent or the Board when such is deemed appropriate by the Superintendent or the Board based upon the nature of the illness or other circumstances surrounding the leave.

An "equivalent position" for FMLA restoration purposes shall, in the case of certificated employees, be any administrative, teaching, or instruction related position for which the employee is qualified by reason of endorsement, college preparation, or experience, or other indicia; in the case of coaching or other similar extracurricular duty assignments, be any extracurricular duty assignment, and in the case of other employees or positions, be in a position with or at equivalent pay, benefits, and working conditions, involving similar or related duties, as determined by the Superintendent or the Board.

Military Leave Entitlement. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a 12-month period. A covered

## Article 3 – Absences from Work

servicemember is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the servicemember medically unfit to perform his or her duties for which the servicemember is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections. During FMLA leave, a teacher's health coverage under a "group health plan" will be maintained on the same terms as if the teacher had continued to work. Upon return from FMLA leave, most employees must be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms.

A teacher's use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of the FMLA leave.

Eligibility Requirements. A teacher is eligible if her or she has been employed with School District #145 for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of School District #145 within 75 miles of your work location.

Definition of Serious Health Condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the teacher from performing the functions of his or her job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regiment of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave. A teacher does not need to use FMLA leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. The teacher must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave. The teacher may choose or School District #145 may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, the teacher must comply with the District's normal paid leave policies.

Employee Responsibilities. The teacher must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the teacher is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military

## Article 3 – Absences from Work

family leave. The teacher also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. The teacher also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities. The District will inform employees requesting leave whether they are eligible under FMLA. If they are, the notice will specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District will provide a reason for the ineligibility.

The District will inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District will notify the employee.

Unlawful Acts by Employers. FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

For additional information you may refer to FMLA posters on employee bulletin boards or contact the U.S. Wage and Hour Division at:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627  
[www.wagehour.dol.gov](http://www.wagehour.dol.gov)

To submit a request for use of FMLA, or to make arrangements for payment of benefits while on an FMLA leave, contact Robin Hoffman at (402) 786-2321.

### **Section 6 Military and Family Military Leave (Policy No. 4051)**

Military leave and family military leave will be granted to the extent required by state and federal law.

Employees requesting military leave must notify the Superintendent as soon as they receive notification of activation. Employees are to attach a copy of their orders to a District leave request form when they prepare the request for military leave.

Employees requesting to take family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for five or more consecutive days, consult with their supervisor to schedule the leave so as to not unduly

Article 3 – Absences from Work

disrupt operations of the school, and for leaves of less than 5 days, notify the Superintendent of the leave request as soon as practicable.

Family military leave under the Family and Medical Leave Act (FMLA) will be provided in accordance with that law and subject to the provisions of the Board policy pertaining to FMLA leave.

Legal Reference:	Neb. Rev. Stat. §§ 55-160 to 55-166 Neb. Rev. Stat. §§ 55-501 to 55-507 29 U.S.C. §§ 2611, et seq.; 29 CFR Part 825 (FMLA) 38 U.S.C. §§ 4301 to 4333; 20 CFR Part 1002 (USERRA)
------------------	--

**Section 7 Adoption Leave (Policy No. 4223)**

School District 145 may grant a leave of absence to an adoptive parent when a child is adopted and physically placed with the employee. Said leave shall be administered in the same manner and upon the same terms as granted to an employee upon the birth of the employee’s child pursuant to the district’s leave policy, or any other policy of the school district granting leave to an employee because of the birth of the employee’s child, except as provided below. Certified teachers should refer to the negotiated agreement between the Board of Education and the Waverly Education Association.

Unless determined otherwise by the Board of Education, the adoptive parent leave absence shall not be granted if the child being adopted is:

- 1) a child with special needs child over eighteen years of age;
- 2) a child who is over eight years of age and is not a special needs child;
- 3) a stepchild being adopted by his or her stepparent;
- 4) a foster child being adopted by his or her foster parent; or
- 5) a child who was originally under a voluntary placement for purposes other than adoption without assistance from an attorney, physician, or other individual or agency which later results in a petition for the adoption of the child by the person with whom the voluntary placement was made.

A child with special needs may include a child with intellectual disabilities, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance or behavior disorders, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities.

Legal Reference:	§ 48-234
------------------	----------

**Section 8 Subpoena to Testify Leave**

A teacher must promptly notify the Building Principal when the teacher receives a lawfully issued subpoena to testify in court or to give a deposition that may require an absence from duty.

In the event the subpoena involves a job-related matter in which the teacher is testifying on behalf of the District, the absence will be treated similar to a jury duty leave.

Article 3 – Absences from Work

In the event the subpoena involves a personal matter, the teacher will be required to use available leave days. The Superintendent shall make the final determination as to whether a matter is personal to the teacher.

**Section 9      Voting Leave**

Teachers will be allowed paid time off to vote in an election if the teacher: (a) is a registered voter; (b) does not have 2 consecutive hours between the time of the opening and closing of the polls during which the teacher is not required to be present at work; and (c) applies for voting leave prior to or on election day with the Building Principal.

When voting leave is available, a teacher will be entitled to be absent from work on election day for such period of time as will, when considering the employee’s non-working time, total 2 consecutive hours between the time of the opening and closing of the polls. When voting leave is used, no deduction shall be made from the teacher’s salary on account of such absence. The Building Principal may specify the hours during which the employee may be absent for voting leave.

Legal Reference:	§ 32-922
------------------	----------

## **Article 4 – DUTIES AND RESPONSIBILITIES**

### **Section 1 Hours of Work & Meetings (Policy No. 4515)**

The general work day for teachers is from 8:00 AM until 4:00 PM. However, teachers are on call until 5:00 P.M. Teachers shall be scheduled for a 30-minute uninterrupted lunch break. The superintendent or principals may on occasion require teachers to report for duty prior to 8:00 A.M. or remain beyond 4:00 PM to discharge assigned professional duties that include but are not limited to teacher meetings, committee assignments, student staffings, and parent conferences. Principals may require teacher attendance and supervision at evening events such as open houses, conferences, meetings, parent-teacher conferences, and scheduled student activities. Attendance at required events is part of teachers' professional responsibility in addition to the regular school day.

Principals may exercise their discretion in releasing teachers after students have been dismissed on Fridays and days prior to vacation breaks.

### **Section 2 Arrival to Duty Assignments**

Elementary school teachers are to be in the building by no later than [insert time], to be in their classroom no later than [insert time], and to remain on duty until [insert time]. Secondary school teachers are to be in the building by no later than [insert time], to be in their classroom no later than [insert time], and to remain on duty until [insert time]. Certificated employees other than teachers are expected to meet the same guidelines for entry to the building, being in their assigned duty area, and duty departure time. Teachers and other certificated employees who are part-time or work on adjusted schedules are to be in the building at least 15 minutes before their class or assigned duty begins, and to be in their classroom or assigned duty area at least 15 minutes after their class or assignment ends. During the school day, teachers are to be in their assigned classroom at least five minutes before each period begins to assure that students are not unsupervised within the classroom.

### **Section 3 Leaving School**

Teachers are to be on duty at all times during the school day. Teachers are considered on duty even during designated planning periods. An uninterrupted lunch period of not less than 30-minutes each day is provided to teachers during which they are not assigned teaching, supervisory, or other duties. Teachers who leave the school during the designated lunch period must check out with the Principal's office.

Teachers may not leave school during duty hours without approval of the Principal. If the absence has been approved, the teacher must check out with the Principal's office when leaving, and check back in with the Principal's office upon return. Teachers who need to leave during the school day for reason of illness or emergency are to check out with the Principal's office and make sure that a responsible person has been notified of their unexpected absence so student coverage may be provided.

### **Section 4 Lesson Plans**

Teachers will prepare written lesson plans which cover at least three days of advance instruction. The plans must be in the plan book. Teachers shall maintain the plan book, including lesson

## Article 4 – Duties and Responsibilities

plans, class rosters, and other relevant materials in the top right hand drawer of the teacher's desk. If that is not possible, the plan book should be kept in a place in which the plan book will be readily available in the teacher's absence. If the plans are in electronic format, the teacher must give the Building Principal access to these materials

The lesson plans must be sufficiently clear in establishing objectives and related activities so that they are easily used by a substitute teacher or other staff member not familiar with previous classroom activities or progress. The plan book must give specific reference to other instructional sources immediately available which will enhance the instructional lesson.

### Section 5 **Daily Class Record Books**

Every teacher is required to keep a complete and easily understandable written or electronic record of the attendance and achievement of every student in a class record book. This class record book must be kept current and include the following minimum information in a readily understandable fashion:

1. The names and any assigned student numbers of all students enrolled in the class at the beginning of the semester.
2. The name and date of entry for each student who enrolls after the semester opens.
3. The date of withdrawal for each student who withdraws from the class previous to the close of the semester—dropouts or early withdrawals.
4. A complete record of the attendance of each student enrolled showing:
  - A. Days on which the student was tardy.
  - B. Days on which the student was absent, with a differentiation between excused and unexcused absences.
5. A complete report of all recorded grades for each student. There is no minimum requirement for the frequency of recorded grades (or for the giving of written lessons or examinations). Be sure that you test frequently enough and that you record grades frequently enough to readily and realistically justify the term and final grades which are reported to parents.

Upon request, a student's individual record in the teacher's class record book shall be made available for review or copying. Information relating to other students should not be allowed to be seen by other students or parents.

Because the entries in the class record book constitute a source of original entry for information which may be needed in the absence of the teacher, teachers are required to deliver the teachers' class record books to the Principal at the close of the school year for filing in the permanent records. Teachers who return to School District #145 and who wish to refer to the previous year's class record book may request the return of the class record book. Such books shall again be brought to the office for permanent filing when the teacher is finished with them, or at the close of the current term.

### Section 6 **Classroom and School Procedures**

Teachers are expected to adhere to the following classroom and school procedure in the performance of their duties:

## Article 4 – Duties and Responsibilities

### 1. Bulletin Boards

Each teacher shall be responsible for completing an appropriate bulletin board regarding curriculum related matters in their primary classroom. Bulletin boards are to be completely changed no less that twice during each school year.

### 2. Text Book and Room Inventory

All school purchased materials must be inventoried with the building bookkeeper or secretary. Textbooks are to be numbered and either have cards in pockets or a form for writing the name of the student whom the book is assigned. Teachers should keep good records of who has which book. At the start of the year, note condition of the textbook on the inventory sheet and keep this sheet. When a book is turned in, again note its condition, and if the book shows abuse (other than normal wear) assess a fine that you consider is fair. Insist that students put covers on their books by the end of the first week after receiving them. Teachers shall work with the Building Principal to inventory electronic devices.

### 3. Use of Cell Phones

Teachers shall not use personal cell phones for any purpose during duty time.

Teachers are not to use cell phones or otherwise engage in distracted driving while transporting students. This rule applies to the driver regardless of whether the vehicle is in motion.

The only exception to these rules is in the case of emergencies.

Teachers will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems will be utilized by all occupants.

### 4. Use of Teacher Aides

Teacher aides provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A teacher aide must not, however, assume teaching responsibilities. The teacher must maintain the role of leadership and responsibility for the students, with the teacher aide in a supportive role. Teachers ultimately bear responsibility of the actions that occur in the classroom. A teacher aide is not a sufficient substitute for a teacher's duties. Teacher aides may be used to assist the teacher by, among other tasks, assisting with instructional activities under the direction of the teacher, helping to supervise students, copying tests and other written material, organizing class materials, preparing bulletin boards, grading tests or class work, and calculating grades and recording grades. Teacher aides are to work only on their assigned work days and within their assigned work day. If the teacher desires the aide to work hours other than the assigned work hours or assigned work day, contact the administration for approval.

## Article 4 – Duties and Responsibilities

### 5. Use of Student Aides

Student aides are to be directly supervised by the teacher and are not to leave the building or be in the halls or anywhere they are not being supervised. Student aides are not to be used to assist the teacher by helping supervise another student, grade tests or class work, calculate student grades or record grades. Keys are never to be given to students, whether they are student aides or not. A student aide should not be present and assisting a teacher without another adult present after the end of regular teacher duty hours.

### 6. Checking Out of Equipment

All equipment must be checked out through the Building Principal. All school equipment may be used only for school purposes. No school equipment may be directed to the personal use of a teacher or another District employee.

### 7. Requisition of Equipment and Supplies

Books and supplies which are needed for instruction should be requested through the Principal's office. No equipment or supplies ordered through the District may be directed to the personal use of a teacher or another District employee.

### 8. E-mail

Each teacher will be assigned a school e-mail address for purposes of intra-school and inter-school e-mail correspondence. Teachers should timely respond to e-mails which require a response, but should avoid checking and responding to e-mails during instructional time. Use of the District's e-mail system for personal communications should be limited to emergency situations, and is subject to the rules governing overall computer usage found in Board policy and this handbook.

### 9. Teacher Mail Box

Each teacher will be assigned a mailbox located in the [insert location of mail box]. Teachers should check for mail each morning and also later in the school day, if possible. If something requires an answer teachers are responsible for responding promptly. Teacher mail boxes are to be limited to communications regarding school business.

### 10. Teachers Meetings

Teachers' meetings will be held at various times throughout the school year. All teachers are expected to be present for the meetings, unless they are absent from school for good cause or have made prior arrangements.

## Section 7 **Supervision of Students**

Proper supervision of students is necessary for teachers and other adults responsible for students. Teachers and other adults responsible for student supervision are expected to meet the four "P's" for student supervision and safety.

### 1. Proper Supervision

- Report to all duty assignments on time.

## Article 4 – Duties and Responsibilities

- Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
- Be vigilant while supervising students. Never leave the classroom unattended; the need to make a copy is not greater than the need to supervise students. If an emergency requires that a teacher leave the classroom, request that another nearby staff member cover the class, or notify the office so someone can provide assistance. If the teacher is on recess duty, the teacher's responsibility is to supervise the students in the assigned area. When talking with other adults or students, the primary duty is supervision and the teacher is to be aware of what all students are doing.
- If the teacher has seen or has been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, the teacher's supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
- Be careful with touching students. Use of corporal punishment is prohibited at School District #145. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment) and that which professional educators determine appropriate for purposes of proper student relationships.
- Be careful with language. Profanity or abusive language should not be used. Teachers must be a good role model for students. If a student uses such language, the teacher should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

### 2. Proper Instructions

- Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- Repeat the instructions on how to complete a task that has a heightened risk of danger, as often as needed. Do not assume because students heard the directions once that they will be remembered.
- When going over safety rules with students, note it in your written records (e.g., your lesson plan book or daily reports).
- Review playground and classroom safety rules with students at least once each semester and note when you do it in your written records. Also, if any students are absent when you review the rules, contact the student(s) to review the same information and also note that contact in your written records.

### 3. Proper Maintenance of Buildings, Grounds, and Equipment

- Conduct periodic inspections of equipment under your control or in your area of supervision.
- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the Principal immediately so repairs may be undertaken.

## Article 4 – Duties and Responsibilities

### 4. Proper Warnings

- If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the Principal immediately so additional warnings may be given.

### Contact the Principal for Assistance

The Principal should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the Principal cannot be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

### Student Searches

The Principal should also be contacted before performing searches of students or their belongings. A student suspected of having an item in violation of school rules should be directed to wait until another adult is present, or to follow the teacher to the office if the teacher cannot leave his or her assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

### Student Rights

Students should be treated fairly and given the same treatment without consideration of race (including skin color, hair texture and protective hairstyles), color, religion, gender, or disability. Students who need reasonable special accommodations should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

## Section 8 **Managing Student Conduct**

Discipline is everyone's responsibility. It begins with the student being responsible for his/her own behavior and understanding the consequences it may cause. The teacher is responsible for articulating classroom expectations at the beginning of the school year, implementing the classroom expectations on a consistent basis, and being familiar with the student handbook. All staff are responsible for all students in the hallways, in the rest rooms, at assemblies, at pep rallies, in other open spaces and during lunch. Consequences for inappropriate behavior may include students making up time before or after school, a student or a parent conference, or a referral to an administrator.

The following guidelines will assist in maintaining appropriate student conduct and complying

## Article 4 – Duties and Responsibilities

with the process required for student discipline.

1. On the first day of class, students must be made aware of classroom expectations. These expectations should be in writing. Give one copy to the students, post one copy in the room and provide one copy for the Principal.
2. It is important to document student behavior in your classroom, calls to parents, referrals, and/or communications with a student.
3. If, after attempts to improve student behavior, problems continue, talk to the student's counselor or the Principal about possible alternatives in discipline procedures. Be attentive and respond to "bullying."
4. If a student continues to cause problems, inform the Principal. Be sure to state the problem clearly and expectations in terms of assistance, as, at times, the student's and teacher's stories are different. Be prepared to provide documentation.
5. Follow up on any referral. The student may not go to the Principal or the counselor when sent.
6. Refer students with continued and significant behavioral problems to the student assistance team for a determination of whether the student is in need of special services. Contact the counselor if you have questions as to the procedure.
7. Talk with other teachers about the classroom management techniques they use to establish an atmosphere conducive to learning in their classroom. A large repertoire of classroom management techniques always enhances learning.
8. Read and understand the student handbook and the student conduct rules of the District.
9. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations. Corporal punishment is prohibited in the District and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.
10. Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

### Section 9 **Dispensing Medication**

Teachers are not permitted to give any medication to students unless trained under the Medication Aid Act, Neb. Rev. Stat. §71-6718 to 71-6743. Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be

## Article 4 – Duties and Responsibilities

stored in the nurse's office; with the exception of students who have a diabetes self-management or asthma self-management plan. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol (asthma/anaphylaxis protocol).

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician or, for asthma and anaphylaxis, a health care professional who prescribed the medication for treatment of the student's condition, during school hours, it is the responsibility of the parents or guardians to sign permission slips to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical procedure or, for asthma and anaphylaxis, a health care professional who prescribed the medication for treatment of the student's condition. School district personnel will not administer medicine, including over the counter medicine, without this signed form and note or prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: Student's name, name of medication, dosage needed, and time of dispensing the medication.

Any questions about these rules are to be addressed with the Principal.

### **Section 10 Reporting Child Abuse and Neglect (Policy No. 5073)**

School employees shall promptly report to the appropriate law enforcement agency and the principal when they have reasonable cause to believe that a child has been subjected to abuse or neglect, including sexual abuse, or circumstances which reasonably would result in abuse or neglect. The principal will ensure that the report has been made to the proper law enforcement agency or other agency as required by law.

This requirement shall apply to all school employees, including coaches and volunteers, participating in interstate amateur athletic competition. The term "promptly" means "within a 24-hour period."

### **Section 11 Curriculum – Assessments**

#### **1. State Assessments.**

School District #145 has adopted an assessment plan and has aligned the curriculum with the state approved content standards. The assessment plan includes a schedule and procedures for assessing success in achieving state standards.

Teachers are to clearly articulate the learning targets and align instruction to the learning targets within each of the content standards. Teachers are to give students instruction on the content prior to students being assessed on each content standard in order to provide learning opportunities for all students.

The assessments are to be conducted in accordance with the assessment plan schedule. Teachers are to conduct the assessments in a manner that assures it accurately assesses whether or not students are meeting the targets outlined by the content standards.

## Article 4 – Duties and Responsibilities

Assessment results are to be reported by the teachers in the manner and within the time directed by the administration. The assessment data is to be used to meet state standards, to provide students and parents with information about student progress, to enhance school improvement planning, and to improve instruction. The assessment data is to be evaluated by teachers to monitor student learning and to improve instruction or terminate ineffective teaching practices to ensure students are being given the opportunity to meet the standards.

### 2. Achieving Valid Assessments.

Educators are responsible for maintaining the integrity of the assessments to ensure that assessments provide a valid measure of student progress and accomplishments. Educators are not to engage in any practice that may result in assessment results that do not reflect student learning, knowledge, skills or abilities in the area assessed.

For purposes of this policy, student assessments include both “standardized assessments” (including state assessments, norm referenced tests, and evaluations conducted for special education eligibility) and “coursework assessments” (e.g., classroom tests, quizzes, and other evaluative tools used to assign grades).

The following specific assessment expectations and rules apply:

- a. Integrity of the Assessment Instrument. The integrity of the assessment instrument is to be maintained.
  - i. Standardized Assessments. Standardized assessment instruments are not to be made available to students at any time before the student takes the assessment. The assessment instrument is to be maintained in a secure manner.
  - ii. Coursework Assessments. Coursework assessment instruments are to be periodically modified to keep the assessments current and prevent students from effectively using “test banks.” For coursework assessments that are given on a repeat basis to students at different times (e.g., a test that is given to students throughout the school day), the educator is to remind students to not share the content of the assessment with students who will be taking the assessment later.
- b. Teaching for Success on Assessments.

It is appropriate for educators to prepare students to do well on assessments. This is to be accomplished in a manner that assures the assessment accurately reflects the student’s knowledge, and not simply test preparation.

- i. Teach the Content. Educators are to prepare students to do well on assessments by teaching the subject content. Educators are not to “teach to

## Article 4 – Duties and Responsibilities

the test” by teaching based solely on the content of the assessment. The content is to be taught to the students over an appropriate amount of time prior to the assessment. “Cramming” assessment content just before the assessment is to be taken is not appropriate. Review of content previously taught is appropriate.

- ii. Practice Tests. Educators are to prepare students by teaching test taking skills independent of the subject matter being assessed. Educators are not to conduct reviews (drills) using earlier (no longer published) versions of the same test, using alternate (parallel) forms of the same published test, or using actual items from the current form of a standardized test that will be administered to students. Educators are not to conduct reviews (drills) using items of identical format (for example, multiple choice) to the exclusion of other formats.
- c. Conditions for Successful Assessments.
- i. Communications. Educators are to communicate to students and parents when assessments will be administered, the purpose of the assessment and how the assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.
  - ii. Climate. Educators are to have sufficient assessment materials available (e.g., No. 2 pencils, if needed). The classroom is to be arranged to allow comfortable seating. Distractions are to be eliminated. Educators in nearby classrooms are to be informed that the assessment is to be administered so noises from neighboring classrooms are kept at a minimum. Activities or arrangements are to be made for students who finish early so such students do not cause a distraction to other students still taking the assessment.
  - iii. Security. Educators are to monitor students while administering assessments to ensure students are complying with standards of academic integrity. Students who violate standards of academic integrity are to be reported to the administration.
- d. Full Participation. Educators are to make efforts to have all eligible students take the assessments. The educator should develop a list of students who will be exempted from assessment and the reason for the exemption and submit the list for review and approval by the Principal.
- e. Assistance During Assessments.

#### Article 4 – Duties and Responsibilities

- i. Standardized Assessments. Educators are not to provide assistance to students while a standardized assessment is being administered except as provided for in a student’s 504 Plan or IEP. This includes giving “hints,” giving extra time, reading the tests to students or defining or pronouncing words for students, allowing students access to instructional material related to the content of the assessment (e.g., displaying a map during a social studies assessment) or allowing students access to mechanical aids (e.g., calculators).
  - ii. Coursework Assessments. For coursework assessments, students may be allowed access to instructional materials or mechanical aids only when all students being given the assessment are given the aids and use of the aids does not hinder the students from learning the content of the lesson.
- f. Student Answers. Assessments are to reflect the students’ work as submitted by the students. During the assessments, educators are to monitor students to make sure directions are being followed (e.g., students are using a No. 2 pencil on all “bubble” sheet assessments and completely erase mistaken answers and extra marks on “bubble” sheet assessments). Educators are not to change answers on a student’s assessment sheet or otherwise participate in the submission of false or misleading assessment results.

Violations of these rules and expectations will be considered to be a breach of the District’s standard of ethics and may result in disciplinary consequences. Educators shall immediately report suspected violations of the expectation to the administration.

## Article 5 – PERSONAL AND PROFESSIONAL CONDUCT

### Section 1 Professional Ethics Standards

The School District #145 expects its certificated employees to adhere to the professional ethics standards established by the Nebraska Department of Education as such standards may be modified from time to time. The professional ethics standards which certificated employees are expected to adhere to include those set forth below. References to “educator” shall include all certificated employees of the District.

#### **Preamble**

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in the State of Nebraska and for all educators, including administrators, with respect to ethical and professional conduct.

#### **Principle I - Commitment as a Professional Educator:**

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

- A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- B. Shall not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities.
- C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
- D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- F. Shall not sexually harass students, parents or school patrons, employees, or board members.

## Article 5 – Personal and Professional Conduct

- G. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
- H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- I. Shall report to the Superintendent any known violation of paragraphs G, E, or B above.
- J. Shall seek no reprisal against any individual who has reported a violation of this rule.

### **Principle II - Commitment to the Student:**

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

- A. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
- B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- C. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
- F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
- G. Shall not discipline students using corporal punishment.

### **Principle III - Commitment to the Public:**

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

- A. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
- B. **Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.**
- C. Shall neither offer nor accept gifts or favors that will impair professional judgment.

## Article 5 – Personal and Professional Conduct

- D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- E. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
- F. Shall, with reasonable diligence, attend to the duties of his or her professional position.

### **Principle IV - Commitment to the Profession:**

In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

- A. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- B. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
- C. Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

### **Principle V - Commitment to Professional Employment Practices:**

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

- A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- B. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- C. Shall give prompt notice to the employer of any change in availability of service.
- D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- E. Shall not assign to unqualified personnel, tasks for which an educator is responsible.
- F. Shall permit no commercial or personal exploitation of his or her professional position.
- G. Shall use time on duty and leave time for the purpose for which intended.

## Section 2 **Evaluations** (Policy No. 4715)

### Purpose

The fundamental purpose of teacher evaluation is to improve instruction in the district's schools. Also, the certified staff evaluation process will provide a basis for administrator decisions in recommending continued employment for certified staff. Moreover, information gleaned from annual certified staff evaluations will be utilized in designing staff growth and in-service programs for certificated personnel. These purposes reflect and are consistent with the district's

## Article 5 – Personal and Professional Conduct

instructional goals. evaluation process will provide a basis for administrator decisions in recommending continued employment for certified staff. Moreover, information gleaned from annual certified staff evaluations will be utilized in designing staff growth and in-service programs for certificated personnel. These purposes reflect and are consistent with the district's instructional goals.

### Procedures

Evaluation procedures will be communicated annually to certificated personnel; evaluations will be completed using the district approved process in compliance with the established district timelines; evaluations will be completed using the district approved forms. Employees' evaluation documents will be maintained in the district-approved records management system, with the certified staff member reserving the right to append a narrative response or rebuttal to said evaluation. Deficiencies, when specified, will be accompanied by recommendations for improvement and timelines for implementation. The district evaluation procedures, process and forms are listed in the District 145 Evaluation Handbook.

As a minimum, each formal observation will consist of a period (1) pre-conference, (2) classroom visitation for the entire period, and (3) post-visitation conference.

A committee of teachers and administrators will be convened periodically to review and update the evaluation instrument.

### Personnel to be Evaluated

Each probationary teacher (for three years) will receive a minimum of one formal observation each semester;-

Each permanent certified employee shall be evaluated according to the approved district process.

### Section 3 **Role Model**

At all times, teachers serve as role models for students and their actions and conduct reflect on the school as a whole. Teachers are in all respects to conduct themselves in a professional manner.

#### A. Notification of Arrest, etc. (Policy No. 4023)

Employees must notify Superintendent by the next business day after:

1. Arrest or Criminal Charges. The employee is arrested, ticketed, or issued a criminal charge where:
  - a. The maximum penalty for the crime equals or exceeds six months incarceration;
  - b. The crime relates to abuse, neglect or endangerment of a minor, a minor was allegedly a victim or a witness, or the crime involves alleged sexual misconduct;
  - c. Conviction would impact performance of employee's job responsibilities, including offenses that:
    - i. Would impact the responsibility to be a role model for students;

## Article 5 – Personal and Professional Conduct

- ii. Would impact the teacher’s ability to operate a motor vehicle if the teacher at times needs to travel during duty time or the teacher at times drives our students, including on extracurricular activities; or
    - iii. Would impact the teacher’s Commercial Drivers License if the employee's job requires that the employee have a CDL.
  - d. The arrest or the alleged criminal activity occurred while the employee was on duty, on school property or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.
  - e. Employees must also promptly report to the Superintendent whenever the employee has been sentenced to be incarcerated for any period of time, even if the offense is not otherwise reportable.
2. Certificate or License. The employee becomes aware that a complaint has been filed against the employee that could affect a certificate or license required for the employee’s position. This includes proceedings of the Nebraska Department of Education related to an alleged violation of the NDE Standards of Conduct and Ethics, Chapter 27, and proceedings of the Health and Human Services related to an alleged violation of the professional standards of conduct for the employee’s position.
3. Child Abuse. The teacher becomes aware that a report of child abuse or neglect has been made against the employee under the Child Protection Act.

Further, employee must give full disclosure of any Child Protection Act investigation that resulted in an “inconclusive” determination that occurred at any time. Current employees must give such disclosure within ten days following adoption of this Policy. As a condition of employment, applicants for employment must give such disclosure prior to commencement of employment. Any hiring made without such disclosure shall be subject to being immediately revoked in the event the required disclosure was not given.

Employees must give full disclosure of the existence and nature of the above proceedings and must also promptly notify Superintendent of the disposition of the proceedings.

Legal documents relating to the proceedings shall be treated and maintained as part of the employee’s confidential criminal background file.

Failure to notify as required under this policy may subject the employee to disciplinary action, including termination.

### B. Civility

All employees shall behave with civility, fairness and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with School District #145. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Article 5 – Personal and Professional Conduct

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, unprofessional, violent or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, voice mail messages, face-to-face conversations, written communications, social media communications and email messages.

Any teacher aware of another teacher’s uncivil behavior shall report the conduct to the teacher’s immediate supervisor or to the Superintendent. There will be no retaliation against a person for making the report.

C. Visitors to Teachers

Teachers are not to have visitors while on duty other than as appropriate for the performance of their duties except on a short-term basis and only with permission of the Superintendent or designee. Teachers are responsible for ensuring that their visitors follow posted procedures for being on School District #145’s property. Teachers are not to bring their children to work with them in lieu of taking them to childcare.

D. Tobacco (Policy No. 4021)

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students or members of the public may be present or may be affected by smoke, including without limitation the stands and bleachers of outdoor athletic fields and near the entry of school buildings.

For purposes of this policy, tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. This does not preclude adults from wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

Legal Reference:	§§ 71-5716 to 71-5734
Date of Adoption:	

E. Complaints or Concerns of Teachers

Teachers are to inform School District #145 of any complaints or concerns about the operations of School District #145 using the established chain of command (immediate supervisor, next higher level supervisor, etc.) on all matters that require administrative attention; that is, on all matters or issues that their job responsibilities require them to report to a supervisor.

It is important to the efficient and successful operation of School District #145 and a duty of all of the District’s employees to share any such complaints or concerns in a responsible, professional manner such as to: (1) not disrupt the proper functioning of their office, department, or position, (2) not undermine the authority of their co-workers, supervisors, or superiors, (3)

## Article 5 – Personal and Professional Conduct

maintain close working relationships with their co-workers, supervisors, and superiors, and (4) ensure that all applicable laws and regulations are followed. All official communications must be accurate, demonstrate sound judgment, and promote School District #145 mission. Employees must ensure that all applicable laws and regulations are followed by School District #145 and its employees. In the event a teacher becomes aware of any such non-compliance, the teacher is to report such to the teacher's immediate supervisor (or the next higher level, if the supervisor is responsible for the problem) and maintain the confidentiality of the report so that the problem can be appropriately corrected in the best interests of School District #145.

Teachers are to use the appropriate complaint or grievance mechanism for matters involving discrimination or harassment or other established mechanism specific to the nature of the complaint or concern.

School District #145 will not tolerate unlawful retaliation against a teacher for engaging in legally protected activity. A protected activity includes a teacher's act of opposing an unlawful practice prohibited by employment discrimination or other laws that protect the conduct in question. Any act of unlawful retaliation by a supervisor or other teacher may result in serious disciplinary action up to and including termination. Any teacher may file a complaint with the Administration or appropriate Coordinator if the teacher feels that they have experienced unlawful retaliation in any form.

### Section 4 **Relationships**

It is important for teachers to maintain an effective working relationship with the administration and all co-workers, including other teachers and support staff. Teachers are also to maintain appropriate relationships with students and the community, including parents and patrons. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being prompt and responsive to questions and concerns, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

### Professional Boundaries Between Employees and Students (Policy No. 4025)

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of insubordination and misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student grades).

## Article 5 – Personal and Professional Conduct

- Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco or other illicit drugs in a non-instructional setting, such as

## Article 5 – Personal and Professional Conduct

describing a party that the employee attended.

- Discussing another student’s or employee’s personal matters when it is not appropriate outside of the instructional setting.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of familial relationships between employees and their children who are students in the District.

### Section 5 **Professional Attire** (Policy No. 4075)

The Board of Education expects that all staff, including substitute workers and volunteers will be appropriately attired and groomed in accordance with the specific and general guidelines of this policy and their respective assignments. Students, parents, patrons, and members of the school community continuously observe staff members. It is of paramount importance that the members of the staff set good examples in conduct, manners, dress, and grooming. Should an interpretation of “appropriate” be needed, the building administrator or supervisor will determine whether any particular mode of dress, apparel or grooming is not in compliance with the intent of this policy.

Specific examples that are considered to be inappropriate include spandex apparel, leggings, warm-up suits, no jeans or overalls of any color or fabric are permitted (except as approved for field trips and/or special events).

Administrators may on occasion deviate from this policy for special activities or events and may authorize attire as appropriate for specific work assignments such as physical education, coaching, industrial technology, agriculture, and welding. It is the expectation of the Board of Education that all staff will contribute to the formation of a positive, professional public image by maintaining high standards of personal appearance through appropriate attire and grooming.

### Section 6 **Private Tutoring**

Teachers are encouraged to provide individual assistance to students as a part of their duties. Teachers who engage in private tutoring for pay (compensation of any kind from a source other than the District) are subject to the following rules:

1. The teacher may not arrange to provide private tutoring for any child enrolled in the teacher’s class.
2. The teacher is not to provide private tutoring in a school building.
3. The teacher is not to provide private tutoring during duty time.
4. The teacher is not to advertise or promote the teacher’s private tutoring services in the school or in the school’s communications systems except with the express permission of the Superintendent or designee.

### Section 7 **Outside Employment**

Teachers shall not perform duties unrelated to District employment during duty hours. In addition, teachers shall not engage in employment which conflicts with their school duties. Teachers are not required to notify the District of outside employment except: (1) teachers who

## Article 5 – Personal and Professional Conduct

are also employed by another Nebraska school district in order to comply with Nebraska State Retirement System regulations and (2) teachers who have a work-related injury in order to comply with workers' compensation requirements.

### Section 8 **Safe Pupil Transportation Plan** (Policy No. 3110)

The Safe Pupil Transportation Plan sets forth the District's plan for providing safe transportation to students being transported in pupil transportation vehicles. See Board Policy 3110 for additional information.

### Section 9 **Employee Fundraising**

Any employee who directly or indirectly seeks to use their position as a District employee to fundraise (such as through a crowd funding initiative) must obtain prior approval from the Superintendent or Superintendent's designee before taking any action to fundraise.

An employee who receives permission to fundraise shall abide by the following requirements:

- a. The employee shall inform the Superintendent or Superintendent's designee of any content (including online messages or requests) that the employee intends to publish.
- b. The employee shall not violate any District policy, rule or law in any fundraising efforts and shall keep all student information confidential.
- c. The employee must account for any money raised through the approved fundraising effort and shall provide evidence to the Superintendent or Superintendent's designee as to how the money was spent.

District employees who engage in fundraising efforts in their private capacities need not abide by this policy.

## **Article 6 – ACADEMIC MATTERS**

### **Section 1 Purpose and Goals of Academic Achievement**

The School District #145's Board of Education is committed to providing a quality education for all School District #145' students consistent with the school's mission statement. Effective, quality instruction by teachers is an essential means of meeting the District's mission of providing a quality education.

### **Section 2 Teaching to Student Understanding to Assure Learning**

Each teacher is responsible for teaching in a manner to meet the mission of the District and to assure student understanding and learning of the principles and concepts to be presented to students within the curriculum adopted by the District. Teachers will model classroom instruction on the educational model implemented by the District and reflected in the teacher evaluation instrument adopted by the Board of Education. Teachers are responsible for familiarizing themselves with the instructional model and the principles of instruction set forth in the evaluation instrument. The administration shall provide periodic in-services regarding the instructional model.

State and federal laws and regulations have been enacted which require that students with certain needs be provided instruction and services consistent with those special needs. Examples include students who have been verified as in need of special education ("special education students"), students with other disabilities which impact the educational program ("504 students"), and limited English proficient students ("LEP or ELL students"). The District's policy is to comply with the state and federal laws and regulations in all respects. Teachers who are assigned special education, 504, or LEP/ELL students are required to provide instruction and services consistent with legal requirements and the requirements of Board policy and regulation.

### **Section 3 Instruction in the Curriculum**

Teachers shall instruct students in the curriculum, including the use of curriculum materials, adopted and implemented by the Board of Education and as directed by the administration.

### **Section 4 Measuring and Reporting Academic Achievement**

Grades and Grading. Measuring and accurately reporting the level of each student's academic achievement is of critical importance to students, parents, staff, the board of education and community. To this end, each teacher shall develop a variety of assessment instruments and techniques to measure student achievement in the curriculum adopted and implemented by the school district, record the results of such assessment, and report such results on Report Cards. Teachers should endeavor to measure student learning and understanding on a frequent basis during each quarter to provide an accurate evaluation of each student's academic achievement for that period. It is recommended that the teacher record at least two grades per week. It is generally preferable to give numerical grades for tests, quizzes, and daily work. **GRADES MUST BE RECORDED FOR ALL CURRICULAR AREAS.**

Recording Grades. Each teacher shall record grades in the daily class book or other applicable electronic format. A sufficient number of grades must be recorded in the grade book to justify

## Article 6 – Academic Matters

all quarter and semester grades for each student. Please keep consistent and complete records. Teachers must be able to support and justify the grades that each individual student earns.

Grade Scales. Teachers are to use only the grading scales set forth below. Any deviation from the approved grade scales must be approved by the building principal.

STUDENT EVALUATION SCALE: The grade scales to be used for reporting student progress in [insert grade levels] are as follows:

### **GRADING SYSTEM – WMS Grades 6-8 and Grades 9-12 (Board Policies 5021 and 5023)**

A = 93 - 100

B = 85 - 92

C = 77 - 84

D = 69 - 76

F = 0 - 68

I = Incomplete

P = Achieving to ability, credit awarded

The preceding grade scales are expected to be used according to the following guidelines:

1. No other grade scales are to be used on official records or reports.
2. "Failing," "unsatisfactory" or equivalent terms indicate that student performance does not meet the minimum requirements established for the course. A final mark of "failing" or "unsatisfactory" in a credit-bearing course means that credit hours will not be granted.
3. The mark given at the end of each reporting period is considered an evaluation of the pupil's status at the time (for example, the final mark in a semester course is an evaluation of the pupil's status as of the close of the semester; not an average of two nine-week marks).
4. Teachers may exercise professional judgment in distributing marks. Marks are not expected to be distributed on a normal curve.

### Reconsideration of Grades/Marks

Questions raised concerning duly assigned grades will be resolved cooperatively in a conference which includes the teacher(s) involved and the Principal. In the event a grade is questioned by parents or students, the parents/guardians and/or student may be included in the conference.

Failure to resolve the issue will result in a second conference involving the Superintendent or designee and the participants in the initial conference described above. The grades designated by teachers will not be changed unilaterally by the Superintendent unless the Superintendent determines that the grade is not consistent with the requirements of law, Board policy, or the best interests of the District.

## Article 6 – Academic Matters

Reduced Credit. Some students in certain situations may qualify for less than the number of credits normally granted for a course. If a student is excessively absent from a class for any particular reason, a teacher may request reduced credit. All cases of reduced credit should be approved by the Principal.

Reports to Parents. Grades and credit are assigned on a quarter (9 weeks) or semester basis (18 weeks). Reports are made available to parents at the close of each nine weeks during the school year; the reporting periods are referred to as first quarter, first semester, third quarter, and second semester.

The grade reports are produced from information supplied by teachers and distributed to students at school or are mailed to parents.

All term or mid-quarter grades are calculated on a cumulative basis; i.e., the grade given at the end of the first quarter represents an evaluation of work done during that quarter, and the grade given at the close of the semester represents an evaluation of all the work done during the entire 18 weeks.

The end-of-quarter and end-of-semester reports are directed to parents, not to students. Students probably know quite well how they stand in such areas as citizenship, attitude, cooperation, attendance, preparation of assignments, etc. The parents do not have this knowledge. If any such factors have significant bearing on the student's grades or their relationship with teachers, notes should be sent to parents. Arrangements will be made to place these teacher-written notes with the grade report forms. The notes may call attention to deficiencies, faults, or failures; or they may be commendatory in nature. If carefully prepared, they can be most valuable. Parents need to have information about areas of strengths and areas needing improvement and progress being made by their child. For their instruction, and for our ultimate well-being, if and when problems arise, it is essential that the reports be as informative as possible. Teachers should, in all cases, plan to keep on file duplicate copies of the notes which are made available to parents.

Please accept, cooperatively and professionally, the responses that parents may make subsequent to the distribution of term or mid-quarter reports. Parents are not always helpful or reasonable under these circumstances but they do need information and direction. Please encourage parents to discuss their student-centered problems with you and give them all possible assistance.

Mid-Quarter Progress Reports To Parents. Mid-quarter progress reports are prepared at or near the middle of the fourth and the thirteenth weeks of each semester. These reports will be mailed to all parents.

### Section 5 **Parent-Teacher Conferences**

Parent-Teacher conferences are a critical opportunity for teachers to dialogue with parents (or guardians) of students regarding student achievement and learning. To this end, Parent-Teacher conferences will be scheduled and held during the school year each semester. Teacher attendance at Parent-Teacher conferences is mandatory. A teacher may only be excused from

## Article 6 – Academic Matters

attendance at Parent-Teacher conferences in writing by the Superintendent. The schedule setting forth the dates and times for the Parent-Teacher conferences for the school years is as follows:

[Insert Parent-Teacher Conference Schedule]

Teachers are expected to be prepared for such conferences. Being prepared includes having completed grade books which include all student assignments, work or tests completed within five (5) days of the date of the Parent-Teacher conference.

## **Article 7 – USE OF SCHOOL FACILITIES AND EQUIPMENT**

### **Section 1 Drug-Free Workplace (Policy No. 4020)**

#### **ALCOHOL AND ILLICIT DRUG USE PROHIBITED**

The board of education expressly prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by school employees, volunteers, and students on school property or at any school sponsored event or activity. Any employee, volunteer, or student found to be under the influence of alcohol or illegal drugs while on school property or at a school sponsored event or activity will be subject to disciplinary measures. Also, the board authorizes the district school administrators or their representatives to discipline employees, volunteers, or students, consistent with pertinent state and federal law, for any violations of this policy. Discipline for employees may extend to a recommendation for dismissal. While the board does not sponsor directly rehabilitative services, it reserves the right to require that any disciplined employee undergo rehabilitation as a condition of continued employment. Discipline for students may include suspension, expulsion, and/or a referral to a rehabilitative agency. Information on area agency rehabilitative services may be obtained from any of the school counselors.

The board will carry out and support curricular materials and activities that teach about the harmful effects of alcohol and illegal drugs and serve as prevention and intervention programs.

Finally, the board directs that this policy be included in all staff and student handbooks and that this policy be posted in staff lounges and workrooms.

### **Section 2 Smoke and Tobacco-Free Workplace (Policy No. 4021)**

In order to promulgate a healthy environment for students and staff and to encourage healthy behaviors in students, it is the board's policy that there will be no tobacco use in any school building or school vehicles at any time. Furthermore, in a like manner, tobacco use is prohibited on school grounds at all times. This regulation applies to all students, staff, patrons, and visitors.

### **Section 3 Weapon-Free Workplace**

The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any teacher found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The term "weapon" means an instrument or object used, or which may be used, as a means of attack, defense, or destruction, including, without limitation:

1. Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
2. The frame or receiver of any object described in the preceding example;
3. Any firearm muffler or silencer;
4. Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device;
5. Any bludgeon, sandclub, metal knuckles, or throwing star;

## Article 7 - Use of School Facilities and Equipment

6. Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2-1/2 inches or more is a prohibited weapon. A switch-blade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
7. Any electronic device designed to discharge immobilizing levels of electricity, such as a stun gun; and
8. A teacher may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes and it shall not be considered as possession of a weapon. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. A teacher who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action.
9. A teacher may possess an item which may be considered a weapon where such item is used for instructional purposes and the teacher has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed.
10. Any other object that is designed for or intended for use as a destructive or injurious device.

The phrase "possession of a weapon" includes, without limitation, a weapon in a teacher's personal possession or within reach (such as in the teacher's vehicle), as well as in a teacher's desk, locker, briefcase, backpack, or purse.

### **Section 4 Internet Usage Information & Requirements (Policy No. 4043)**

The faculty at School District 145 utilize Internet access to supplement the curriculum. Students will not be able to randomly search the internet. Teachers will provide direct explicit instruction and will supervise students when the Internet is being used. Teachers need to follow the provisions of Board Policy 4043 in regards to appropriate use.

#### Administrative Regulations for Board Policy 4043

District 145 uses content filtering and protection measures, which blocks and/or filters Internet access to prevent access to certain Internet sites that are not in accordance with the policies of the District.

The filtering measures that block or filters Internet access may be disabled by an authorized staff member for bona fide research purposes or for specific sites if recommended by a District administrator or approved by a District technology staff member. An authorized District technology staff member may override these protection measures to provide access to a site for a

## Article 7 - Use of School Facilities and Equipment

student, during which time the student will be monitored directly by the authorized staff member or designee.

Any issues with the content filtering systems need to be brought to the attention of the administration, or the District Technology Director. These filtering systems are not guaranteed to filter all content that is not in line with the policies and educational goals of District 145, therefore all Internet use is at the liability of the user.

### **Objections to Internet Protection Policies:**

An individual who has been granted access to the Internet and desires to access an Internet site that is not compliant with board policy may challenge the enforcement of the policy according to the following procedures:

Internet site review requests should be directed to a member of the District technology staff in writing for consideration. If it is determined that the site has educational purpose, the site may be unblocked or a change may occur in the filter of that site. The educational validity of the site is subject to the review of the Technology Director and/or administration.

If deemed appropriate for educational or work-related purposes, the Technology Director or designee will unblock the site. Challenges to the application or enforcement of Internet Safety Policy that cannot be resolved will be addressed through the District 145 administrators and the established grievance procedures.

### **Regulations for District 145 staff receiving a laptop computer or other technology device:**

Laptop computers, I-pad, I-pod, or other mobile device will herein be referred to as a "technology device." The technology device assigned to a staff member is to be utilized to support all school related activities. The technology device must accompany the staff member to school every day that school is in session. The technology device can leave school with the staff member but must return the following school day.

The staff member is responsible for the safety and security of the assigned technology device at all times. The technology device shall be secured in a locked drawer, office, cabinet, or closet when not in use before, during or after the school day. The staff member accepts the responsibility if the assigned technology device is left in a vehicle in which theft or damage from temperature extremes could occur.

The assigned technology device is the property of District 145 and will be managed by the Technology Department. The technology device shall be labeled for the purpose of property identification. The tag will not be removed for any reason.

The assigned technology device will need periodic upgrades and/or repairs that will be performed by the Technology Department. The technology device shall not be used by an

## Article 7 - Use of School Facilities and Equipment

unknown or unauthorized person. All contents of technology device can be accessed at any time necessary by the Technology Department or Administration.

If software/hardware problems arise, the laptop/computer may need to be restored to its original settings, which may result in all work files lost during the restore process. The employee will maintain backups of all files to an external device or file server. All files housed on the technology device are the property of District 145 and may be accessed by the Technology Department or Administration at any time.

The employee may be responsible for any costs that can be attributed to negligence, intentional misuse, carelessness, or the loss of the technology device and/or all peripheral items. Vandalism is defined as any willful or malicious act of destruction or an attempt to harm or destroy any hardware, software or data belonging to District 145 or another user. This includes uploading or creation of computer viruses. Vandalism will result in the employee paying for repair and/or technician time to restore the technology device to previous conditions.

It is expected that each employee assigned a technology device understands the responsibility for following and abiding by policies and regulations at all times while using any technology device. Upon resignation from the District, the assigned technology device will be returned to the Technology Department in working order and all files will be removed prior to reassignment in the District.

### **Section 5      Use of School Facilities (Policy No. 4040)**

Teachers will be issued keys to the school. Teachers shall not lose their keys and shall not allow others to have access to or to use their keys. Teachers are permitted to have access to school facilities during non-school time provided such access is for work-related purposes. When teachers leave the building, they are to close all windows, lock their classroom door, and make sure that the entry door is fully closed and locked. This is especially important when teachers are using the school facilities prior to the beginning of the school year and during any weekend or evening usage.

School property is to be used for approved work-related purposes and not for personal purposes or for personal gain or benefit. Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.), and school postage is to be for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, should not be removed for non-school use without approval from the administration.

### **Section 6      Care of School Property**

Teachers are responsible for the proper care of all books, equipment, computers, supplies and furniture supplied by the school. If an item is in need of maintenance or repair, report it to the Principal. If you learn that a student has damaged school property or equipment, or if you are responsible for damage to school property, promptly report it to the Principal so the item may be replaced or repaired (if possible) and appropriate responsibility for the cost of replacement or repair may be determined.

## Article 7 - Use of School Facilities and Equipment

### Section 7 **Use of Cell Phone**

Teachers shall not use personal cell phones for any non-school purpose during teacher duty time.

### Section 8 **Salespersons**

Teachers need not allow, and should not permit, any salesperson or representative or agent of any commercial enterprise to contact the teacher while engaged in the teacher's duties. Teachers shall not use time for which the teacher is on duty or paid by the District to engage in any activity for personal financial profit.

### Section 9 **Security of Desks and Lockers**

Offices, teacher desks, lockers, file cabinets and other such storage devices ("storage devices") are owned by the school and are to be properly cared for and maintained. The school exercises exclusive control over school property and reserves the right search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file. School-related documents or records must remain readily available to administration and other appropriate school staff.

The District is not responsible for any personal property teachers may bring to school. Teachers are cautioned not to bring large amounts of money or items of significant value to school.

### Section 10 **Video Surveillance**

School District #145 is monitored by security systems. Information gathered through use of the security cameras can and will be used in the investigation of incidents that occur on school grounds. School officials may access and review videotapes from the security cameras as they deem necessary.

### Section 11 **Recording of Others (Policy No. 1102)**

To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted, (2) by authorized staff for purposes of child welfare (for example, to record images of injuries to students caused or believed to be caused by another person), or (3) the Superintendent or Superintendent's designee. This prohibition applies to all persons, including staff, students and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

## Article 7 - Use of School Facilities and Equipment

### Section 12 **Bulletins and Announcements**

Each teacher shall be responsible for completing appropriate bulletin boards regarding curriculum related matters in their classroom and designated locations through the school building.

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. Posters are not to be attached to any painted wall surfaces. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

### Section 13 **Copyright and Fair Use Policy** (Policy No. 6800)

All district staff shall adhere to the provisions of the federal copyright law and maintain high ethical standards in using copyrighted materials. Persons securing permission, licenses, or entering into other contractual arrangements shall maintain adequate records regarding the use of copyrighted materials. The district shall provide no legal support to any employee who violates the copyright law. Willful infringement of this law by students or staff may result in disciplinary action.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright.

### Section 14 **Lost and Found**

Teachers who find lost articles are asked to take them to the office, where the articles can be claimed by the owner.

### Section 15 **Safety** (Policy No. 6360)

#### Safety Program and Safety Committee

The District has established safety committees and safety plans, including plans and procedures to address emergency and crisis situations. Teachers are expected to be familiar with and to comply with these plans. These plans may be obtained for review or copy from the Principal or the Superintendent.

The District also has a safety committee to address employee accidents, injuries and work place conditions. A representative from each bargaining group plus representatives appointed by administration serve on the committee. If you have a desire to serve on the committee, you should contact the President of the teachers' association. Teachers can make suggestions and/or report concerns to the safety committee in the following ways: (1) contact the teachers' association representative of the safety committee, (2) contact the President of the teachers' association, or (3) contact the Safety Committee in care of the Superintendent.

#### Safety Practices

## Article 7 - Use of School Facilities and Equipment

Guidelines for safe work practices which teachers should follow include the following:

1. Never stand on chairs, counters, tables, etc. Only use step stools, ladders and locking stools to stand, climb, etc., to reach high places, put things on bulletin boards, etc.
2. Always wear protective equipment (i.e., goggles, aprons, gloves, and ear protection).
3. Wipe up spills or report promptly to appropriate personnel. DO NOT assume someone else will do it.
4. Be aware of your surroundings. Pick up clutter, keep your work area or room clean and free of clutter, debris, etc.
5. Identify and report all hazards (i.e., broken equipment, broken or uneven floor surfaces, non-operating tools, windows, doors, etc.). Follow up if not repaired.
6. Do not use equipment if you are not familiar with it or operate machinery without proper training.
7. Do not carry heavy or bulky objects. Get a cart, dolly or assistance. Know how to properly lift.
8. Report any injuries or medical problems to your supervisor immediately and complete the employee accident report.
9. Wear seatbelts when in vehicles where provided.
10. Do not do repetitive tasks for long periods of time (i.e., keyboarding, dipping cookies, cutting out things, filing, typing, etc.). Take breaks, learn and do stretching exercises, etc. Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal.

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

### Use of Personal Vehicles

Teachers who drive school vehicles or volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. Teachers will be provided a Driver's Certification form to verify this information and to be given instruction on emergency evacuation and first aid. Teachers who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices, including use of seat belts by all occupants, and are responsible for any injury or accident. Teachers are not to use cell phones while driving a school vehicle or while transporting children.

### Accidents

Every accident which results in a personal injury must be reported to the Principal immediately. In the event the injury involves a student, the teacher responsible for the student either as teacher, coach or sponsor is responsible for making the report. If the injury occurs in the presence of the teacher, the teacher is also responsible for making a report.

## Article 7 - Use of School Facilities and Equipment

### Workers Compensation

Teachers are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork.

## **Article 8 – STATE AND FEDERAL PROGRAMS**

### **Section 1 Notice of Nondiscrimination (Policy No. 4010)**

The School District #145 does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected category in admission or access to, or treatment of employment, in its programs and activities. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Local complaint or grievance procedures are provided for by the District and set forth in this handbook. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender), Title VI (discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin) or Section 504 (discrimination, harassment or failure to accommodate a disability). Complaints are to be filed with the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights in the U.S. Department of Education (OCR)  
One Petticoat Lane  
1010 Walnut Street, 3rd Floor, Suite 320  
Kansas City, Missouri 64106  
(816) 268-0550; Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

The U.S. Equal Employment Opportunity Commission (EEOC)  
Gateway Tower II  
400 State Avenue, Suite 905  
Kansas City, KS 66101  
(800) 669-4000; TTY: (800) 669-6820; Fax (913) 551-6957

A publication provided by the federal government concerning rights of non-discrimination is attached as Appendix “D” to this handbook.

### **Section 2 Designation of Coordinators (Policy No. 4010)**

Any person having inquiries concerning the District’s compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinator is

Article 8 – State and Federal Programs

School District #145, Box 426, Waverly, NE 68462; phone number (402) 786-2321.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin; harassment	Superintendent
Title IX	Discrimination or harassment based on sex; gender equity	Superintendent
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Superintendent
Homeless student laws	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

**Section 3 Anti-discrimination & Harassment Policy (Policy No. 4010)**

**ZERO TOLERANCE FOR HARASSMENT**

School District 145 – Waverly is committed to offering employment based on ability and performance, in a productive climate, free of discrimination. Harassment of any kind by supervisors or co-workers will not be tolerated. In addition, School District 145 – Waverly will protect employees in the workplace.

In general, ethnic or racial slurs, jokes or other verbal or physical conduct relating to a person’s race (including skin color, hair texture and protective hairstyles), color, age, sex, national origin, religion, marital status, or disability constitute harassment when they unreasonably interfere with the person’s work performance or create an intimidating work environment.

Sexual harassment by members of the same or opposite sex has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or other physical and verbal conduct of a sexual nature by supervisors or others in the workplace.

Sexual harassment may also exist when co-workers (or non-employees, such as vendors and clients) engage in such conduct, when the conduct unreasonably interferes with an employee’s work performance or creates an intimidating, hostile, or offensive work environment.

If an employee believes that he/she is being harassed by another employee, supervisor, or any other person in connection with his/her employment, he/she should bring the incident to the attention of his/her supervisor. If that would prove to be uncomfortable or the employee is not

## Article 8 – State and Federal Programs

satisfied with his/her supervisor's handling of the complaint or feel more comfortable bypassing his/her supervisor, the matter should be brought to the attention of the principal.

If the employee is still not satisfied with the handling or outcome of the complaint, or he/she feels more comfortable bypassing the other steps, the matter should be taken to the Superintendent. School District 145 – Waverly will promptly investigate all allegations of harassment in as confidential manner as possible and take appropriate corrective action if warranted.

Under no circumstances will a supervisor be allowed to threaten or retaliate against an employee who alleges harassment.

For more information refer to Board Policy 4010.

### **Section 4 Grievance Procedure for Persons with a Disability**

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment or failure to provide reasonable accommodations to persons with a disability. The following grievance procedure shall be used for resolution of complaints of alleged violations of the ADA or Section 504:

1. Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the Complainant's disability prevents such, in which event the Complaint can be made verbally.
2. Complaints shall set forth: (a) the name of the Complainant, (b) the address and telephone number or other such information sufficient to enable the Coordinator to contact the Complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the Complainant.
3. Complaints shall be investigated by the Coordinator or the Coordinator's designee. Investigations shall be thorough, but informal, and the Complainant shall be given a full opportunity to submit evidence relevant to the complaint.
4. The Coordinator shall make a decision on the Complaint within thirty (30) days of the filing of the Complaint, unless such time period is extended by agreement with the Complainant or a longer period is reasonably necessitated by the circumstances. The decision shall be made in writing, shall set forth the Coordinator's proposed resolution of the Complaint, and shall be forwarded to the Complainant.
5. The Complainant shall have ten (10) days from the date the Coordinator's decision is sent to the Complainant to accept or reject the Coordinator's proposed resolution. The Complainant shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period.
6. In the event the Complainant rejects the proposed resolution, the Complainant shall be given the opportunity to file a request for reconsideration within ten (10) days from the date the Coordinator's decision is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. Upon receipt of the request for reconsideration, the Coordinator shall promptly forward the

Article 8 – State and Federal Programs

request for reconsideration and all evidence received by the Coordinator in connection with the Complaint to a third person for review (either an administrator or other employee of the District, or members of the Board of Education or Committee of the Board).

7. A decision on the request for reconsideration shall be made within ten (10) days after the request for reconsideration was filed unless the Board or Committee of the Board is the reviewer, in which event the decision shall be made within thirty (30) days of the filing of the request for reconsideration, unless such time period is extended by agreement with the Complainant or a longer period is reasonably necessitated by the circumstances.

Legal Reference:	Title VI, 42 U.S.C. § 2000d, Title VII, 42 U.S.C. § 2000e, Title IX; 20 U.S.C. § 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. §48-1101 et seq. Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. §621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. §48-1001 et seq.; Americans with Disabilities Act (ADA), 42 U.S.C. § 12101 et seq. Section 504 of the Rehabilitation Act of 1973 (Section 504) Pregnancy Discrimination Act, 42 U.S.C. § 2000e(k) Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. § 4301 et seq. Neb. Rev. Stat. § 79-2,115, et seq
------------------	---

**Section 5 Confidentiality of Student Records (FERPA) (Policy No. 5026)**

Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. Schools must have written permission from the parent or guardian to release any information from a student’s education record. Educators shall “keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law”.

A file relating to a student shall exist. All materials placed in the student’s file and originating with the school district shall be available to the student and his/her parent or guardian on request for inspection in the presence of the person(s) responsible for keeping the files.

The student shall have the right to answer any material filed and the answer shall be submitted to the person(s) responsible for keeping the files, who shall attach to it all file copies.

Test results and records prepared by any department shall be made available to principals and to the superintendent in a confidential manner.

**Section 6 Disclosure of Student Information to Military Recruiters and Colleges (Policy No. 5016)**

The District will provide access to routine directory information to each student in a high school grade upon request made by a military recruiter, unless the student’s parent or guardian has submitted a written request that the student’s information not be shared with a military recruiter.

## Article 8 – State and Federal Programs

The District will provide military recruiters with the same access to a student in a high school grade as the District provides to postsecondary educational institutions or to prospective employers of such students.

If a parent or guardian does not want his or her student's information to be provided to a military recruiter, the parent must submit a written request to the Superintendent.

### **Section 7 Disclosure of Staff Qualifications**

At the beginning of each school year, upon the request of a parent, if the District receives Title I funding, the District will notify the parents of information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- (A) Whether the student's teacher—
  - (i) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - (ii) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - (iii) is teaching in the field of discipline of the certification of the teacher.
- (B) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

### **Section 8 Student Privacy Protection**

Federal law requires the District to protect the privacy of students. Further information about student privacy and the District's policies with regard to student privacy are found in Board policy and in the student handbook. In general, employees are expected to comply with these provisions of the ESSA and related Board policy, as follows:

1. Student surveys created by and administered by either the United States Department of Education or a third party (a group or person other than the District)—give parent/guardian the opportunity to inspect the survey upon request before the survey is administered or distributed to the students;
2. Student surveys which involve "sensitive" matters—make suitable arrangements to protect student privacy (that is, do not include the name or other identifying information about a particular student) and give parents and family members the opportunity, in advance, to "opt-out" their child from the survey. Sensitive matters include:
  1. Political affiliations or beliefs of the student or the student's parent;
  2. Mental or psychological problems of the student or the student's parent;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating or demeaning behavior;
  5. Critical appraisals of other individuals with whom the student has close family relationships;
  6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
  7. Religious practices, affiliations, or beliefs of the students or the student's parent;

## Article 8 – State and Federal Programs

8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
3. Instructional materials—permit parents and family members upon reasonable request to inspect any instructional material used as part of the educational curriculum for their child. The term “instructional materials” does not include academic tests or academic assessments for purposes of this parent inspection requirement. If you receive such a request, direct the parent to contact your building principal and also inform the building principal yourself about the request to get instructions.
4. Collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information—the District policy is to not gather such information for such purposes.

### Mental Health Assessment or Service

The District shall obtain informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under the Every Student Succeeds Act (“ESSA”). Before obtaining the consent, the District shall provide the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.

## **Section 9 Parental and Family Involvement**

### General - Parental/Community Involvement in Schools

The District’s policy is to welcome parental and family involvement in the education of their children. As a part of this policy, employees are expected to:

1. provide parents and family members timely information about their child’s progress, including use of quarterly report cards, active and constructive attendance at parent-teacher conferences, and more frequent parent contacts where warranted by the student’s academic and behavioral needs;
2. make textbooks, completed tests and other curriculum materials available for review by parents and family members upon request;
3. permit parents and family members access to their child’s records according to law and school policy;
4. encourage parents and family members to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher, counselor or administrator, provided that such parent attendance be educationally appropriate and not disruptive to the educational program;
5. assure that testing occurs to assure proper measurement of each child’s educational progress and achievement;
6. permit parents and family members to excuse their child from testing, classroom instruction and other school experiences when possible and educationally appropriate;
7. notify parents and family members of student surveys in accordance with district

## Article 8 – State and Federal Programs

- policy, obtain parental permission for surveys where required by District policy or law, and allow parents and family members to opt-out of such surveys in accordance with District policy and law; and
8. encourage parents and family members to express their concerns, share their ideas and advocate for their child's education.

### Title I Parental and Family Engagement (Policy No. 6410)

The written District Parent and Family Engagement Policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.

- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.

- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.

- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.

- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.

- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

## Article 8 – State and Federal Programs

- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

The District has a separate policy established pursuant to federal law relating to parental and family engagement applicable to parents and family members of children enrolled in Title I programs. The policy requires that parents and family members of Title I children have been given the opportunity to participate in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—(A) that parents and family members play an integral role in assisting their child’s learning; (B) that parents and family members are encouraged to be actively involved in their child’s education at school; (C) that parents and family members are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in the parental and family engagement policy. Employees are expected to comply with the Title I parental and family engagement policy.

### **Section 10 Homeless Students (Policy No. 5060)**

Federal law requires that homeless students not be stigmatized or segregated on the basis of their status as homeless. Homeless children generally include children who lack a fixed, regular, and adequate nighttime residence. The Superintendent serves as the District’s designated Homeless Coordinator and should be contacted for questions relating to a homeless student.

### **Section 11 Breakfast and Lunch Programs (Policy No. 3120)**

The District participates in the National School Lunch Program. Teachers are expected to keep information about the participation of students in the program confidential.

### **Section 12 Confidentiality of Protected Health Information**

It is the policy of the District to develop and implement all necessary practices, policies, and procedures to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) where and to the extent applicable and to maintain the privacy of protected health information (PHI), as that term is defined by HIPAA, that it receives, obtains, or transmits for employees and students. The District designates the Superintendent as its HIPAA privacy officer. Student and employee records containing PHI shall be accessible only to those who require such information to carry out their duties.

# Appendix E

## 2022-2023 SCHOOL DISTRICT 145



August '22							September '22							October '22						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

November '22							December '22							January '23						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30	31				

February '23							March '23							April '23						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4				1	2	3	4							1
5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

May '23							June '23							July '23						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

\*Scheduled indement weather dates for students are May 19, 22, 23

\*Additional teacher contract days if necessary for indement weather are May 22, 23, 24

	Start Time	Dismissal Time	12pm Dismissal (Dec 22 & Last Day)	Late Start (2hr delay)
<b>Eagle</b>	8:10	3:10	11:25	10:10
<b>Hamlow</b>	8:25	3:20	11:40	10:25
<b>WIS</b>	8:30	3:30	11:50	10:30
<b>MS</b>	8:25	3:25	11:45	10:25
<b>HS</b>	8:40	3:40	12:00	10:40

On Wednesdays, the HS will begin at 9:00 and end at 3:40.

- No School for Students
- Early Dismissal
- 12pm Dismissal
- No Students K-5 Only

Quarter	Ends	Days	Semester	Teacher
1st	Oct. 12	43		
2nd	Dec. 22	43.5	86.5	93.5
3rd	Mar. 8	43		
4th	May. 19	44.5	87.5	92.5
Total		174	174	186

### District Calendar

#### August

- 8-Teacher Welcome Back
- 9-Teacher District PD, Building PD
- 10-Teacher Work day in buildings
- 11-Elementary Plan Day
- 11-6th and 9th Graders First Day of School
- 12-Students First Day K-12

#### September

- 5-Labor Day; No School
- 23-No School; Teacher In-Service K-12

#### October

- 13-No School; Teacher In-Service K-12
- 14-No School; Teacher Comp Day

#### November

- 8-No School
- 23-25 No School
- 28-Teacher In-Service Day
- No School K-12 students

#### December

- 22-Students and Staff 12 p.m. Dismissal
- 23-30 No School
- 23-27 NSAA Moratorium

#### January

- 2-No School
- 3-No School; Teacher In-Service K-12
- 16-No School

#### February

- 16-No School for K-5
- Elementary Plan Day
- 17-No School; Teacher Comp Day
- 20-No School; Teacher In-Service K-12

#### March

- 9-10 No School
- 13-No School
- 14-No School; Teacher In-Service K-12

#### April

- 7-No School
- 10-No School

#### May

- 18-Student's Last Day 12 p.m. dismissal
- 19-Teacher Work day (1/2 Day)
- 21-Graduation

Including Communities of Alvo, Eagle, Prairie Home, Walton, and Waverly  
P.O. Box 426 Waverly, NE 68462 [www.district145.org/calendars](http://www.district145.org/calendars)

**RECEIPT OF 2022-2023 TEACHER HANDBOOK  
OF SCHOOL DISTRICT #145**

This signed receipt acknowledges receipt of the 2022-2023 Teacher Handbook of School District #145. This receipt acknowledges that it is understood that I am to read and be familiar with the handbook, that I understand the handbook contains a disclaimer of contract and that I understand that the handbook includes the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination.

Date: \_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature

Return to:

Dr. Cory Worrell, Superintendent  
School District #145  
14511 Heywood Street  
PO Box 426  
Waverly, Nebraska 68462

**2022-2023**  
**Classified Employees Handbook**  
**School District #145**  
**Table of Contents**

**Foreword**

		<b>Page</b>
<b>Section 1</b>	<b>Intent of Handbook</b>	<b>1</b>
<b>Section 2</b>	<b>Board of Education Goals</b>	<b>2</b>
<b>Section 3</b>	<b>School Mission Statement</b>	<b>2</b>
<b>Section 4</b>	<b>Members of the Board of Education</b>	<b>3</b>
<b>Section 5</b>	<b>Administrative Staff</b>	<b>3</b>

**Article 1 – School Calendar and Schedules**

		<b>Page</b>
<b>Section 1</b>	<b>School Calendar</b>	<b>4</b>
<b>Section 2</b>	<b>Severe Weather and School Cancellations</b>	<b>4</b>

**Article 2 – Employment, Compensation and Benefits**

		<b>Page</b>
<b>Section 1</b>	<b>Employment</b>	<b>5</b>
<b>Section 2</b>	<b>Assignments</b>	<b>5</b>
<b>Section 3</b>	<b>Personnel File</b>	<b>5</b>
<b>Section 4</b>	<b>Grievances and Complaints</b>	<b>6</b>
<b>Section 5</b>	<b>Compensation</b>	<b>6</b>
<b>Section 6</b>	<b>Benefits</b>	<b>7</b>
<b>Section 7</b>	<b>Payroll and Payroll Deductions</b>	<b>7</b>
<b>Section 8</b>	<b>Expense Reimbursement</b>	<b>7</b>
<b>Section 9</b>	<b>403(b) Salary Reduction Agreements</b>	<b>8</b>
<b>Section 10</b>	<b>Overtime</b>	<b>8</b>

**Article 3 – Absences from Work**

		<b>Page</b>
<b>Section 1</b>	<b>Absence Procedures</b>	<b>10</b>
<b>Section 2</b>	<b>Paid Leave - Sick and Personal Leaves</b>	<b>11</b>
<b>Section 3</b>	<b>Payroll Deductions for Absences in Excess of Paid Leave</b>	<b>11</b>
<b>Section 4</b>	<b>Leaves of Absence</b>	<b>11</b>
<b>Section 5</b>	<b>Unpaid Leaves</b>	<b>11</b>
<b>Section 6</b>	<b>Jury Duty Leave</b>	<b>11</b>

<b>Section 7</b>	<b>Family and Medical Leave</b>	<b>12</b>
<b>Section 8</b>	<b>Military and Family Military Leave</b>	<b>12</b>
<b>Section 9</b>	<b>Adoption Leave</b>	<b>13</b>
<b>Section 10</b>	<b>Subpoena to Testify Leave</b>	<b>13</b>
<b>Section 11</b>	<b>Voting Leave</b>	<b>14</b>

#### **Article 4 - Duties and Responsibilities**

		<b>Page</b>
<b>Section 1</b>	<b>Hours of Work &amp; Meetings</b>	<b>15</b>
<b>Section 2</b>	<b>Arrival to Duty Assignments</b>	<b>15</b>
<b>Section 3</b>	<b>Leaving School</b>	<b>15</b>
<b>Section 4</b>	<b>School Procedures</b>	<b>15</b>
<b>Section 5</b>	<b>Supervision of Students</b>	<b>16</b>
<b>Section 6</b>	<b>Dispensing Medication</b>	<b>18</b>
<b>Section 7</b>	<b>Reporting Child Abuse</b>	<b>19</b>

#### **Article 5 – Personal and Professional Conduct**

		<b>Page</b>
<b>Section 1</b>	<b>Ethics Standards</b>	<b>20</b>
<b>Section 2</b>	<b>Role Model</b>	<b>23</b>
<b>Section 3</b>	<b>Professional Boundaries</b>	<b>23</b>
<b>Section 4</b>	<b>Relationships</b>	<b>25</b>
<b>Section 5</b>	<b>Civility</b>	<b>25</b>
<b>Section 6</b>	<b>Notification of Arrest, Etc.</b>	<b>26</b>
<b>Section 7</b>	<b>Evaluations</b>	<b>27</b>
<b>Section 8</b>	<b>Employee Complaints or Concerns</b>	<b>27</b>
<b>Section 9</b>	<b>Attire</b>	<b>28</b>
<b>Section 10</b>	<b>Outside Employment</b>	<b>28</b>
<b>Section 11</b>	<b>Employee Fundraising</b>	<b>28</b>

#### **Article 6 - Use of School Facilities and Equipment**

		<b>Page</b>
<b>Section 1</b>	<b>Drug-Free Workplace</b>	<b>30</b>
<b>Section 2</b>	<b>Smoke and Tobacco-Free Workplace</b>	<b>30</b>
<b>Section 3</b>	<b>Weapon-Free Workplace</b>	<b>30</b>
<b>Section 4</b>	<b>Use of District Computer Network, Internet and Social Media</b>	<b>31</b>
<b>Section 5</b>	<b>Use of School Facilities</b>	<b>35</b>
<b>Section 6</b>	<b>Care of School Property</b>	<b>35</b>
<b>Section 7</b>	<b>Use of Cell Phone</b>	<b>36</b>
<b>Section 8</b>	<b>Salespersons</b>	<b>36</b>
<b>Section 9</b>	<b>Security of Desks and Lockers</b>	<b>36</b>
<b>Section 10</b>	<b>Video Surveillance</b>	<b>36</b>
<b>Section 11</b>	<b>Recording of Others</b>	<b>37</b>
<b>Section 12</b>	<b>Bulletins and Web Page</b>	<b>37</b>

<b>Section 13</b>	<b>Copyright and Fair Use Policy</b>	<b>37</b>
<b>Section 14</b>	<b>Lost and Found</b>	<b>38</b>
<b>Section 15</b>	<b>Safety</b>	<b>38</b>

**Article 7 - State and Federal Programs**

		<b>Page</b>
<b>Section 1</b>	<b>Notice of Nondiscrimination</b>	<b>41</b>
<b>Section 2</b>	<b>Designation of Coordinators</b>	<b>41</b>
<b>Section 3</b>	<b>Anti-discrimination &amp; Harassment Policy</b>	<b>42</b>
<b>Section 4</b>	<b>Grievance Procedure for Persons with a Disability</b>	<b>43</b>
<b>Section 5</b>	<b>Confidentiality of Student Records (FERPA)</b>	<b>44</b>
<b>Section 6</b>	<b>Disclosure of Student Information to Military Recruiters and Colleges</b>	<b>44</b>
<b>Section 7</b>	<b>Breakfast and Lunch Programs</b>	<b>44</b>
<b>Section 8</b>	<b>Confidentiality of Protected Health Information</b>	<b>44</b>

**Appendixes**

<b>Appendix A</b>	<b>COBRA Notice</b>	<b>A-1</b>
<b>Appendix B</b>	<b>FMLA Notice</b>	<b>B-1</b>
<b>Appendix C</b>	<b>EEOC Notice</b>	<b>C-1</b>
<b>Appendix D</b>	<b>Fair Labor Standards Act</b>	<b>D-1</b>
<b>Appendix E</b>	<b>School Calendar</b>	<b>E-1</b>
<b>Appendix I</b>	<b>Classified Pay Scales</b>	<b>I-1</b>

**Receipt of Handbook**

## **FOREWORD**

### **Section 1                    Intent of Handbook**

Welcome to School District #145. This handbook is intended to be used by classified employees to provide general information about the District and to serve as a guide to the District's policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to "classified employees" are intended to apply to all staff who are not required by their position to hold a teaching or administrative certificate.

Each classified employee is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment, including your employment contract and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists, state or federal law, the negotiated agreement, and Board policies and regulations adopted after this handbook, will control.

This handbook does not create a "contract" of employment. Classified employee positions and assignments may be ended or changed on an "at will" basis notwithstanding anything in this handbook or any other publication or statement, except for a contract approved by the Board of Education.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the District. In the event that a staff member does not understand a provision of this Handbook, it is the staff member's responsibility to seek the administration's interpretation of such provision.

This handbook will be in effect for the 2022-2023 and subsequent school years unless replaced by a later edition.

## **Section 2 Board of Education Goals**

- Develop positive relationships with our students by staying engaged and visible within our community, while acknowledging community involvement contributing to student success.
- Emphasize attention to building improvements and maintenance of our school facilities to assure safety and security for our building, students, and staff.
- Maintain cash reserve strength while adhering to budgeting limitations and parameters.
- Recruit and attract quality staff as that need develops over the next few years.
- Reduce paperwork for parents, patrons, and staff.

## **Section 3 School Mission Statement**

Welcome to School District #145. The Board of Education, administration and staff are committed to providing an environment where every child can grow and learn in a positive environment.

The mission of School District #145 is to provide its students with equitable opportunities for an essential education in an efficient manner. An essential education is one that enables students to reach the following outcomes:

- Proficient in meeting the State's academic content standards and essential learnings and such additional standards as are established by the Board of Education
- Successful at each educational level and in transitioning between those levels from early childhood through postsecondary education and/or career entry
- Effective in functioning in and contributing to our culturally diverse democratic society

The District seeks to satisfy this mission by developing and maintaining:

- Qualified and competent administrative, teaching, paraprofessional, and operational staff;
- Integrated, planned curriculum that prepares students to achieve state standards and such additional standards as are established by the Board of Education and to reach the student outcomes identified above;
- Comprehensive support programs and services that meet the diverse needs of students;
- Safe, clean and supportive facilities and learning environments;
- Implementation of a curriculum that meets the following:
  - Is based on state standards and such additional standards; as are established by the Board of Education;
  - Is appropriate for the developmental level of the students;
  - Addresses diverse learning needs;
  - Instills a passion for learning and the importance of life-long learning;
  - Develops problem solving and critical thinking skills, decision making skills, data gathering, and critical use of information;
  - Develops expected work ethics, as well as group participation and leadership

- skills;
  - Incorporates character education and multicultural education, including respect for diversity;
  - Provides for application of technology in all learning areas;
  - Provides access to advanced courses; and
  - Is organized in a schedule that is functional and meets student needs in all curriculum areas.
- Providing a supportive learning environment which includes:
  - a welcoming and inviting environment that is emotionally safe, nurturing, supportive, and disciplined; that promotes respect, trust, integrity, and regard for self and others; and that honors diversity;
  - learning as the central purpose with students engaged in meaningful, relevant, and productive learning experiences; and
  - Implementation of policies and practices that result in an orderly environment with emphasis on consistent school-wide positive behavior.

**Section 4 Members of the Board of Education**

Ward I	Jessica Zuniga	402-429-3980	jessica.zuniga@district145.org
Ward II	Travis Moore	308-440-1377	travis.moore@district145.org
Ward III	Scott Claycomb	402-617-3980	scott.claycomb@district145.org
Ward IV	Andy Grosshans	402-525-2522	andy.grosshans@district145.org
Ward V	Chad Kendall	402-304-8472	chad.kendall@district145.org
Ward VI	Cheryl Landon	402-944-2471	cheryl.landon@district145.org

**Section 5 Administrative Staff**

Name	Position	Contact Information
Dr. Cory Worrell	Superintendent	cory.worrell@district145.org
Mikak Shalikow	Business Manager	mikal.shalikow@district145.org
Adam Bauman	Director of Technology	adam.bauman@district145.org
Angela Plugge	Director of Learning (Curriculum)	angela.plugge@district145.org
Delanie McMillan	Director of Student Services	delanie.mcmillan@district145.org
Philip Steffen	Director of Food Service	philip.steffen@district145.org

**Section 6** For other staff contacts, please visit the school's webpage at:  
<https://www.district145.org/vnews/display.v/SEC/District%7CStaff%20Directory>.

## Article 1 – SCHOOL CALENDAR AND SCHEDULES

### Section 1 School Calendar

The school calendar is found at Appendix “E.”

### Section 2 Severe Weather and School Cancellations

The Superintendent is authorized by the Board of Education to close the schools in case of severe weather. Representatives of the Superintendent’s staff will notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio and television stations.

Decision to Close Schools. A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. If possible, a decision about the next school day will be made by 9 p.m. for announcement during the 10 p.m. news. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, **an announcement will be made to the news media when schools will be closed.** In some instances, schools will be open, but certain services may be cancelled (bus transportation, kindergarten, student activities). Some staff may be designated as being required to come to school even in the event of a school closing.

After School Starts. Every attempt will be made to avoid closing school once classes are in session. In some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases as much advance notice as possible will be given. If school is closed during the day, staff and parents will be notified via media broadcast. Employees will be responsible for remaining with students until all students have safely left school or the administration has made arrangements for the remaining students.

Parental Decisions. Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. In this case, employees should treat the absence like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather (except in case of a tornado) at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

Emergency Conditions. School District #145 has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for Emergency Exit system, Tornado Warning System, and Critical Incident Response. **School officials are not permitted to release students from the school building during a tornado warning.** In the event of an emergency exit alert or tornado warning, employees should implement the school’s established safety procedures.

## **Article 2 – EMPLOYMENT, COMPENSATION AND BENEFITS**

### **Section 1 Employment**

Employment occurs when the employee signs the Employee's Contract and the Board of Education approves such contract of employment.

Classified employees may be asked in the spring whether they wish to continue in employment during the following school year. This is done for staff planning purposes and does not constitute an offer of employment.

Should an employee wish to resign from employment the employee should give two weeks' written notice of resignation to the Superintendent. The request to resign will be acted upon by the Board of Education.

Classified employees are "at-will" employees, and may be terminated at any time by the school district. Notice of termination may be delivered by the administration or Board of Education. The termination of employment will be acted upon by the Board of Education at a regular or special meeting.

### **Section 2 Assignments**

The superintendent and superintendent's designees are authorized to assign employees to positions described in board policy and, should staffing needs dictate, transfer employees to different positions for which they are qualified, said actions being subject to board approval. Unless emergency situations prevail, all staff vacancies will be posted in designated offices or work areas. Current employees may apply for existing vacancies by writing a letter of interest to the appropriate administrator who will be identified on the posting notice.

Ordinarily, unless time and the number of in-house applicants mitigates against such, current employees will be granted an interview for other positions for which they are qualified. However, the District does not regard it an obligation to guarantee current employees priority consideration over candidates from outside district employ.

### **Section 3 Personnel File (Policy No. 4030)**

Individual, confidential, employee files will be maintained at the superintendent's office. To the extent necessary, separate employee files, with duplicate information, may be maintained by principals and supervisors.

Employee files shall contain only information pertinent to payroll processing; job performance; initial employment application; any legally required health information, certificates, and transcripts; and employee initiated response to performance evaluations. Employees are responsible for the accuracy of information on the initial job application as well as relaying any necessary updated payroll-related information to the superintendent's office. Further, it is expected that employees will provided the superintendent's office with current information regarding addresses and phone numbers.

The superintendent, other administrators designated by the superintendent, the employee's immediate supervisor, payroll and personnel clerical staff, and the employee or the employee's designated representative will have access to personnel files. No new information is to be added to an employee's file without the knowledge of the employee. Employees may place materials in their personal file relating to job performance or evaluations thereof. No materials may be removed from an employee's file without the mutual consent of the employee and the superintendent of schools.

All materials in employee files will be considered confidential, except that information which is legally subpoenaed or is subject to federal and state open record statutes. Employees will not have access to written recommendations on their behalf, which were submitted with an understanding of confidentiality. Anyone having access to personnel files that divulges confidential information about another employee will be subject to disciplinary action.

#### **Section 4                    Grievances and Complaints (Policy No. 4405)**

Any classified employee who has a work-related grievance shall first discuss the nature of the grievance with an administrative supervisor. If not satisfied with the administrative supervisor's resolution of the problem, the employee shall, within 10 working days of having received the administrative supervisor's decision, send a written description of the grievance to the superintendent. Upon receiving the written grievance, the superintendent shall, within 10 working days, meet with the employee and attempt to resolve the grievance. If not satisfied with the superintendent's decision, the employee shall, within 10 working days, request in writing to the superintendent that a board of education committee be convened to listen to the grievance. The superintendent shall schedule a meeting, within 15 working days, for the board committee to listen to the grievance. Said meeting will be held in closed session and may be attended by the superintendent, administrative supervisor, the employee and, at the employee's discretion, an advocate for the employee. The board committee will render a decision at the close of the meeting, and said decision will terminate the grievance procedure.

Note that if more than one employee has a grievance of a similar nature, they may as a group invoke the grievance procedure described herein.

#### **Section 5                    Compensation**

A committee of the Board of Education will be appointed annually to review and recommend salary increases and benefits for all classified staff job categories. If new salary rates are established or increases approved by the Board of Education, they will become effective with the initial pay period of the new school year. The superintendent's office shall be responsible for maintaining research on comparable pay levels for similarly sized districts in the immediate area and for designing procedures to collect staff input on salary and benefit issues. Current salary schedules will be made available in the Central Office and placed in the Classified Staff Handbook (Appendix I.)

Paychecks will be issued on the 8th day of the month. Should the 8th fall on a weekend, holiday, or non-work day for employees, the pay date shall be the last employee's workday prior to the weekend, holiday, or non-work day for employees. Paychecks are subject to federal and state

mandated deductions. Other deductions maybe designated and authorized by the employee, subject to the approval of the superintendent.

## **Section 6      Benefits**

Classified employees are provided benefits in accordance with their employment position and Board policy. Annual fringe benefit elections are to be made by September 1 of each school year. Should an employee fail to make such election, the employee election from the immediately preceding school and contract year shall be continued. Employees are responsible for informing the Superintendent’s Office in writing of any changes in benefit status.

Continued health insurance benefits are available through COBRA, subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is incorporated into this handbook as Appendix “A.”

The Health Insurance Portability and Accountability Act (HIPAA) provides rights and protections for participants and beneficiaries in group health plans. HIPAA includes protections for coverage under group health plans that limit exclusions for preexisting conditions; prohibit discrimination against employees and dependents based on their health status; and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available, and have exhausted COBRA or other continuation coverage. Further information may be obtained from the Plan Administrator of the group health plan.

## **Section 7      Payroll and Payroll Deductions**

Payroll deductions are made in accordance with law and elections made by employees.

## **Section 8      Expense Reimbursement (Policy No. 3130)**

Mileage reimbursement will be paid to employees who are required to provide their own vehicles during regularly scheduled working hours. Claims for reimbursement will be honored only if the supervisor authorized the travel. Reimbursement per mile will be paid at the federal mileage rate. Mileage reimbursement forms must be submitted during the proper fiscal year for reimbursement.

Reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the Administrator or, if the expense relates to an activity, by the Activities Director. The request for reimbursement should include a voucher sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school purpose.

Reimbursable mileage or other reimbursement expenses will be considered separate from compensation and be paid at the time of the next monthly payroll after sufficient support documentation is provided.

Necessary materials and supplies are provided by the District. If an employee needs additional materials for performance of duties, the request should be made to the Administrator.

## Article 2 – Employment, Compensation and Benefits

Employees who purchase materials or supplies without advance approval may not be reimbursed.

Reimbursement for meals or other expenses related to District-required travel must be submitted to and approved by either the Administrator or, if the expense relates to an activity, by the Activities Director. The request for reimbursement should include a voucher sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school purpose.

### **Section 9 403(b) Salary Reduction Agreements**

The District will cooperate with any employee who chooses to participate in an investment program under Internal Revenue Code Section 403(b) that has been approved by the Board of Education.

### **Section 10 Overtime**

Overtime is paid to classified employees in accordance with the Fair Labor Standards Act (FLSA). A publication provided by the federal government which provides more information about the FLSA is attached as Appendix “D” to this handbook.

Classified employees are classified as “non-exempt” for overtime purposes. Those who are “non-exempt” are eligible for overtime.

The regular workweek for overtime purposes is from 12:00 a.m. on Sunday through 11:59 p.m. on Saturday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.

Employees will be expected to accurately report hours worked. Falsification of time cards is a serious offense.

Non-exempt employees must receive prior approval from the Administrator or Business Manager to work additional hours beyond their regular work schedule. Non-exempt employees will be paid for each hour worked in excess of 40 hours in a workweek and are expected to accurately and timely report overtime hours to their supervisor.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1½ times the employee’s regular rate of pay for hours worked in excess of the 40 hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the Superintendent will agree upon the overtime rate, in compliance with FLSA regulations.

A non-exempt employee may request compensatory time in lieu of overtime pay, with approval of the employer, with the rate figured as 1½ times the number of hours worked in excess of 40 hours in any work week. Compensatory time may be accumulated up to 40 hours upon approval by their supervisor. Any accumulation of compensatory time over 40 hours must be approved by the Superintendent. The FLSA limits the accumulation of compensatory time to 240 hours.

## Article 2 – Employment, Compensation and Benefits

The Superintendent or Superintendent's designee may suspend an employee with or without pay for the employee's violation of District policy or rules. Such suspensions and deductions (when applicable) will be made pursuant to law.

## Article 3 – ABSENCES FROM WORK

### Section 1 Absence Procedures

Requesting Leave. Leave requests should be made as soon as practicable under the circumstances. An employee who wants to use available leave is to submit a leave request through Absence Management. The request is to be submitted at least 5 duty days prior to the leave. The supervisor may require that more advance notice be given depending on the nature of the employee's duties or the need to schedule a substitute.

Giving Notice of Unscheduled Absences. An employee who is unable to request advance approval for an absence because of the nature of the circumstance requiring the absence (such as personal illness or unforeseen emergency) is to report the need to be absent as soon as the situation is known. To report the need to take a sick or bereavement leave, employees are to contact their supervisor before 9:00 a.m. Before the end of the day on the first day of the absence, and on each subsequent day of absence, the employee is to report to their supervisor whether the employee will be able to return to work on the next duty day. For sick or bereavement leaves occurring in circumstances where the need for the leave can be determined in advance, the employee is to make a report of the need to take the leave as soon as possible.

#### Returning from Absences

1. *Justification for Absences Taken Without Prior Approval.* If an employee is absent without advance approval either: (1) the day immediately preceding or immediately following a regularly scheduled school break (such as winter break, spring break, and quarter or semester breaks) or (2) during the first two weeks or the last two weeks of school (student contact days), the employee will be required to give verification (for example, a doctor's note) to establish that the employee was unable to work for an excusable condition or excusable reason.
2. *Establishing Fitness for Duty.* Employees must present a written statement from their physician or health care provider to their supervisor when absent for any period of time because of injury requiring care from a physician or health care provider, or absent from work for 10 days or more due to a personal health condition. The statement is to clearly verify that the employee is mentally and physically able to return to duty. This statement is to be presented in person to the employee's supervisor before the employee returns to duty in order that the readiness to perform work can be observed and discussed.

Employees are required to disclose any medical restrictions that limit their ability to perform the essential functions of their position to their supervisor and to request a meeting with the Americans with Disabilities Act (ADA) Coordinator to discuss the provision of reasonable accommodations. The District will not discriminate against any employee due to disability and will provide reasonable accommodations. Information provided about medical conditions or disabilities shall be treated as confidential, as required by state and federal statutes, and will be divulged only to the extent necessary to provide reasonable accommodations.

## Article 3 – Absences From Work

### **Section 2 Paid Leave - Sick and Personal Leaves**

Twelve-month employees will receive nine sick days annually accumulative to 45 days; those employed during the school year for six hours daily or more will receive seven sick days annually accumulative to 35 days; those employed during the school year for less than six hours daily, including all bus and van drivers and special education van assistants, will receive two (three after ten years service) sick days annually accumulative to 20 days.

All classified staff may contribute one day annually to a sick-leave bank, and one sick-leave day may be used annually to attend to personal business.

Sick leave may be used for personal illness or illness in the immediate family or the illness of an individual who assumes the role of an immediate family member.

Bereavement leave is to be used for purposes of addressing issues related to the death and to attend funeral services. Bereavement leave shall be granted in the event of death of spouse, child, son-in-law, daughter-in-law, parent, parent-in-law, brother, sister, brother-in-law, sister-in-law, grandparents and any other member of the immediate family. Additional bereavement leave may be granted by the Superintendent as needed. Such additional days would come from sick leave. The taking of a bereavement leave without attending funeral services would be an abuse of bereavement leave, except in the case of the death of the employee's parent, child or spouse, where grief would be expected to impair the employee's ability to function at work.

### **Section 3 Payroll Deductions for Absences in Excess of Paid Leave**

Should an employee be absent from work in excess of the employee's accumulated sick leave or other paid leaves called for in the negotiated agreement, the employee's salary and fringe benefits (including the cost of premiums for group health insurance) may be reduced by the day or days of work missed on a per diem basis calculated using the number of days missed as the numerator, and the number of total contract days for the school year as the denominator.

### **Section 4 Leaves of Absence**

An employee may apply to the Superintendent for a leave of absence from the employee's duties. The Board of Education considers such requests on a case-by-case basis. No leave of absence shall extend beyond one school year. All leaves of absence shall be without pay except as may be required under applicable state or federal laws.

### **Section 5 Unpaid Leaves**

At the superintendent's discretion, limited nonpaid leave will be available to classified staff for emergencies and other family-related events.

### **Section 6 Jury Duty Leave**

An employee who is summoned for jury service must promptly notify the Building Principal. The employee will be allowed time off for jury duty, pursuant to law.

## Article 3 – Absences From Work

There will be no loss of salary or deduction to the employee for time spent in jury service. The District will reduce the employee's salary by an amount equal to any compensation, other than expenses, paid by the court for jury duty service.

If an employee reports for jury duty in the morning and is then dismissed from jury duty for the remainder of the day, the employee is to report for work and resume duties for the balance of the day, except as may be otherwise arranged by the Building Principal.

### **Section 7      Family and Medical Leave (Policy No. 4005)**

#### **Employee Rights and Responsibilities under the Family and Medical Leave Act**

Family and medical leaves shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993, as amended (FMLA).

The "leave year" for purposes of the FMLA is a "rolling" 12-month period, measured backward from the date of any FMLA leave usage.

Substitution of accrued paid leaves for otherwise unpaid FMLA leaves may be required in the discretion of the Superintendent or the Board.

Employees shall be required to submit medical certifications to support a request for FMLA leave because of a serious health condition, or a sick leave, when such leave is for a duration in excess of five (5) successive days, and in such other cases as deemed appropriate by the Superintendent or the Board based on the nature of the illness or other circumstances surrounding the leave. Second and third medical opinions may, in the Superintendent or the Board's discretion, be required. Employees shall be required to report periodically, at such times as requested by the Superintendent or the Board, on their intent to return to work from FMLA leaves and other leaves. Employees shall be required to submit a fitness-for-duty certification from their health care provider as a condition of returning to work from a FMLA leave taken because of the employee's serious health condition, or from a sick leave taken by reason of the employee's illness, when such leave was of a duration in excess of five (5) successive days, and upon request of the Superintendent or the Board when such is deemed appropriate by the Superintendent or the Board based upon the nature of the illness or other circumstances surrounding the leave.

An "equivalent position" for FMLA restoration purposes shall, in the case of certificated employees, be any administrative, teaching, or instruction related position for which the employee is qualified by reason of endorsement, college preparation, or experience, or other indicia; in the case of coaching or other similar extracurricular duty assignments, be any extracurricular duty assignment, and in the case of other employees or positions, be in a position with or at equivalent pay, benefits, and working conditions, involving similar or related duties, as determined by the Superintendent or the Board.

### **Section 8      Military and Family Military Leave (Policy No. 4051)**

## Article 3 – Absences From Work

Military leave and family military leave will be granted to the extent required by state and federal law and in accordance with Board policy.

Employees requesting military leave must notify the Superintendent as soon as they receive notification of activation. Employees are to attach a copy of their orders to a District leave request form when they prepare the request for military leave.

Employees requesting to take family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days, consult with their supervisor to schedule the leave so as to not unduly disrupt operations of the school, and for leaves of less than 5 days, notify the Superintendent of the leave request as soon as practicable.

Family military leave under the Family and Medical Leave Act (FMLA) will be provided in accordance with that law and subject to the provisions of the Board policy pertaining to FMLA leave.

### **Section 9 Adoption Leave (Policy No. 4223)**

School District 145 may grant a leave of absence to an adoptive parent when a child is adopted and physically placed with the employee. Said leave shall be administered in the same manner and upon the same terms as granted to an employee upon the birth of the employee's child pursuant to the district's leave policy, or any other policy of the school district granting leave to an employee because of the birth of the employee's child, except as provided below. Certified teachers should refer to the negotiated agreement between the Board of Education and the Waverly Education Association.

Unless determined otherwise by the Board of Education, the adoptive parent leave absence shall not be granted if the child being adopted is:

- 1) a child with special needs over eighteen years of age;
- 2) a child who is over eight years of age and is not a special needs child;
- 3) a stepchild being adopted by his or her stepparent;
- 4) a foster child being adopted by his or her foster parent; or
- 5) a child who was originally under a voluntary placement for purposes other than adoption without assistance from an attorney, physician, or other individual or agency which later results in a petition for the adoption of the child by the person with whom the voluntary placement was made.

A child with special needs may include a child with intellectual disabilities, impairments, visual impairments including blindness, serious emotional disturbance or behavior disorders, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities.

## Article 3 – Absences From Work

### **Section 10 Subpoena to Testify Leave**

An employee must promptly notify the Building Principal when the employee receives a lawfully issued subpoena to testify in court or to give a deposition that may require an absence from duty.

In the event the subpoena involves a job-related matter in which the employee is testifying on behalf of the District, the absence will be treated similar to a jury duty leave.

In the event the subpoena involves a personal matter, the employee will be required to use available leave days. The Superintendent shall make the final determination as to whether a matter is personal to the employee.

### **Section 11 Voting Leave**

Employees will be allowed paid time off to vote in an election if the employee: (a) is a registered voter; (b) does not have 2 consecutive hours between the time of the opening and closing of the polls during which the employee is not required to be present at work; and (c) applies for voting leave prior to or on election day with the Building Principal.

When voting leave is available, an employee will be entitled to be absent from work on election day for such period of time as will, when considering the employee's non-working time, total 2 consecutive hours between the time of the opening and closing of the polls. When voting leave is used, no deduction shall be made from the employee's salary or wages on account of such absence. The Building Principal may specify the hours during which the employee may be absent for voting leave.

## **Article 4 – DUTIES AND RESPONSIBILITIES**

### **Section 1 Hours of Work & Meetings**

The normal workday will be 8-1/2 hours unless otherwise assigned. Within the 8-1/2 hours, one-half hour is allowed for lunch. Two other break times, not to exceed 15-minutes will be arranged by the immediate supervisor. Approved overtime, in excess of 40 hours per week, will be paid at time and a half of the employee's regular hourly rate.

Regular, dependable in-person attendance at work is an essential function of a classified employee's employment position.

Employees are required to attend meetings called by the administration or their supervisors, except those meetings which are designated for optional attendance.

### **Section 2 Arrival to Duty Assignments**

Classified employees' work assignments may or may not be related to the regular school day. Classified employees are expected to know their duty dates and times, and to be on time for work.

### **Section 3 Leaving School**

Employees are to be on duty at all times during the assigned work day. Employees may not leave school or their assigned area during duty hours without approval of the Administrator. If approval is given, employees must sign out in the office when leaving the building.

Employees who leave the school during their designated lunch period or for an approved absence must check out and check back in the office. Employees who need to leave during the school day for reason of illness or emergency are to make sure that a responsible person has been notified of their unexpected absence so work coverage may be provided.

### **Section 4 School Procedures**

Employees are expected to adhere to the following school procedures in the performance of their duties:

1. Use of Cell Phones. Employees are not to use personal cell phones for any purpose during duty time.

Employees are not to use cell phones or otherwise engage in distracted driving while transporting students or using student vehicles. This rule applies to the driver regardless of whether the vehicle is in motion. The only exception to these rules is in the case of emergencies. Employees will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems are to be utilized by all occupants.

2. Checking Out of Equipment. All equipment must be checked out through the Administrator. School equipment may be used only for school purposes. School

## Article 4 – Duties and Responsibilities

equipment and other resources may be used for personal purposes only as authorized by Board policy and Superintendent approval.

3. Requisition of Equipment and Supplies. Books and supplies which are needed for instruction should be requested through the Superintendent's office. Employees shall not make purchases on behalf of the District without prior approval of the Administrator or Business Manager.
4. E-mail. Employees may be assigned a school e-mail address for purposes of intra-school and inter-school e-mail correspondence. Employees timely respond to e-mails which require a response, but should avoid checking and responding to e-mails during instructional time. Use of the District's e-mail system for personal communications should be limited to emergency situations, and is subject to the rules governing overall computer usage found in Board policy and this handbook.
5. Employee Mail Box. Employees may be assigned a mailbox. Employees should check for mail upon arrival, in the course of the school day, if possible, and upon departure. If something requires an answer employees are responsible for responding promptly.

### **Section 5 Supervision of Students**

Proper supervision of students is necessary. Employees responsible for student supervision are expected to meet the four "P's" for student supervision and safety. All employees of the school should be familiar with these principles, to the extent they may be involved in supervision of students or interacting with students.

#### 1. Proper Supervision

- Report to all duty assignments on time.
- Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
- Be vigilant while supervising students. Never leave the students unattended; the need to make a copy is not greater than the need to supervise the students. If an emergency requires that an employee leave students, request that another nearby staff member provide supervision for the students, or notify the office so someone can provide assistance. If the employee is on recess duty, the employee's responsibility is to supervise the students in the assigned area. When talking with other adults or students, remember that the employee's primary duty is supervision and the employee is to be aware of what all students are doing.
- If the employee has seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, the employee's supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not

## Article 4 – Duties and Responsibilities

share confidential information about students except with other staff who need to know the information to perform their jobs).

- Be careful with touching students. Touching students should be limited to that necessary to protect the student. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.
- Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations.
- Be careful with language. Profanity or abusive language should not be used. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

### 2. Proper Instructions

- Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- Repeat the instructions on how to complete a task that has a heightened risk of danger, as often as needed. Do not assume because students heard the directions once that they will be remembered.
- When going over safety rules with students, note it in your written records.

### 3. Proper Maintenance of Buildings, Grounds, and Equipment

- Conduct periodic inspections of equipment under your control or in your area of supervision.
- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the Principal immediately so repairs may be undertaken.

### 4. Proper Warnings

- If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the Principal immediately so additional warnings may be given.

### Contact the Principal for Assistance

The Principal should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the Principal cannot be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or

## Article 4 – Duties and Responsibilities

- drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

### Student Searches

The Principal must be contacted so they can be present during searches of students or their belongings. A student suspected of having an item in violation of school rules should be directed to wait until another adult is present, or to follow the employee to the office if the employee cannot leave his or her assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

### Student Rights

Treat students fairly and consistently without consideration of race (including skin color, hair texture and protective hairstyles), color, religion, gender, or disability. Students who need reasonable special accommodations are to be given those accommodations as needed for them to participate in school and school activities. Follow IEP and 504 Plans for the students for whom you are responsible. Be attentive and respond to “bullying.” Maintain the confidentiality of student records. Student record information should be shared only with other school staff with a need to know the information to perform their duties.

## **Section 6     Dispensing Medication**

Employees are not permitted to give any medication to students unless trained under the Medication Aid Act. To ensure the proper care of our students, employees who are asked to take the medication training and administer medications shall do so.

Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the nurse’s office; with the exception of students who have a diabetes self-management or asthma self-management plan. Medical procedures are not to be administered in the classroom except in accordance with the District’s Safety and Security Management Plan and the District’s Emergency Protocol (asthma/anaphylaxis protocol).

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician or, for asthma and anaphylaxis, a health care professional who prescribed the medication for treatment of the student’s condition, during school hours, it is the responsibility of the parents or guardians to sign permission slips to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical

## Article 4 – Duties and Responsibilities

procedure or, for asthma and anaphylaxis, a health care professional who prescribed the medication for treatment of the student's condition. School district personnel are not to administer medicine, including over the counter medicine, without this signed form and note or prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: student's name, name of medication, dosage needed, and time of dispensing the medication.

Any questions about these rules are to be addressed with the Principal.

### **Section 7 Reporting Child Abuse (Policy No. 5073)**

School employees shall promptly report to the appropriate law enforcement agency and the principal when they have reasonable cause to believe that a child has been subjected to abuse or neglect, including sexual abuse, or circumstances which reasonably would result in abuse or neglect. The principal will ensure that the report has been made to the proper law enforcement agency or other agency as required by law.

This requirement shall apply to all school employees, including coaches and volunteers, participating in interstate amateur athletic competition. The term "promptly" means "within a 24-hour period."

## **Article 5 – PERSONAL AND PROFESSIONAL CONDUCT**

### **Section 1 Ethics Standards**

School District #145 expects its classified employees to adhere to ethics standards which are modified from those established by the Nebraska Department of Education for certificated employees. The classified school employment job ethics standards which classified employees are expected to adhere to include those set forth below.

#### *Principle I - Commitment as a School Employee:*

Employees shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the employee's contractual and personal responsibilities, the employee:

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status.
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence personal decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the employee is responsible.
5. Shall not exploit school relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members.
7. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of job duties.
8. Shall report to the Superintendent any known violation of paragraphs 2 or 5 above.
9. Shall seek no reprisal against any individual who has reported a violation of this rule.

#### *Principle II - Commitment to the Student:*

Mindful that the employee's classified position exists for the purpose of serving the best interests of the school district's students and patrons, the classified employee shall perform his/her job duties with genuine interest, concern, and consideration for the student. The employee shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the employee:

## Article 5 – Personal and Professional Conduct

1. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
2. Shall keep in confidence personally identifiable information that has been obtained in the course of employment, unless disclosure is approved by the administration or is required by law.
3. Shall not discipline students using corporal punishment.

### *Principle III - Commitment to the Public:*

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The classified employee bears responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the employee:

1. Shall not misrepresent an institution with which the employee is affiliated, and shall take added precautions to distinguish between the employee's personal and institutional views.
2. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
3. Shall neither offer nor accept gifts or favors that will impair judgment to be exercised in the course of employment.
4. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
5. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
6. Shall, with reasonable diligence, attend to the duties of the employee's position.

### *Principle IV - Commitment to Classified Position Employment Practices:*

The employee shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The employee shall believe that sound personnel relationships with governing administration and board of education are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to employment practices, the employee:

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct job related business through designated procedures, when available, that have been approved by the employing agency.
5. Shall not assign to unqualified personnel, tasks for which an employee is responsible.

## Article 5 – Personal and Professional Conduct

6. Shall permit no commercial or personal exploitation of his or her employment position.
7. Shall use time on duty and leave time for the purpose for which intended.

### *Competent Performance*

Employees must possess the abilities and skills necessary to accomplish the designated task.

Therefore, each employee shall:

1. Keep records for which he or she is responsible in accordance with law and policies of the school system;
2. Supervise others in accordance with law and policies of the District;
3. Recognize the role and function of community agencies and groups as they relate to the District and to his or her position, including but not limited to health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

Each employee shall:

1. Utilize available materials and equipment necessary to accomplish the designated task;
2. Adhere to and enforce written and dated administrative policy of the District which has been communicated to the educator;
3. Use channels of communication when interacting with educators, community agencies, and groups, in accordance with policy.

Each supervisor shall:

1. Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.

*Communication Skills:* In communicating with students and other employees, each employee, within the limits prescribed by his or her assignment and role, shall:

1. Utilize information and materials that are relevant to the designated task;
2. Use language and terminology which are relevant to the designated task;
3. Use language which reflects an understanding of the ability of the individual or group;
4. Assure that the designated task is understood;
5. Use feedback techniques which are relevant to the designated task;
6. Consider the entire context of the statements of others when making judgments about what others have said;
7. Encourage each individual to state his ideas clearly.

*Management techniques:* The employee shall:

1. Resolve discipline problems in accordance with law, board policy, and administrative regulations and policies;
2. Maintain consistency in the application of policy and practice;

## Article 5 – Personal and Professional Conduct

3. Develop and maintain positive standards of conduct.

*Human and Interpersonal Relationships:* Employees shall possess effective human and interpersonal relations skills and therefore:

1. Shall allow others who hold and express differing opinions or ideas to freely express such ideas;
2. Shall not knowingly misinterpret the statement of others;
3. Shall not show disrespect for or lack of acceptance of others;
4. Shall provide leadership and direction for others by appropriate example;
5. Shall offer constructive criticism when necessary;
6. Shall comply with reasonable requests and orders given by and with proper authority;
7. Shall not assign unreasonable tasks;
8. Shall demonstrate self-confidence and self-sufficiency in exercising authority.

*Personal Requirements:* Each employee within the scope of delegated authority shall:

1. Be able to engage in physical activity appropriate to the designated task except for temporary disability;
2. Be able to communicate so effectively as to accomplish the designated task;
3. Appropriately control his or her emotions;
4. Possess and demonstrate sufficient intellectual ability to perform designated tasks.

*Contractual Obligations:* Employees shall adhere fully to the terms of a contract or appointment.

### **Section 2 Role Model**

Employees serve as role models for students and their actions and conduct reflect on the school as a whole. Employees are in all respects to conduct themselves in a professional manner.

### **Section 3 Professional Boundaries (Policy No. 4025)**

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).

## Article 5 – Personal and Professional Conduct

- Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.

## Article 5 – Personal and Professional Conduct

- Discussing alcohol, tobacco or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student’s or employee’s personal matters when it is not appropriate outside of the instructional setting.
- “Grooming,” which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A staff member seeking an exception must receive advance approval from his or her administrator. If a staff member is unable to communicate with an administrator in advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

Any person who suspects a District employee of engaging in any prohibited conduct under this policy, including grooming, should contact the Superintendent as soon as practical.

An employee who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline.

A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

### **Section 4 Relationships**

It is important for employees to maintain an effective working relationship with the administration and all co-workers. Employees are also to maintain appropriate relationships with students. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

### **Section 5 Civility**

All employees shall behave with civility, fairness and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with the District. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

## Article 5 – Personal and Professional Conduct

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, voice mail messages, face-to-face conversations, written communications, and email messages.

Any employee aware of another employee's uncivil behavior shall report the conduct to the employee's immediate supervisor or to the Superintendent. There will be no retaliation against a person for making the report.

### **Section 6 Notification of Arrest, etc. (Policy No. 4023)**

Employees must notify Superintendent by the next working day after:

1. Arrest or Criminal Charges. The employee is arrested, ticketed, or issued a criminal charge where:
  - a. The maximum penalty for the crime equals or exceeds six months incarceration;
  - b. The crime relates to abuse, neglect or endangerment of a minor, a minor was allegedly a victim or a witness, or the crime involves alleged sexual misconduct;
  - c. Conviction would impact performance of employee's job responsibilities, including offenses that:
    - i. Would impact the responsibility to be a role model for students or relations with other employees of the District;
    - ii. Would impact the employee's ability to operate a motor vehicle if the employee's work duties include driving; or
    - iii. Would impact the employee's Commercial Drivers License if the employee's job requires that the employee have a CDL.
  - d. The arrest or the alleged criminal activity occurred while the employee was on duty, on District property, or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.

Employees must also promptly report to the Superintendent whenever the employee has been sentenced to be incarcerated for any period of time, even if the offense is not otherwise reportable.
2. Certificate or License. The employee becomes aware that a complaint has been filed against the employee that could affect a certificate or license required for the employee's position. This includes proceedings of the Nebraska Department of Education related to an alleged violation of the NDE Standards of Conduct and Ethics, Chapter 27, and proceedings of the Health and Human Services related to an alleged violation of the professional standards of conduct for the employee's position.
3. Child Abuse. The employee becomes aware that a report of child abuse or neglect has been made against the employee under the Child Protection Act.

## Article 5 – Personal and Professional Conduct

Further, employee must give full disclosure of any Child Protection Act investigation that resulted in an “inconclusive” determination that occurred at any time. Current employees must give such disclosure within ten days following receipt of this handbook. As a condition of employment, applicants for employment must give such disclosure prior to commencement of employment. Any hiring made without such disclosure shall be subject to being immediately revoked in the event the required disclosure was not given.

Employees must give full disclosure of the existence and nature of the above proceedings and must also promptly notify Superintendent of the disposition of the proceedings.

Legal documents relating to the proceedings shall be treated and maintained as part of the employee’s confidential criminal background file.

Failure to notify as required under this policy may subject the employee to disciplinary action, including termination.

### **Section 7 Evaluations (Policy No. 4115)**

Classified employees will receive an annual evaluation of their work performance from an administrator or supervisor as designated by the superintendent of schools. The evaluation forms will be designed and supplied by the superintendent’s office; one copy will be provided to the employee, and one copy will be kept in a confidential file at the superintendent’s office. If they choose, employees may append materials to the file copy of the evaluation.

### **Section 8 Employee Complaints or Concerns**

Employees are to inform their supervisor or the Superintendent of any complaints or concerns about the operations of the District using the established chain of command (immediate supervisor, next higher level supervisor, etc.) on all matters that require administrative attention; that is, on all matters or issues that their job responsibilities require them to report to a supervisor.

It is important to the efficient and successful operation of the District and a duty of all employees to share any such complaints or concerns in a responsible, professional manner such as to: (1) not disrupt the proper functioning of their duties, (2) not undermine the authority of their co-workers, supervisors, or superiors, (3) maintain close working relationships with their co-workers, supervisors, and superiors, and (4) ensure that all applicable laws and regulations are followed. All official communications from employees must be accurate, demonstrate sound judgment, and promote the District’s mission. Employees must ensure that all applicable laws and regulations are followed by the District and its employees. In the event an employee becomes aware of any such non-compliance, the employee is to report such to the employee’s immediate supervisor (or the next higher level, if the supervisor is responsible for the problem) and maintain the confidentiality of the report so that the problem can be appropriately corrected in the best interests of the District.

## Article 5 – Personal and Professional Conduct

Employees are to use the appropriate complaint or grievance mechanism for matters involving discrimination or harassment or other established mechanism specific to the nature of the complaint or concern.

The District will not tolerate unlawful retaliation against an employee for engaging in legally protected activity. A protected activity includes an employee's act of opposing an unlawful practice prohibited by employment discrimination or other laws that protect the conduct in question. Any act of unlawful retaliation by a supervisor or other employee may result in serious disciplinary action up to and including termination. Any employee may file a complaint with the Superintendent or appropriate Coordinator if the employee feels that they have experienced unlawful retaliation in any form.

### **Section 9 Attire (Policy No. 4075)**

The Board of Education expects that all staff, including substitute workers and volunteers will be appropriately attired and groomed in accordance with the specific and general guidelines of this policy and their respective assignments. Staff members are continuously observed by students, parents, patrons, and members of the school community. It is of paramount importance that the members of the staff set good examples in conduct, manners, dress, and grooming. Should an interpretation of "appropriate" be needed, the building administrator or supervisor will determine whether any particular mode of dress, apparel, or grooming is not in compliance with the intent of this policy.

Specific examples that are considered to be inappropriate include spandex apparel, leggings, warmup suits, and no jeans or overalls of any color or fabric are permitted (except as approved for field trips and/or special events).

Administrators may on occasion deviate from this policy for special activities or events and may authorize attire as appropriate for specific work assignments such as physical education, coaching, industrial technology, agriculture, and welding. It is the expectation of the Board of Education that all staff will contribute to the formation of a positive, professional public image by maintaining high standards of personal appearance through appropriate attire and grooming.

### **Section 10 Outside Employment**

Employees shall not perform duties unrelated to District employment during duty hours. In addition, employees shall not engage in employment which conflicts with their school duties. Employees are not required to notify the District of outside employment except: (1) employees who are also employed by another Nebraska school district in order to comply with Nebraska State Retirement System regulations and (2) employees who have a work-related injury in order to comply with workers' compensation requirements.

### **Section 11 Employee Fundraising**

Any employee who directly or indirectly seeks to use their position as a District employee to fundraise (such as through a crowd funding initiative) must obtain prior approval from the

## Article 5 – Personal and Professional Conduct

Superintendent or Superintendent’s designee before taking any action to fundraise.

An employee who receives permission to fundraise shall abide by the following requirements:

- a. The employee shall inform the Superintendent or Superintendent’s designee of any content (including online messages or requests) that the employee intends to publish.
- b. The employee shall not violate any District policy, rule or law in any fundraising efforts and shall keep all student information confidential.
- c. The employee must account for any money raised through the approved fundraising effort and shall provide evidence to the Superintendent or Superintendent’s designee as to how the money was spent.

District employees who engage in fundraising efforts in their private capacities need not abide by this policy.

## **Article 6 – USE OF SCHOOL FACILITIES AND EQUIPMENT**

### **Section 1 Drug-Free Workplace (Policy No. 4020)**

The Board of Education expressly prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by school employees, volunteers, and students on school property or at any school sponsored event or activity. Any employee, volunteer, or student found to be under the influence of alcohol or illegal drugs while on school property or at a school sponsored event or activity will be subject to disciplinary measures. Moreover, the board authorizes and directs school administrators or their representatives to discipline employees, volunteers, or students, consistent with pertinent state and federal law, for any violations of this policy. Discipline for employees may extend to a recommendation for dismissal. While the board does not sponsor directly rehabilitative services, it reserves the right to require that any disciplined employee undergo rehabilitation as a condition of continued employment.

### **Section 2 Smoke and Tobacco-Free Workplace (Policy No. 4021)**

In order to promulgate a healthy environment for students and staff and to encourage healthy behavior in students, there will be no tobacco use on school district property, including, but not limited to any school buildings, outdoor athletic complex and practice areas, or school vehicles. The regulation applies to all students, staff, patrons, and visitors.

For purposes of this policy, tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect.

School administrators are charged with the responsibility of administering this policy including, if necessary, the disciplining of violators.

### **Section 3 Weapon-Free Workplace (Policy No. 5012)**

School District #145 prohibits the possession of firearms at school, on school grounds, in school-owned vehicles, and at school-sponsored activities, except as allowed by law.

Firearms may be in the physical possession of a person at school, on school grounds, in a school-owned vehicle, or at a school-sponsored activity, only if that person is:

- a member of the Armed Services of the United States, National Guard of the State, or reserve officers training corps, peace officers, or other duly authorized law enforcement officer when on duty or training or when contracted by a school to provide school security or school event contract services, or
- an authorized firearms instructor or a student under his or her immediate supervision.

## Article 6 – Use of School Facilities and Equipment

Firearms may be present in a vehicle on school grounds only if that vehicle is a private vehicle operated by a non-student adult and the firearm(s) are not loaded and are either (a) enclosed in a case that is expressly made for the purpose of containing a firearm and which is completely zipped, snapped, buckled, tied, or otherwise fastened with no part of the firearm exposed, or (b) held in a locked firearm rack that is within the vehicle. A handgun may be carried as a concealed handgun by a valid non-student adult holder of a permit issued under the Concealed Handgun Permit Act in a vehicle or on his or her person while riding in or on a vehicle into or onto any parking area, which is open to the public and used by a school. However, prior to exiting the vehicle, the handgun must be locked inside the glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, a hardened compartment securely attached to the motorcycle while the vehicle is in, or on such parking area.

School district personnel shall report any firearm unlawfully present at school, on school grounds, in school-owned vehicles, or at school-sponsored activities to the Resource Officer, Superintendent, or designee.

### **Section 4 Use of District Computer Network, Internet and Social Media (Policy No. 4043)**

It is the policy of District 145 to comply with the Children’s Internet Protection Act (CIPA). With respect to the District’s computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called “hacking,” and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (e) implement measures designed to restrict minors’ access to materials (visual or non-visual) that are harmful to minors.

Definitions. Key terms are as defined in CIPA. “Inappropriate material” for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Access to Inappropriate Material. To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection

## Article 6 – Use of School Facilities and Equipment

measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District’s online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent’s designees.

Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent’s designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

Parental Consent. The district shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online.

Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.

SOPPA. The district shall comply with the Nebraska Student Online Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the online privacy of all students.

### **Computer Acceptable Use Policy**

Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources as made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.

Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user

## Article 6 – Use of School Facilities and Equipment

agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District’s mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.

### Unacceptable Uses.

The following are unacceptable uses of the technology resources:

**Personal Gain:** Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.

**Personal Matters:** Technology resources shall not be used, and no person shall authorize its use, for personal matters.

Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an email to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District’s mission.

This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.

The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail related to one’s own private consulting business.

**Campaigning:** Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.

## Article 6 – Use of School Facilities and Equipment

Technology-Related Limitations: Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation,

1. Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
2. Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
3. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
4. Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
5. Users shall not copy, change, or transfer any software without permission from the network administrators.
6. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
7. Users shall not engage in any form of vandalism of the technology resources.
8. Users shall follow the generally accepted rules of network etiquette. The Administrator or designees may further define such rules.

Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy or any applicable law. Without limitation, this means that technology resources may not be used:

1. To access any material contrary to the District's Internet Safety Policy; or to create or generate any such material.
2. To engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
3. To engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
4. To promote or tolerate violations of student conduct rules.
5. To engage in illegal activity, such as gambling.
6. In a manner contrary to copyright laws.
7. In a manner contrary to software licenses.

Disclaimer. The technology resources are supplied on an "as is, as available" basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a

## Article 6 – Use of School Facilities and Equipment

particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.

Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Administrator. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system.

Sanctions. Violation of the policies and procedures concerning the use of the District's technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

### **Section 5      Use of School Facilities**

An employee who is issued school keys shall not lose their keys and shall not allow others to have access to or to use their keys. Employees are permitted to have access to school facilities during non-school time provided such access is for work-related purposes and the Principal or supervisor has given permission for such access. When employees leave the building, they are to close all windows, lock doors, and make sure that the entry door is fully closed and locked. This is especially important when employees are using the school facilities prior to the beginning of the school year and during any weekend or evening usage.

## Article 6 – Use of School Facilities and Equipment

Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.) and school postage is to be for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, must not be removed for non-school use without approval from the Principal.

### **Section 6 Care of School Property**

Employees are responsible for the proper care of all books, equipment, computers, supplies and furniture supplied by the school. If an item is in need of maintenance or repair, report it to the Principal. If you learn that a student has damaged school property or equipment, or if you are responsible for damage to school property, promptly report it to the Principal so the item may be replaced or repaired if possible and appropriate responsibility for the cost of replacement or repair may be determined.

### **Section 7 Use of Cell Phone**

Personal telephone calls shall not be made during duty time except in the event of an emergency. Employees shall not text or be on their cell phones during duty time.

### **Section 8 Salespersons**

Employees are not to permit any salesperson or representative or agent of any commercial enterprise or theatrical presentation to contact the employee while engaged in the employee's duties except for such times as may be designated by the Superintendent or designee.

Employees must not use classrooms, buildings or other school property for personal use or profit without specific approval from the Superintendent or designee. Employees must not use time for which the employee is on duty or paid by the District to engage in any activity for personal financial profit including any advertisements that directly or indirectly benefit the employee. Any violation of these restrictions will be considered to be willful insubordination.

### **Section 9 Security of Desks and Lockers**

Offices, employee desks, lockers, computers, file cabinets and other such storage devices ("storage devices") are owned by the school and are to be properly cared for and maintained. Appropriate security measures should be used to protect school and personal property kept in storage devices from theft or vandalism and to protect confidential student records.

The District exercises exclusive control over school property and reserves the right to search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file. School-related documents or records must remain readily available to administration and other appropriate school staff. Any personal items an employee wants to have kept private should be kept in a separate personal storage device, such as a brief case, purse or backpack.

## Article 6 – Use of School Facilities and Equipment

The District is not responsible for any personal property that employees bring to school. Employees are cautioned not to bring large amounts of money or items of significant value to school.

### **Section 10 Video Surveillance**

The Board of Education has authorized the use of video cameras on District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

### **Section 11 Recording of Others (Policy No. 1102)**

To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted, (2) by authorized staff for purposes of child welfare (for example, to record images of injuries to students caused or believed to be caused by another person), or (3) the Superintendent or Superintendent's designee. This prohibition applies to all persons, including staff, students and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

### **Section 12 Bulletins and Web Page**

Bulletin boards and electronic media (web page) and other communication devices are maintained for the purposes of conveying information about the District's activities and programs and for educational purposes related to such activities and programs. The District's communication devices are designated as non-public forums, meaning that the devices are not open for public use.

Information posted or displayed on the District's communication devices may not include political advertising, communications promoting particular religious beliefs, controversial topics or positions not consistent with the mission of the District, or communications that promote activities not suitable for school-age children.

Any website links on the District's web page that are permitted to be posted shall not be considered to be endorsed or sponsored by the District. The District makes no representations or warranties of any kind with regard any such links.

### **Section 12 Copyright and Fair Use Policy (Policy No. 6800)**

All district staff shall adhere to the provisions of the federal copyright law and maintain high ethical standards in using copyrighted materials. Persons securing permission, licenses, or

## Article 6 – Use of School Facilities and Equipment

entering into other contractual arrangements shall maintain adequate records regarding the use of copyrighted materials. The district shall provide no legal support to any employee who violates the copyright law. Willful infringement of this law by students or staff may result in disciplinary action.

The Board of Education recognizes that computer software piracy contributes to higher costs and decreases commercial incentives for the development of quality educational computer software. In circumstances where the interpretation of the copyright law is ambiguous, the district shall determine appropriate use of computer software by referring to the license agreement and / or policy statements contained in the software packages used in the district.

The “fair use” doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the “fair use” of a copyrighted work, including reproduction “for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research” is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted “fair use,” rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is “fair.” Employees should seek assistance from administration if there are any questions regarding what may be copied.

### **Lost and Found**

Employees who find lost articles are asked to take them to the office, where the articles can be claimed by the owner.

### **Section 14 Safety (Policy No. 6360)**

#### **Safety Program and Safety Committee**

The District has established safety committees and safety plans, including plans and procedures to address emergency and crisis situations. Employees are expected to be familiar with these plans. These plans may be obtained for review or copy from the Principal or the Superintendent.

The District also has a safety committee to address employee accidents, injuries and work place conditions. A representative from each bargaining group plus representatives appointed by administration serve on the committee. If you have a desire to serve on the committee, you should contact the President of the teachers’ association. Employees can make suggestions

## Article 6 – Use of School Facilities and Equipment

and/or report concerns to the safety committee in the following ways: (1) contact the teachers' association representative of the safety committee, (2) contact the President of the teachers' association, or (3) contact the Safety Committee in care of the Superintendent.

### Safety Practices

Guidelines for safe work practices for employees include the following:

1. Never stand on chairs, counters, tables, etc. Only use step stools, ladders and locking stools to stand, climb, etc., to reach high places, put things on bulletin boards, etc.
2. Always wear protective equipment (i.e., goggles, aprons, gloves, and ear protection).
3. Wipe up spills or report promptly to appropriate personnel. DO NOT assume someone else will do it.
4. Be aware of your surroundings. Pick up clutter, keep your work area or room clean and free of clutter, debris, etc.
5. Identify and report all hazards (i.e., broken equipment, broken or uneven floor surfaces, non-operating tools, windows, doors, etc.). Follow up if not repaired.
6. Do not use equipment if you are not familiar with it or operate machinery without proper training.
7. Do not carry heavy or bulky objects. Get a cart, dolly or assistance. Know how to properly lift.
8. Report any injuries or medical problems to your supervisor immediately and complete the employee accident report.
9. Wear seatbelts when in vehicles where provided.
10. Do not do repetitive tasks for long periods of time (i.e., keyboarding, dipping cookies, cutting out things, filing, typing, etc.). Take breaks, learn and do stretching exercises, etc. Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal.

As required by law, approved safety glasses will be required of every student and employee while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

### Safe Driving

Employees who drive school vehicles or volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. Employees will be provided a Driver's Certification form to verify this information and to be given instruction on emergency evacuation and first aid.

Employees who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices and are responsible for any injury or accident.

## Article 6 – Use of School Facilities and Equipment

Employees are to abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems will be utilized by all occupants. When transporting students or using a school vehicle, employees are not to use cell phones or otherwise engage in distracted driving. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies.

### Vehicle drivers of small vehicles on activity trips

The District will provide drivers of small vehicles with instruction on and guidance for emergency evacuation procedures, first aid, and emergency equipment. Drivers of small vehicles are generally expected to follow this Plan in the event of an emergency evacuation. The District's director of transportation may provide additional guidance for drivers of small vehicles to increase student safety.

### Student Instruction

At least twice during each school year, each pupil who is transported in a school vehicle shall be instructed in safe riding practices and participate in emergency evacuation drills.

### Driver Capacity

To confirm a driver has the ability to conduct daily tasks and emergency evacuations, drivers must: (a) pass a prescribed physical examination administered by a Certified Medical Examiner at least every two years and provide the employer with a copy of the medical certificate; (b) pass a transportation screening every year; (c) participate in required in-service training which includes emergency evacuation training; and (d) if required, to have a Commercial Driver's License (CDL) to operate the vehicle, participate in the drug and alcohol testing program as required by federal law. Should a driver have a medical concern throughout the year, the Superintendent or Superintendent's designee will work with the driver to confirm a drivers' ability to conduct the daily tasks and emergency evacuations prior to transporting students.

### Accidents

Every accident which results in a personal injury must be reported to the Principal or supervisor immediately. In the event the injury involves a student, the employee who is responsible for the supervision of the student is responsible for making the report. If the injury occurs in the presence of the employee, the employee is also responsible for making a report.

### Workers Compensation

Employees are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork.

**Article 7 – STATE AND FEDERAL PROGRAMS**

**Section 1 Notice of Nondiscrimination** (Policy No. 4010)

School District #145 does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in admission or access to, or treatment of employment, in its programs and activities. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Local complaint or grievance procedures are provided for by the District and set forth in this handbook. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender), Title VI (discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin) or Section 504 (discrimination, harassment or failure to accommodate a disability). Complaints are to be filed with the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights (OCR) One Petticoat Lane 1010 Walnut St. 3 <sup>rd</sup> Floor, Suite 320 Kansas City, MO 64106 (816) 268-0550 (voice) Fax (816) 268-0599 669-6820 (800) 877-8339 (telecommunications device for the deaf), or <a href="mailto:ocr.kansascity@ed.gov">ocr.kansascity@ed.gov</a> .	The U.S. Equal Employment Opportunity Commission (EEOC) Gateway Tower II 400 State Avenue, Suite 905 Kansas City, MO 66101 (800) 669-4000; TDD: (800)
---	--

A publication provided by the federal government concerning rights of non-discrimination is attached as Appendix “C” to this handbook.

**Section 2 Designation of Coordinators** (Policy No. 4010)

Any person having inquiries concerning the District’s compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinator is: School District #145, Box 426, Waverly, NE 68462; phone number 94020 786-2321:

Law, Policy or Program	Issue or Concern	Coordinator
------------------------	------------------	-------------

Title VI	Discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin; harassment	Superintendent
Title IX	Discrimination or harassment based on sex; gender equity	Superintendent
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Superintendent Special Services Director for student matters
Homeless student laws	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

**Section 3 Anti-discrimination & Harassment Policy (Policy No. 4010)**

**ZERO TOLERANCE FOR HARASSMENT**

School District 145 – Waverly is committed to offering employment based on ability and performance, in a productive climate, free of discrimination. Harassment of any kind by supervisors or co-workers will not be tolerated. In addition, School District 145 – Waverly will protect employees in the workplace.

In general, ethnic or racial slurs, jokes or other verbal or physical conduct relating to a person’s race (including skin color, hair texture and protective hairstyles), color, age, sex, national origin, religion, marital status, or disability constitute harassment when they unreasonably interfere with the person’s work performance or create an intimidating work environment.

Sexual harassment by members of the same or opposite sex has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or other physical and verbal conduct of a sexual nature by supervisors or others in the workplace.

Sexual harassment may also exist when co-workers (or non-employees, such as vendors and clients) engage in such conduct, when the conduct unreasonably interferes with an employee’s work performance or creates an intimidating, hostile, or offensive work environment.

If an employee believes that he/she is being harassed by another employee, supervisor, or any other person in connection with his/her employment, he/she should bring the incident to the attention of his/her supervisor. If that would prove to be uncomfortable or the employee is not satisfied with his/her supervisor’s handling of the complaint or feel more comfortable bypassing his/her supervisor, the matter should be brought to the attention of the principal.

If the employee is still not satisfied with the handling or outcome of the complaint, or he/she feels more comfortable bypassing the other steps, the matter should be taken to the Superintendent. School District 145 – Waverly will promptly investigate all allegations of

harassment in as confidential manner as possible and take appropriate corrective action if warranted.

Under no circumstances will a supervisor be allowed to threaten or retaliate against an employee who alleges harassment.

For more information refer to Board Policy 4010.

#### **Section 4 Grievance Procedure for Persons with a Disability**

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment or failure to provide reasonable accommodations to persons with a disability. The following grievance procedure shall be used for resolution of complaints by employees of alleged violations of the ADA or Section 504:

1. Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the Complainant's disability prevents such, in which event the Complaint can be made verbally.
2. Complaints shall set forth: (a) the name of the Complainant, (b) the address and telephone number or other such information sufficient to enable the Coordinator to contact the Complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the Complainant.
3. Complaints shall be investigated by the Coordinator or the Coordinator's designee. Investigations shall be thorough, but informal, and the Complainant shall be given a full opportunity to submit evidence relevant to the complaint.
4. The Coordinator shall make a decision on the Complaint within 30 days of the filing of the Complaint, unless such time period is extended by agreement with the Complainant or a longer period is reasonably necessitated by the circumstances. The decision shall be made in writing, shall set forth the Coordinator's proposed resolution of the Complaint, and shall be forwarded to the Complainant.
5. The Complainant shall have 10 days from the date the Coordinator's decision is sent to the Complainant to accept or reject the Coordinator's proposed resolution. The Complainant shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period.
6. In the event the Complainant rejects the proposed resolution, the Complainant shall be given the opportunity to file a request for reconsideration within 10 days from the date the Coordinator's decision is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. Upon receipt of the request for reconsideration, the Coordinator shall promptly forward the request for reconsideration and all evidence received by the Coordinator in connection with the Complaint to a third person for review (either an administrator or other employee of the District, or members of the Board of Education or Committee of the Board).
7. A decision on the request for reconsideration shall be made within 10 days after the request for reconsideration was filed unless the Board or Committee of the Board is the reviewer, in which event the decision shall be made within 30 days of

the filing of the request for reconsideration, unless such time period is extended by agreement with the Complainant or a longer period is reasonably necessitated by the circumstances.

**Section 5 Confidentiality of Student Records (FERPA) (Policy No. 5026)**

Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. Schools must have written permission from the parent or guardian to release any information from a student’s education record. Educators shall “keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law”.

A file relating to a student shall exist. All materials placed in the student’s file and originating with the school district shall be available to the student and his/her parent or guardian on request for inspection in the presence of the person(s) responsible for keeping the files.

The student shall have the right to answer any material filed and the answer shall be submitted to the person(s) responsible for keeping the files, who shall attach to it all file copies.

Test results and records prepared by any department shall be made available to principals and to the superintendent in a confidential manner.

**Section 6 Disclosure of Student Information to Military Recruiters and Colleges (Policy No. 5016)**

The District will provide access to routine directory information to each student in a high school grade upon request made by a military recruiter, unless the student’s parent or guardian has submitted a written request that the student’s information not be shared with a military recruiter. The District will provide military recruiters with the same access to a student in a high school grade as the District provides to postsecondary educational institutions or to prospective employers of such students.

If a parent or guardian does not want his or her student’s information to be provided to a military recruiter, the parent must submit a written request to the Superintendent.

**Section 7 Breakfast and Lunch Programs**

The District participates in the National School Lunch Program. Employees are expected to keep information about the participation of students in the program confidential.

**Section 8 Confidentiality of Protected Health Information**

It is the policy of the District to develop and implement all necessary practices, policies, and procedures to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) where and to the extent applicable and to maintain the privacy of protected health information (PHI), as that term is defined by HIPAA, that it receives, obtains, or transmits for employees and students. The District designates the Superintendent as its HIPAA privacy officer. Student and employee records containing PHI shall be accessible only to those who require such information to carry out their duties.

# Appendix E

## 2022-2023 SCHOOL DISTRICT 145



August '22							September '22							October '22						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6	4	5	6	7	8	9	10	2	3	4	5	6	7	8
7	8	9	10	11	12	13	11	12	13	14	15	16	17	9	10	11	12	13	14	15
14	15	16	17	18	19	20	18	19	20	21	22	23	24	16	17	18	19	20	21	22
21	22	23	24	25	26	27	25	26	27	28	29	30	23	24	25	26	27	28	29	
28	29	30	31										30	31						

November '22							December '22							January '23						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5	4	5	6	7	8	9	10	1	2	3	4	5	6	7
6	7	8	9	10	11	12	11	12	13	14	15	16	17	8	9	10	11	12	13	14
13	14	15	16	17	18	19	18	19	20	21	22	23	24	15	16	17	18	19	20	21
20	21	22	23	24	25	26	25	26	27	28	29	30	31	22	23	24	25	26	27	28
27	28	29	30										29	30	31					

February '23							March '23							April '23						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4	5	6	7	8	9	10	11	2	3	4	5	6	7	8
5	6	7	8	9	10	11	12	13	14	15	16	17	18	9	10	11	12	13	14	15
12	13	14	15	16	17	18	19	20	21	22	23	24	25	16	17	18	19	20	21	22
19	20	21	22	23	24	25	26	27	28	29	30	31	23	24	25	26	27	28	29	
26	27	28											30							

May '23							June '23							July '23						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6				1	2	3	2	3	4	5	6	7	8	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	9	10	11	12	13	14	15
14	15	16	17	18	19	20	11	12	13	14	15	16	17	16	17	18	19	20	21	22
21	22	23	24	25	26	27	18	19	20	21	22	23	24	23	24	25	26	27	28	29
28	29	30	31				25	26	27	28	29	30	30	31						

\*Scheduled inclement weather dates for students are May 19, 22, 23

\*Additional teacher contract days if necessary for inclement weather are May 22, 23, 24

	Start Time	Dismissal Time	12pm Dismissal (Dec 22 & Last Day)	Late Start (2hr delay)
<b>Eagle</b>	8:10	3:10	11:25	10:10
<b>Hamlow</b>	8:25	3:20	11:40	10:25
<b>WIS</b>	8:30	3:30	11:50	10:30
<b>MS</b>	8:25	3:25	11:45	10:25
<b>HS</b>	8:40	3:40	12:00	10:40

On Wednesdays, the HS will begin at 9:00 and end at 3:40.

	No School for Students
	Early Dismissal
	12pm Dismissal
	No Students K-5 Only

Quarter	Ends	Days	Semester	Teacher
1st	Oct. 12	43		
2nd	Dec. 22	43.5	86.5	93.5
3rd	Mar. 8	43		
4th	May. 19	44.5	87.5	92.5
Total		174	174	186

Including Communities of Alvo, Eagle, Prairie Home, Walton, and Waverly  
P.O. Box 426 Waverly, NE 68462 www.district145.org/calendars

### District Calendar

#### August

- 8-Teacher Welcome Back
- 9-Teacher District PD, Building PD
- 10-Teacher Work day in buildings
- 11-Elementary Plan Day
- 11-6th and 9th Graders First Day of School
- 12-Students First Day K-12

#### September

- 5-Labor Day; No School
- 23-No School; Teacher In-Service K-12

#### October

- 13-No School; Teacher In-Service K-12
- 14-No School; Teacher Comp Day

#### November

- 8-No School
- 23-25 No School
- 28-Teacher In-Service Day
- No School K-12 students

#### December

- 22-Students and Staff 12 p.m. Dismissal
- 23-30 No School
- 23-27 NSAA Moratorium

#### January

- 2-No School
- 3-No School; Teacher In-Service K-12
- 16-No School

#### February

- 16-No School for K-5
- Elementary Plan Day
- 17-No School; Teacher Comp Day
- 20-No School; Teacher In-Service K-12

#### March

- 9-10 No School
- 13-No School
- 14-No School; Teacher In-Service K-12

#### April

- 7-No School
- 10-No School

#### May

- 18-Student's Last Day 12 p.m. dismissal
- 19-Teacher Work day (1/2 Day)
- 21-Graduation

## Appendix I

School District 145 - Waverly						
Classified Staff Salary Schedule						
Job Classification	Beginning Step	Ending Step	From	To	Steps	22 - 23
School Secretary	8	32	\$15.35	\$27.76	1	\$12.91
Central Office Secretary	11	35	\$16.53	\$29.89	2	\$13.23
Head Cook - Secondary	8	22	\$15.35	\$21.68	3	\$13.56
Head Cook - Elementary	7	21	\$14.97	\$21.15	4	\$13.90
Assistant Cook	6	20	\$14.61	\$20.64	5	\$14.25
Food Service Worker	3	17	\$13.56	\$19.16	6	\$14.61
Paraprofessional - Level I	1	12	\$12.91	\$16.94	7	\$14.97
Paraprofessional - Level II	4	15	\$13.90	\$18.24		
Paraprofessional - Level III	5	16	\$14.25	\$18.70	8	\$15.35
School Nurse - RN	27	42	\$24.53	\$35.53	9	\$15.73
Health Assistant	3	17	\$13.56	\$19.16	10	\$16.12
Custodian - Day	8	23	\$15.35	\$22.23	11	\$16.53
Custodian - Night	12	21	\$16.94	\$21.15	12	\$16.94
District Maintenance	19	35	\$20.14	\$29.89	13	\$17.36
District Maintenance / Electrician	26	38	\$23.93	\$32.19	14	\$17.80
District Groundskeeper	8	27	\$15.35	\$24.53	15	\$18.24
Courier	1	10	\$12.91	\$16.12	16	\$18.70
District Technology Assistant	19	36	\$20.14	\$30.64	17	\$19.16
Updated June 2022					18	\$19.64
					19	\$20.14
					20	\$20.64
					21	\$21.15
					22	\$21.68
					23	\$22.23
					24	\$22.78
					25	\$23.35
					26	\$23.93
					27	\$24.53

										28	\$25.15
										29	\$25.77
										30	\$26.42
										31	\$27.08
										32	\$27.76
										33	\$28.45
										34	\$29.16
										35	\$29.89
										36	\$30.64
										37	\$31.40
										38	\$32.19
										39	\$32.99
										40	\$33.82
										41	\$34.66
										42	\$35.53

**RECEIPT OF 2021-2022 CLASSIFIED EMPLOYEE HANDBOOK OF  
SCHOOL DISTRICT #145**

This signed receipt acknowledges receipt of the 2022-2023 Classified Employee Handbook of School District #145. This receipt acknowledges that I understand that I am to read and be familiar with the handbook, that I understand the handbook contains a disclaimer of contract, that I understand that the handbook includes the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination.

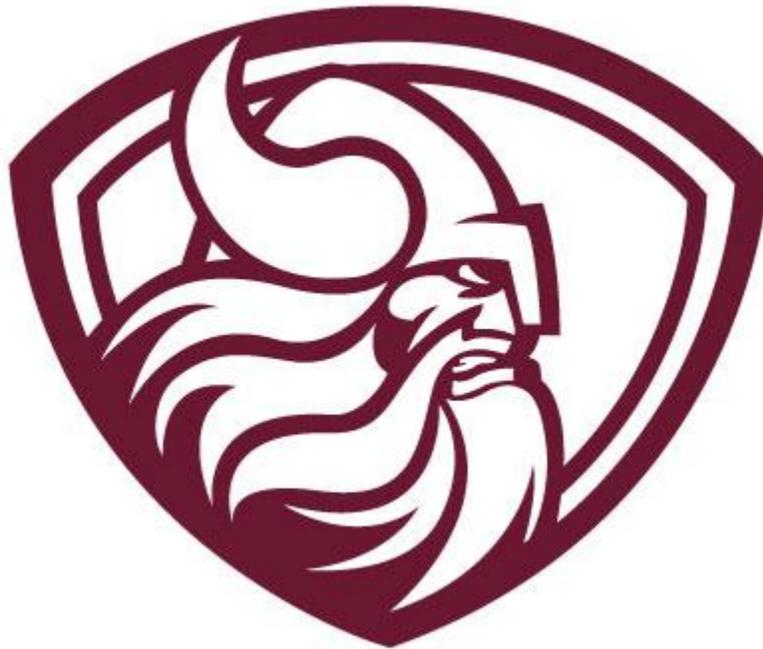
Date: \_\_\_\_\_

\_\_\_\_\_  
Employee's Signature

Return to the Principal's Office

# District 145 Evaluation Handbook

"Commitment to Excellence"



# Table of Contents

Introduction/Acknowledgements	p.2
Evaluation Overview	p. 3
Processes for Probationary Staff	p. 4
Processes for Permanent Staff	p. 5
Processes for Needs Improvement	p. 6
Professional Growth Goal Process and Forms	p. 7
Formal Observation Process and Forms	p. 11
Informal Observation Process and Forms	p. 13
Summative Evaluation Process and Forms	p.14
Glossary of Terms	p. 16

---

# Introduction and Acknowledgements

---

It is the belief of District 145 Schools that effective teacher evaluation leads to the growth and efficacy of teachers and the achievement of students by:

- Providing opportunities for reflection and feedback
- Fostering growth and improvement in teachers
- Creating a partnership between teachers and administration

Effective evaluation facilitates the continuous development of teacher practice through goal setting, feedback, and reflection. Furthermore, teacher evaluation informs and drives the professional learning of individual and collective groups of teachers.

This handbook is designed to support certified staff and administrators with the processes of the District 145 evaluation process and implementation of the District 145 Instructional Model. The District 145 Instructional Model is a comprehensive framework that supports educator effectiveness, teaching and learning, and research-informed practices inside and outside the classroom.

In the spring of 2021, District 145 administrators and teacher leaders reviewed and recommended a district instructional framework and revised teacher evaluation process.

The following staff served on the pilot committee responsible for reviewing and providing feedback to inform the creation of the teacher evaluation handbook. These individuals included:

Megan Flohr	Michelle Rezek	Craig Patzel	Ross Ricenbaw
Sara Renken	Hailey Harp	Karly Barada	George Schere
Roxane Micek	Missy Schere	Abigail Porath	Kelli Harring
Tammy Gress	Angie Konen	Sara Schuster	Brittany Hying
Dr. Megan Myers	Shannon Furstenau	Brad McMillan	Mike Cobelens
Rachel Kornfeld	Dr. Angie Plugge	Dr. Cory Worell	Delanie McMillan
Spencer Jakub	Christy Scott	Dr. David Hartman	

# Evaluation Overview

Figure 1.1

## Evaluation Overview

<b>Probationary: Years 1-3</b>
Review of Evaluation Process by October 1
Professional Goal Setting by end of Quarter 1 One District/School-based goal from the action plan and one Professional Goal connected to student learning.
Formal observation: One first semester, one second semester before the end of the third quarter
Informal Observation: One per quarter
Summative Evaluation: Before the end of the third quarter
Professional Goals and Artifact Reflection: Before the end of the third quarter.
Administrators may do classroom walk through visits at their discretion- informal feedback may be given.

<b>Permanent Evaluation Process</b>
Review of Evaluation Process by October 1
Professional Goal Setting by end of Quarter 1 One District/School based goal from action plan and one Professional Goal connected to student learning.
Formal Observation: Before April 15th
Informal Observation: One per quarter
Summative Evaluation : Every 3 years by May 1
Professional Goals and Artifact Reflection: Before last teacher contract day
Administrators may do classroom walk through visits at their discretion- informal feedback may be given.

---

# Processes for Probationary Staff

---

Probationary General Education Teachers  
Probationary Specialists  
Probationary Counselors  
Probationary Library/Media

Probationary certificated staff are those teachers who are in year one through three of employment and are classified as probationary teachers according to Nebraska Revised Statute 79-828.

- All probationary teachers will receive training regarding the District 145 evaluation model prior to October 1st. This training will review the processes, timelines, and expectations regarding all components of the instructional and evaluation model.
- Every year probationary certificated teachers will complete a self assessment of the four domains to inform a district/school goal and a professional development goal tied to student learning. The district/school goal will be selected by the teacher and will align with the district strategic plan or building continuous improvement plan. The professional goal will be selected by the teacher and will be based on an area identified in the self-audit of the instructional model, previous evaluator feedback, or a specific growth area. The professional goal will be connected to improving student achievement in the classroom. Goals will be submitted to the supervisor by the end of the first quarter via Frontline.
- Every year probationary certificated teachers will have two formal observations by their evaluator. One observation must be completed during the first semester and the second observation during the third quarter. Prior to each observation the teacher will complete the pre-observation form, submit, and discuss it with the supervisor. The supervisor will complete the observation form noting evidence of performance for domains 1, 2, and 3. The teacher will complete the post-observation form. An in-person conference between the teacher and supervisor will occur in a timely manner to discuss the observation and post observation reflection. The supervisor will complete the assessment of teaching practice form in collaboration with the teacher.
- Every year probationary certified staff members will have a minimum of four informal observations, one each quarter.
- Every year, by the end of the third quarter the probationary certificated teacher will select, reflect on, and submit one artifact representing each domain.
- Every year, by the end of the third quarter, the supervisor will complete the summative evaluation form, conference with the probationary staff member, and submit it via Frontline.
- Every year, by the end of the third quarter, the probationary teacher will complete a professional goal review highlighting the accomplishments related to the goal.

---

## Processes for Permanent Staff

---

Permanent General Education Teachers

Permanent Specialists

Permanent Counselors

Permanent Library/Media

Permanent Certified teachers are those teachers who have successfully completed three full years of teaching, meet district expectations on all four domains, and have been recommended to the superintendent for continuing employment.

- All permanent teachers will receive training regarding the District 145 evaluation model prior to October 1st. This training will review the processes, timelines, and expectations regarding all components of the instructional and evaluation model.
- Every year permanent certified teachers will complete a self assessment of the four domains to inform the creation of a district/school goal and a professional development goal tied to student learning. The district/school goal will be selected by the teacher and will align with the district strategic plan or building continuous improvement plan. The professional goal will be selected by the teacher and will be based on an area identified in the self-audit of the instructional model, previous evaluator feedback, or a specific growth area. The professional goal will be connected to improving student achievement in the classroom. Goals will be submitted to the supervisor by the end of the first quarter via Frontline. Every year, by the end of fourth quarter, all permanent certified staff members will reflect on their goals through a goal reflection form.
- Every year permanent certified teachers will have at least one formal observation by their evaluator. Prior to each observation the teacher will complete the pre-observation form, submit, and discuss it with the supervisor. The supervisor will complete the observation form noting evidence of performance for the four domains. The teacher will complete the post-observation form. An in-person conference between the teacher and supervisor will occur in a timely manner to discuss the observation and post observation reflection. The supervisor will complete the assessment of teaching practice form in collaboration with the teacher.
- Every year permanent certified staff members will have a minimum of four informal observations, one per quarter.
- Every year, by the end of the fourth quarter the permanent certificated teacher will select, reflect on, and submit one artifact representing each domain.
- Every three years by the end of the year, the supervisor will complete the summative evaluation form, conference with the certified staff member, and submit this summative evaluation through Frontline.

---

# Process for Staff Needing Improvement

---

Plan of Improvement  
Plan of Assistance

There may be times when there are concerns that an employee is not meeting district expectations. In most cases, the evaluator will work informally within the evaluation process to assist the teacher in meeting district expectations. If the performance concerns remain after informal interventions, a plan of improvement will be issued by the evaluator.

## **Plan of Improvement**

Staff who have been notified by their evaluator that they have performance concerns may be placed on a plan of improvement. The plan of improvement will:

- Identify the concerns citing specific domains and components with evidence supporting the concern.
- Communicate the expectation regarding the concern area and how progress will be monitored.
- Include a plan of remediation including strategies and supports for the teacher
- Provide a reasonable timeline for improvement.

A teacher who is on a Plan of Improvement will also follow the probationary teacher evaluation processes.

At the conclusion of the timeline, the evaluator may decide if adequate progress has been made and the teacher will no longer be on a plan of improvement, or a plan of improvement is to be continued.

## **Plan of Assistance**

If progress has not been made on the plan of improvement, a more intensive plan of assistance will be created. This plan will:

- Identify the concerns citing specific domains and components with evidence supporting the concern.
- Communicate the expectation regarding the concern area and how progress will be monitored.
- Include a plan of remediation including strategies and supports for the teacher
- Provide a reasonable timeline for improvement.

If a teacher makes adequate progress on the plan of assistance, the evaluator may place the teacher on the probationary teacher evaluation process. If a teacher does not make adequate progress on the plan of assistance, the evaluator may recommend that the contract for that teacher not be renewed.

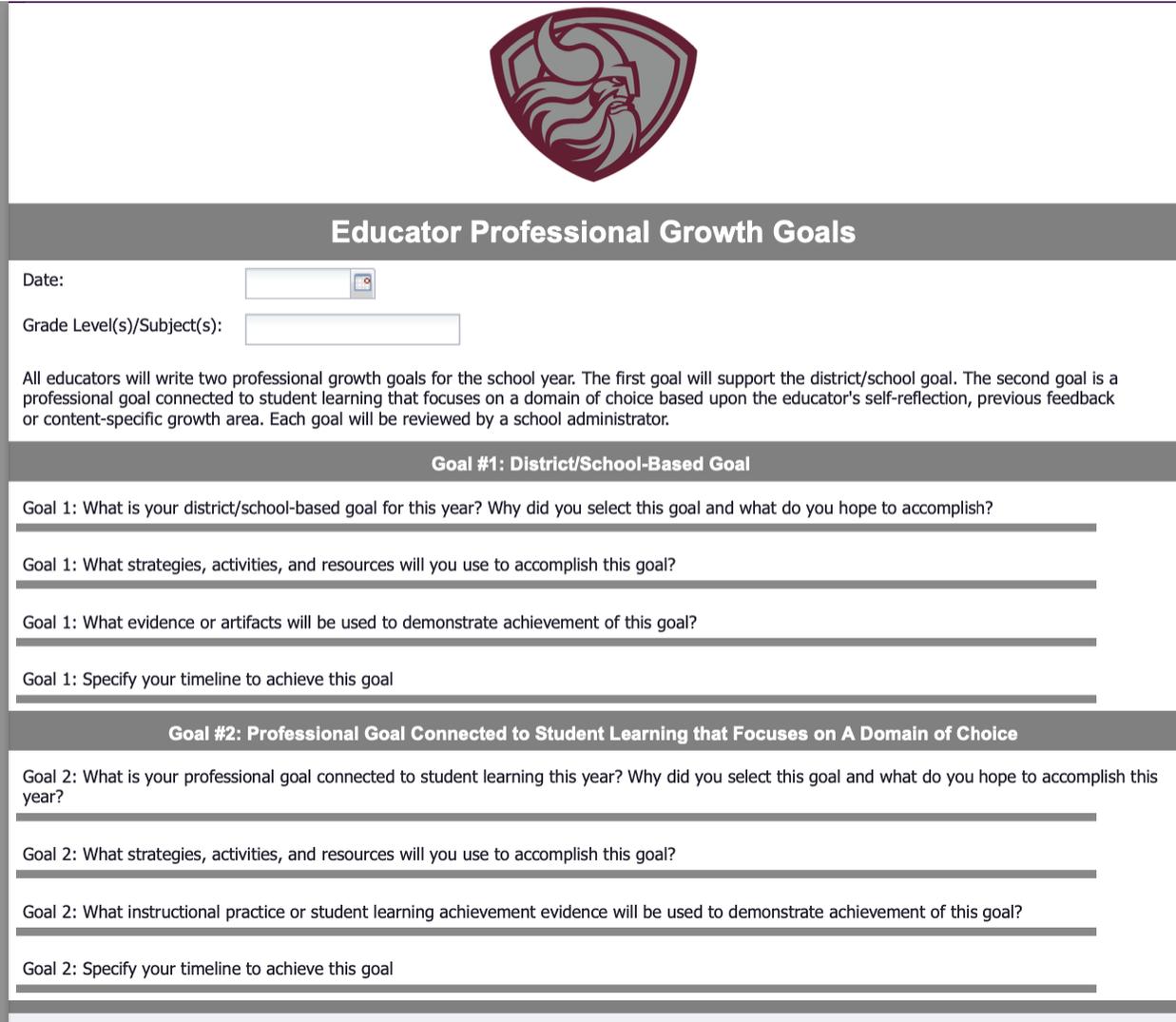
---

# Professional Growth Goal Process and Forms

---

All certified staff will complete a self assessment of the four domains and set a minimum of one Professional Growth Goals for the school year. The goal should support the District Strategic Plan/School Action Plan and be connected to the District Instructional Framework. Each goal should be reviewed by the school principal.

Figure 1.2 Teacher Professional Growth Goal Form



The form features a maroon shield logo at the top center. Below the logo is a dark grey header with the title "Educator Professional Growth Goals" in white. The form includes input fields for "Date:" and "Grade Level(s)/Subject(s):". A paragraph of instructions follows, stating that educators will write two goals, one district/school-based and one connected to student learning. The form is divided into two main sections: "Goal #1: District/School-Based Goal" and "Goal #2: Professional Goal Connected to Student Learning that Focuses on A Domain of Choice". Each section contains four questions with corresponding horizontal lines for answers.

**Educator Professional Growth Goals**

Date:

Grade Level(s)/Subject(s):

All educators will write two professional growth goals for the school year. The first goal will support the district/school goal. The second goal is a professional goal connected to student learning that focuses on a domain of choice based upon the educator's self-reflection, previous feedback or content-specific growth area. Each goal will be reviewed by a school administrator.

**Goal #1: District/School-Based Goal**

Goal 1: What is your district/school-based goal for this year? Why did you select this goal and what do you hope to accomplish?  
\_\_\_\_\_

Goal 1: What strategies, activities, and resources will you use to accomplish this goal?  
\_\_\_\_\_

Goal 1: What evidence or artifacts will be used to demonstrate achievement of this goal?  
\_\_\_\_\_

Goal 1: Specify your timeline to achieve this goal  
\_\_\_\_\_

**Goal #2: Professional Goal Connected to Student Learning that Focuses on A Domain of Choice**

Goal 2: What is your professional goal connected to student learning this year? Why did you select this goal and what do you hope to accomplish this year?  
\_\_\_\_\_

Goal 2: What strategies, activities, and resources will you use to accomplish this goal?  
\_\_\_\_\_

Goal 2: What instructional practice or student learning achievement evidence will be used to demonstrate achievement of this goal?  
\_\_\_\_\_

Goal 2: Specify your timeline to achieve this goal  
\_\_\_\_\_

All teachers will collect evidence of their practice within each domain in the form of artifacts throughout the year. Teacher reflection of professional goals and artifacts will summarize how it impacted student learning. Teachers and evaluators will meet to discuss the goal and artifact reflections.

Figure 1.3 Goal and Artifact Reflection



## Educator Professional Growth Goals: Reflection

Date:

Grade Level(s)/Subject(s):

Probationary educators, please complete and submit to the administrator by the end of the third quarter. Permanent educators, please complete and submit to the administrator by the last teacher contract day. .

### Goal #1: District/School-Based Goal

**Goal #1: District/School-Based Goal**
📄

**NONE**

Reflect on your district/school goal. What progress did you make in achieving your goal?  
\_\_\_\_\_

Describe the impact of your goal on your learning, your colleagues' learning, and student learning.  
\_\_\_\_\_

Will you continue with this goal next year? Why?  
\_\_\_\_\_

### Goal #2: Professional Goal Connected to Student Learning that Focuses on A Domain of Choice

**Goal #2: Professional Goal**
📄

**NONE**

Reflect on your Professional Goal connected to Student Learning. What progress did you make in achieving your goal?  
\_\_\_\_\_

Describe the impact of your goal on your learning, your colleagues' learning and student learning.  
\_\_\_\_\_

Will you continue with this goal next year? Why?  
\_\_\_\_\_

**Artifact Reflection:** Teachers may attach artifacts or pictures of artifacts for each domain below and describe the impact of the artifact on their learning, their colleagues' learning, and student learning.

**Artifacts**
📄

Name	Upload Date	Upload User	File
			📄

Domain 1 - Planning and Preparation:  
Describe your artifact and explain its impact on your learning, your colleagues' learning, and student learning. How do you know?  
\_\_\_\_\_

Domain 2 - The Classroom Environment:  
Describe your artifact and explain its impact on your learning, your colleagues' learning, and student learning. How do you know?  
\_\_\_\_\_

Domain 3 - Instruction:  
Describe your artifact and explain its impact on your learning, your colleagues' learning, and student learning. How do you know?  
\_\_\_\_\_

Domain 4 - Professional Responsibilities:  
Describe your artifact and explain its impact on your learning, your colleagues' learning, and student learning. How do you know?  
\_\_\_\_\_

# Formal Observation Process and Forms

The formal observation component consists of four steps: the pre-observation meeting, formal observation, post-observation meeting, and assessment of teaching practice. The teacher completes the pre and post observation forms and the evaluator completes the assessment of teaching practice.

**Figure 1.3**  
**Teacher Pre-Observation Planning Form**



### Teacher Pre-Observation Planning

Conference Date:

Grade Level(s)/Subject(s):

Period/Time of Observation:

Please submit this form, your lesson plan, and a seating chart to your administrator prior to the pre-observation conference. Please make the necessary arrangements to schedule a pre-observation conference.

Artifacts				
Name	Upload Date	Upload User	File	
<b>1. What District 145 learning targets will be addressed in this lesson? What do you want students to understand and be able to do? How do these targets demonstrate high expectations for all students?</b>				
<b>2. How does this lesson fit into the sequence of learning for the unit? How will students be able to relate to or see the relevance of learning the new content?</b> (1a. Demonstrating Knowledge of Content and Pedagogy, 1b. Demonstrating Knowledge of Students, 1c. Designing Coherent Instruction Common Themes: Equity, Cultural competence) 1. What District 145 learning targets will be addressed in this lesson? What do you want students to understand and be able to do? How do these targets demonstrate high expectations for all students?				
<b>3. Briefly describe your students. Include age range, English language proficiency, instructional levels, social emotional needs, and special needs in your class.</b> (1b. Demonstrating Knowledge of Students, Common Themes: Equity, Cultural Competence, Developmental Appropriateness)				
<b>4. How will you use your knowledge of students (question 3) in how you will intellectually engage students in this lesson? Specifically address issues of cultural competence, equity, and developmental appropriateness. In your response describe student activities and assignments, grouping of students, and instructional resources including how students will use technology.</b> (1b. Demonstrating knowledge of students, 1d. Demonstrating knowledge of resources, Common Themes: Cultural competence, Attention to Individual Students Provide a copy of any handouts or materials the students will be using.)				
<b>5. How will you know whether all students have achieved the intended learning target? In what ways will students demonstrate they have learned what you intended? Include both formative and summative methods of assessment of student learning.</b> (1f. Designing Student Assessments, Common Theme: Equity, High Expectations)				
<b>6. What will you do for the students who do not understand the learning target and for those students who have mastered the learning goal?</b> (1f. Designing student assessments, 3d Using Assessment in Instruction, Common Theme: Student Assumption of Responsibility, Attention to Individual Students)				
<b>7. What might you like me to specifically observe during the lesson? (Please be specific about the component and identify the related domain.)</b>				

### Self-Assessment

Complete the self assessment for Domain 1: Planning and Preparation below:

- FFT 2013 - Component 1a
- FFT 2013 - Component 1b
- FFT 2013 - Component 1c
- FFT 2013 - Component 1d

**Figure 1.4**  
**Teacher Post-Observation Reflection Form**



## Teacher Post-Observation Reflection

Conference Date:

Grade Level(s)/Subject(s):

Period/Time of Observation:

Please answer the following questions concerning the lesson that was observed and bring to your in-person post-observation conference. Your responses will serve as the basis for conversation during your post-observation conference. You may bring any relevant artifacts that provide evidence for this lesson (for example, student work). Highlight the relevant part(s) of the domain rubrics that represent your performance on the lesson observed as part of the reflection.

### Artifacts ↑

Name	Upload Date	Upload User	File
			↓

**1. As you reflect on the lesson, to what extent were all students intellectually engaged? (Cite specific evidence from the lesson.)**  
*Common Themes: High Expectations, Attention to Individual Students, Student Assumption of Responsibility*

**2. Did all students learn what you intended them to learn (learning targets)? How do you know? What are your next steps for those students who did not meet the learning targets?** *Common Themes: Attention to Individual Students, Equity*

**3. Did you alter your instructional plan or targets as you taught the lesson to meet the needs of individuals or groups of students? If so, why and how?** *Common Theme: Attention to Individual Students*

**4. If you had the opportunity to teach this lesson again, what would you do differently (instructional strategies, student grouping, student activities and materials/resources, etc.)?** *Common Themes: Developmental Appropriateness*

**5. Comment on your classroom procedures, management, and use of physical space. How did these contribute or take away from learning?** *Common Theme: High Expectations*

**6. How did the lesson, activities, and assignments invite students to bring their cultural backgrounds, individual experiences, and personal interests into their learning?** *Common Theme: Equity, Cultural Competence*

**7. Rubric: Highlight the relevant part(s) of the domain rubrics that represent your performance on the lesson observed. Develop suggestions for future practice.**

## Domain 2: Classroom Environment

- FFT 2013 - Component 2a ↓
- FFT 2013 - Component 2b ↓
- FFT 2013 - Component 2c ↓
- FFT 2013 - Component 2d ↓
- FFT 2013 - Component 2e ↓

## Domain 3: Instruction

- FFT 2013 - Component 3a ↓
- FFT 2013 - Component 3b ↓
- FFT 2013 - Component 3c ↓
- FFT 2013 - Component 3d ↓

**Figure 1.4 Assessment of Teaching Practice (completed by evaluator)** Evaluators will score each component on the rubric for Domains 1, 2, and 3 for the observed lesson. They will also select observed critical attributes, and include relevant evidence from the observation.

Assessment of Teaching Practice (Danielson)

Observation Date:

Grade Level(s)/Subject(s):

Period/Time of Observation:

Post Conference Date:

With the teacher, examine all the evidence generated by the lesson.  
 Look jointly at the Levels of Performance by component for each domain. Choose the relevant part(s) of the statements. Together, review the Domain Summaries and develop suggestions for future practice.

Domain 1: Planning and Preparation

FFT 2013 - Component 1a

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a Demonstrating Knowledge of Content and Pedagogy</b>  <b>Indicators:</b> 1. Lesson and unit plans that reflect important concepts in the discipline 2. Lesson and unit plans that accommodate prerequisite relationships among concepts and skills 3. Clear and accurate classroom explanations 4. Accurate answers to students' questions 5. Feedback to students that furthers learning 6. Interdisciplinary connections in plans and practice	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.  <b>Critical Attributes:</b> 1. The teacher makes content errors. 2. The teacher does not consider prerequisite relationships when planning. 3. The teacher's plans use inappropriate strategies for the discipline.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.  <b>Critical Attributes:</b> 1. The teacher's understanding of the discipline is rudimentary. 2. The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. 3. Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.  <b>Critical Attributes:</b> 1. The teacher can identify important concepts of the discipline and their relationships to one another. 2. The teacher provides clear explanations of the content. 3. The teacher answers students' questions accurately and provides feedback that furthers their learning. 4. Instructional strategies in unit and lesson plans are entirely suitable to the content.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.  <b>Critical Attributes:</b> 1. The teacher cites intra- and interdisciplinary content relationships. 2. The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. 3. The teacher's plans reflect recent developments in content-related pedagogy.

Enter Notes and Evidence

FFT 2013 - 1a Critical Attributes

Unsatisfactory - The teacher makes content errors.

Unsatisfactory - The teacher does not consider prerequisite relationships when planning.

Unsatisfactory - The teacher's plans use inappropriate strategies for the discipline.

---

Basic - The teacher's understanding of the discipline is rudimentary.

Basic - The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.

Basic - Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.

Proficient - The teacher can identify important concepts of the discipline and their relationships to one another.

Proficient - The teacher provides clear explanations of the content.

Proficient - The teacher answers students' questions accurately and provides feedback that furthers their learning.

Proficient - Instructional strategies in unit and lesson plans are entirely suitable to the content.

Distinguished - The teacher cites intra- and interdisciplinary content relationships.

Distinguished - The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.

Distinguished - The teacher's plans reflect recent developments in content-related pedagogy.

FFT 2013 - Component 1b

Component	Unsatisfactory	Basic	Proficient	Distinguished
-----------	----------------	-------	------------	---------------

## Domain 2: The Classroom Environment

### FFT 2013 - Component 2a

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2a</b> <b>Creating an Environment of Respect and Rapport</b></p> <p><b>Indicators:</b>  <b>1. Respectful talk, active listening, and turn-taking</b>  <b>2. Acknowledgment of students' backgrounds and lives outside the classroom</b>  <b>3. Body language indicative of warmth and caring shown by teacher and students</b>  <b>4. Physical proximity</b>  <b>5. Politeness and encouragement</b>  <b>6. Fairness</b></p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p> <p><b>Critical Attributes:</b>                      1. The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.                      2. Students' body language indicates feelings of hurt, discomfort, or insecurity.                      3. The teacher displays no familiarity with, or caring about, individual students.                      4. The teacher disregards disrespectful interactions among students.</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p> <p><b>Critical Attributes:</b>                      1. The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.                      2. The teacher attempts to respond to disrespectful behavior among students, with uneven results.                      3. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</p> <p><b>Critical Attributes:</b>                      1. Talk between the teacher and students and among students is uniformly respectful.                      2. The teacher successfully responds to disrespectful behavior among students.                      3. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.                      4. The teacher makes general connections with individual students.                      5. Students exhibit respect for the teacher.</p>	<p>Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p> <p><b>Critical Attributes:</b>                      1. The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.                      2. There is no disrespectful behavior among students.                      3. When necessary, students respectfully correct one another.                      4. Students participate without fear of put-downs or ridicule from either the teacher or other students.                      5. The teacher respects and encourages students' efforts.</p>
Enter Notes and Evidence				

#### FFT 2013 - 2a Critical Attributes

- Unsatisfactory - The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.
- Unsatisfactory - Students' body language indicates feelings of hurt, discomfort, or insecurity.
- Unsatisfactory - The teacher displays no familiarity with, or caring about, individual students.
- Unsatisfactory - The teacher disregards disrespectful interactions among students.
- Basic - The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.
- Basic - The teacher attempts to respond to disrespectful behavior among students, with uneven results.
- Basic - The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.
- Proficient - Talk between the teacher and students and among students is uniformly respectful.
- Proficient - The teacher successfully responds to disrespectful behavior among students.
- Proficient - Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.
- Proficient - The teacher makes general connections with individual students.
- Proficient - Students exhibit respect for the teacher.
- Distinguished - The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.
- Distinguished - There is no disrespectful behavior among students.
- Distinguished - When necessary, students respectfully correct one another.
- Distinguished - Students participate without fear of put-downs or ridicule from either the teacher or other students.
- Distinguished - The teacher respects and encourages students' efforts.

### FFT 2013 - Component 2b

Component	Unsatisfactory	Basic	Proficient	Distinguished

---

# Informal Observations Process and Forms

---

All teachers are informally observed four times each year. Administrators complete the informal observation form after the 15-20 minute classroom observation.

**Figure 1.5 Informal Observation Form**



### Teacher Informal Observation

Observation Date:

Grade Level(s)/Subject:

Start/End Time:

Activity:

### Domain 2: The Classroom Environment

**Domain 2: The Classroom Environment**

- 2a. Teachers and students interact in a positive manner that builds trust and recognizes individual differences and backgrounds.
- 2b. Teacher reinforces student effort
- 2b. Teacher has high expectations for all students
- 2c. Teacher has clear routines and procedures in place.
- 2c. Classroom transitions are efficient and maximize instructional time
- 2d. Expectations for appropriate behavior are clear and reinforced for all students
- 2d. Students take an active role in monitoring their own behavior and that of other students in line with the classroom expectations.

Domain 2 Comments:

---

### Domain 3: Instruction

**3a. Learning objectives/purpose are:**

posted       referenced       both

**Domain 3: Instruction**

- 3a. Teacher provides students with clear directions and rationale for the lesson or activity
- 3b. Teacher uses questioning strategies to promote critical thinking
- 3b. Teacher provides multiple opportunities for students to respond
- 3c. Students are active participants in the learning process.
- 3c. Pace of the lesson is appropriate for students
- 3c. Teacher accounts for individual academic needs and differences
- 3c. Students take initiative to clarify and expand their learning by asking questions, paraphrasing objectives, and collaborating with other students.
- 3d. Teacher uses formative checks for understanding to inform instruction
- 3d. Teacher provides individual feedback to students.

Domain 3 Comments:

---

Additional Comments/Reflection Questions:

---

Teachers may reflect or respond in the comments box below:

---

# Summative Evaluation Process and Forms

Evaluators will complete a summative evaluation by the end of third quarter for probationary 1, 2, and 3 teachers. Evaluators will complete a summative evaluation every three years for permanent staff or permanent 3.

**Figure 1.6 Summative Evaluation Form**



**Teacher Summative Evaluation**

Conference Date:

Formal Observation Date(s):

Informal Observation Date(s):

If any component is marked Unsatisfactory or Basic, comments must be provided. Comments may also be provided to address ratings of Proficient and/or Distinguished.

**Domain 1: Planning and Preparation**

FFT 2013 - Component 1a	▼
FFT 2013 - Component 1b	▼
FFT 2013 - Component 1c	▼
FFT 2013 - Component 1d	▼
FFT 2013 - Component 1e	▼
FFT 2013 - Component 1f	▼
<b>Domain 1</b>	▲

Element	Not Met	Met	Exceeds
<b>Domain Rating</b>			
<a href="#">Enter Notes</a>			

*Domains marked Not Met also require comments by the evaluator.*

**Domain 1 Overall Comments:**

**Domain 2: The Classroom Environment**

FFT 2013 - Component 2a	▼
FFT 2013 - Component 2b	▼
FFT 2013 - Component 2c	▼
FFT 2013 - Component 2d	▼
FFT 2013 - Component 2e	▼
<b>Domain 2</b>	▲

Element	Not Met	Met	Exceeds
<b>Domain Rating</b>			
<b>Rubric Score: 0/0</b>			

Element	Not Met	Met	Exceeds
<a href="#">Enter Notes</a>			
<b>Rubric Score: 0/0</b>			

### Domain 3: Instruction

- FFT 2013 - Component 3a ▼
- FFT 2013 - Component 3b ▼
- FFT 2013 - Component 3c ▼
- FFT 2013 - Component 3d ▼
- FFT 2013 - Component 3e ▼

Domain 3 <span style="float: right;">▲</span>			
Element	Not Met	Met	Exceeds
<b>Domain Rating</b>			
<a href="#">Enter Notes</a>			

*Domains marked Not Met also require comments by the evaluator.*

**Domain 3 Overall Comments:**

---

### Domain 4: Professional Responsibilities

- FFT 2013 - Component 4a ▼
- FFT 2013 - Component 4b ▼
- FFT 2013 - Component 4c ▼
- FFT 2013 - Component 4d ▼
- FFT 2013 - Component 4e ▼
- FFT 2013 - Component 4f ▼

Domain 4 <span style="float: right;">▲</span>			
Element	Not Met	Met	Exceeds
<b>Domain Rating</b>			
<a href="#">Enter Notes</a>			

*Domains marked Not Met also require comments by the evaluator.*

**Domain 4 Overall Comments:**

---

**Additional Evaluator's Comments**

---



---

---

# Glossary of Terms

---

**Artifacts-** Evidence routinely produced by a teacher to demonstrate performance levels on a domain. Examples include lesson plans, communications, collaborative work, student data, professional learning, etc.

**Component-** A component is a coherent body of knowledge and skill within a domain that can stand independently from other domains.

**Domain-** A distinct aspect of teaching and learning. There are four domains of teaching responsibility: (1) Content Planning, (2) Classroom Environment, (3) Instruction, (4) Planning and Preparation.

**Evidence-** Evidence can include but is not limited to classroom observations by the appraiser, teacher self-assessments, and documents such as lesson plans, instructional artifacts, student work, and the analysis of student work, written feedback given to students, etc.

**Evaluation process-** the overall actions that are completed by the teacher and the evaluator to support teacher growth.

**Evaluator-** Person, who holds a Nebraska administrative and supervisory certificate, assigned the responsibility of observing and evaluation staff.

**Formal Observation-** (Full instructional period) A formal observation of a teacher for a full instructional period-based on the grade level of the students. A pre-observation and post-observation are also part of this process.

**Frontline-** The digital platform where all evaluation forms are held. All teacher evaluation processes will be housed in this system and available from year to year.

**Goals-** Teacher developed professional goals. Teachers will select a goal that aligns with the district goal and connects to the instructional framework.

**Informal Observation-** An unannounced observation for an undetermined length of time, typically 15-20 minutes. The evaluator records what was observed during this period of time understanding there was instruction before and after the observation.

**Performance Level-** Levels of performance identify the expertise of teaching demonstrated.

- **Unsatisfactory:** The teacher performing at the unsatisfactory level does not demonstrate an understanding of the concepts of a domain or its components, and performance is below that of others performing the same or similar duties.
- **Basic:** The teacher performing at the basic level appears to understand the concepts of a domain or its components and attempts to implement it.
- **Proficient:** The teacher performing at the proficient level clearly understands the concepts of a domain or its components and implements it well.

- **Distinguished:** Teachers performing at the distinguished level are master teachers and make a contribution to the field, both inside and outside their school. For most components the distinguished level involve students taking an active role for their learning.

Permanent Status- A teacher who has completed three years of teaching within the district and is on a continuing contract.

Plan of Improvement/Assistance- When an administrator identifies a performance concern based on the evaluation process a teacher may be placed on a plan of improvement . The plan of improvement is individualized and focused on current concerns, expectations, support and timelines. A plan of assistance is a more targeted plan when the teacher is not making adequate progress on the plan of improvement.

Probationary Status- A teacher who is in their first 3 years of teaching. Teacher has different due process rights than a permanent status teacher.

Rubric- A scoring tool that describes each performance level.

Self-Assessment- Part of the evaluation process where teachers self-rate themselves regarding each element. This occurs at the beginning of the year prior to setting goals for all four domains and during the formal observation process for domains 1-3.