

Hayes Center Public Schools Staff Handbook

2024-2025



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INTRODUCTION

This handbook provides information to persons who are employed by the school district and are referred to in this handbook as employees, staff, or staff members. It is designed to provide practical information about the daily operation of the schools in the district and contains building and district directories, safety and emergency information, as well as district policies and procedures. Each staff member should carefully review this handbook. The administration and the board of education continually review policies and procedures, so staff members should discuss comments, concerns, or suggestions about this handbook with their building principal or another member of the administrative staff.

This handbook does not create a “contract” of employment. Staff positions and assignments that do not require a teaching certificate or are not otherwise governed 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 a contract approved by the board of education.

Many situations may arise that are not covered by this handbook. In those instances, staff members should use their own good judgment or consult with the administration. If any information contained in this handbook conflicts with board policy or state statute, the policy or statute will govern.

The provisions in this handbook are subject to change at the sole discretion of the Superintendent and the Board of Education. From time to time, you may receive updated information concerning changes in the handbook. These updates should be kept within the handbook so that all procedures can be kept up to date. If you have any questions regarding this handbook, please ask your supervisor or the Superintendent for assistance.

Your suggestions about ways to improve the school are welcome and will always be considered.

NONDISCRIMINATION IN EDUCATION PROGRAMS AND ACTIVITIES

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The school district prohibits sex discrimination in any education program or activity in any education program or activity that it operates.

Individuals who believe that they have been the subject of unlawful discrimination or harassment due to their disability, or that have other related concerns or questions, should contact the following Section 504 Coordinator **Megan Soundy** at **308-286-5600**, msoundy@hccardinals.org or in person at school.

Individuals who believe that they have been the subject of unlawful discrimination or harassment due to their sex, or that have other related concerns or questions, should contact the Title IX Coordinator: **Megan Soundy** at **308-286-5600**, msoundy@hccardinals.org, **501 Troth St., Hayes Center, NE 69032** or in person at school. The School District's specific Notice of Nondiscrimination on the Basis of Sex may be accessed at the following link: <https://meeting.sparqdata.com/public/Book/133?docTypeId=319&file=28fd8c7c-59c6-4612-b5a0-bab3c8b7d928>

Individuals who believe that they have been the subject of unlawful discrimination or harassment due to their race, color, or national origin, or that have other related concerns or questions, should contact the following Title VI Coordinator: **Megan Soundy** at **308-286-5600**, msoundy@hccardinals.org, **501 Troth St., Hayes Center, NE 69032** or in person at school.

Individuals who believe that they have been the subject of any other unlawful discrimination or harassment should contact **Megan Soundy** at **308-286-5600**, msoundy@hccardinals.org or in person at school. Students may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

For additional prohibited discrimination and related information, please review school district Policy 3053 – Nondiscrimination.

DRUG-FREE WORKPLACE REQUIREMENTS

It is vitally important to have a healthy workforce that is free from the effects of illegal drugs. The use or possession of unlawful drugs in the workplace has a very detrimental effect upon safety and morale of the affected employee, coworkers, and the public at large; and on productivity and the quality of work.

Federal law requires this school district, as a recipient of federal funds, to maintain a drug-free workplace. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in the district's workplace is prohibited. The term "workplace" includes every location where district employees may be found during their working hours or while they are on duty, regardless of whether the location is within the geographic boundaries of the district. Any employee who violates this policy will be disciplined with measures up to and including discharge. The district may, in its sole discretion, require or allow an employee who violates this policy to participate in and satisfactorily complete a drug abuse assistance or rehabilitation program.

The district shall provide every current employee with a copy of this policy, and shall provide each newly hired employee with a copy upon hiring. Every employee shall be required to signify receipt of a copy of the policy in writing. All district employees must abide by this policy, including those who are not directly engaged in the performance of work pursuant to a federal grant.

An employee must notify his/her supervisor of any conviction of a criminal drug statute for a violation occurring in the workplace within five days. The failure to report such a conviction will be grounds for dismissal. If the employee convicted of such an offense is engaged in the performance of work pursuant to the provisions of a federal grant, the district shall notify the grant agency within 10 days of receiving notice of a conviction from the affected employee or of receiving actual notice of such a conviction.

POLICIES AND PROCEDURES REGARDING ALL STAFF

Accidents and Injuries

Staff must inform the building office immediately of all accidents and/or injuries to students or staff, and complete the appropriate accident form that is available from the office secretary. The accident form must be returned to the office within twenty-four hours.

Activity Accounts and Fundraising

Activity accounts are handled through the superintendent's office. No student or sponsor may make any purchase without a signed purchase order from the superintendent. **Purchases made without permission are the personal obligation and responsibility of the purchaser.**

The superintendent is responsible for authorizing any fundraising on the part of student activities. **No fundraising may occur without express administrative permission.**

Activity Tickets

All staff, spouses, and their school-age children will be admitted to home games free of charge. Activity tickets will be issued to staff through the building offices.

Agents, Salesmen and Other Business Representatives

All business representatives calling on school matters must obtain permission from the superintendent or building principal before conferring with staff. Staff must determine whether the business representative has been granted permission before discussing business matters. Classroom teachers may not interrupt class work to confer with such representatives.

Staff may not use school time or school facilities for any personal activity for personal financial gain or confer with any business representative for personal business during school time.

Announcements and Circulars

No announcements shall be made before any school group without authorization of the principal or superintendent.

Any circulars or advertising displayed within the school shall have the approval of the building principal or superintendent before posting.

Jr-Sr. High Monday-Thursday Bell Schedule

	Begin	End
First Period	7:55	8:47
Second Period	8:49	9:41
Third Period	9:43	10:35
Fourth Period	10:37	11:29
Fifth Period	11:31	12:23
Lunch	12:25	12:55
Sixth Period	12:55	1:47
Seventh Period	1:49	2:41
Eighth Period	2:43	3:35

Jr-Sr. High Friday Bell Schedule

	Begin	End
Period 0	7:55	8:28
First Period	8:30	9:14
Second Period	9:16	10:00
Third Period	10:02	10:46
Fourth Period	10:48	11:32
Fifth Period	11:34	12:18
Lunch	12:20	12:50
Sixth Period	12:50	1:34
Seventh Period	1:36	2:20
Eighth Period	2:22	3:05

Board Policies, Rules, and Directives

The board of education has adopted policies that govern the operation of the school district. A complete policy manual is available on the district's website or in the main administrative office. These manuals will be updated as the board adopts new policies or modifies existing policies. In particular, the 4000 series deals with policies that affect personnel. Additionally, the Board has authorized the Superintendent and his or her designee to adopt rules and directives regarding the conduct of students, staff, and other persons. Many of these rules and directives are published in the Student Handbook, Staff Handbook, and Activity Handbook, respectively. Each of these handbooks are available on the district's website and in the main administrative office.

By signing below, you agree that you have read and understood these policies, handbooks, rules, and directives, their application to you, and that you have had an opportunity to discuss any questions with the administration.

Child Abuse

School employees who have reasonable cause to believe that a child has been subjected to child abuse or neglect or observe a child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect will report the suspected abuse or neglect according to the following procedure.

1. Any school employee who has reasonable cause to believe that a child has been abused or neglected shall report the suspicion to the building principal immediately. Employees shall also personally report or cause a report to be made to local law enforcement or to the Department of Health and Human Services.
2. When the principal makes a report of suspected child abuse or neglect, he/she shall inform the employee(s) who made the initial report.
3. Nothing in the paragraph above shall hinder a school employee from fulfilling his/her/their obligation to report suspected abuse or neglect if he, she or they have reasonable cause to believe that a child has been abused or neglected.
4. Any doubt or question in reporting such cases shall be resolved in the favor of reporting the suspected abuse or neglect. Consultation between the administrator and school employee is encouraged, keeping in mind that prompt reporting is essential.

Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to complaints unless the complaint is subject to a different procedure required by law, policy, or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems at the lowest level of the chain of command. When those efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth in any specific policy

addressing those areas or the procedures set forth below. Allegations of sex discrimination covered by Title IX will be addressed through the board's Title IX policy.

References to "coordinator" in this policy refer to the board-designated coordinator for the applicable area, such as the Section 504 Coordinator for allegations of disability-based discrimination.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant or complainant's student to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, coordinator, superintendent of schools, or president of the board of education, as set forth below. Anyone with questions about the appropriate person to speak with may request clarification from the superintendent.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted at any time during the complaint procedure to the applicable coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or coordinator, the administrator or coordinator shall first determine whether another applicable procedure is required by policy or law and if

so, direct the complaint to the appropriate person to follow that procedure. If not, the administrator or coordinator will promptly and thoroughly investigate the complaint, and shall:

- a) Determine whether the complainant has discussed the matter with the respondent.
 - 1) If the complainant has not, urge the complainant to discuss the matter directly with the respondent, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the staff respondent, the administrator or coordinator shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant and if necessary, the respondent against whom the complaint is filed, to determine:
 - 1) All relevant details of the complaint;
 - 2) All witnesses and documents which the complainant believes support the complaint;
 - 3) The action or solution which the complainant seeks.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or coordinator received the complaint.
4. If either the complainant or the respondent is not satisfied with the decision, he or she may appeal the decision to the superintendent. The superintendent may assign a qualified designee to hear any appeal. This provision applies to appeals under the board's policies governing complaints of discrimination or harassment, including Title IX and any other procedure includes its own appeal process. All requirements for appeals within any other policy apply, and in addition to those requirements, the following also apply:
- a) This appeal must be in writing.

- b) This appeal must be received by the superintendent no later than three (3) calendar days from the date of the decision.
 - c) For complaints addressed through other applicable procedures that do not include a separate investigatory process, the superintendent will investigate as he or she deems appropriate.
 - d) The superintendent will prepare a written decision and provide it to the complainant and any other person entitled by law to receive the appeal for decision. For complaints involving discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent received complainant's written appeal. Appeals to the superintendent from complaints involving discrimination or harassment are final once the superintendent delivers the written decision, as are all other appeals/complaints to the superintendent unless the complaint can be appealed on the limited grounds to appeal to the board below.
5. The board's role is to set policy, establish and implement a budget, and evaluate the superintendent. The board does not manage the daily operations of the school district entrusted to its administration unless required by law or policy. Because of the board's statutory roles, it does not hear complaints or appeals that may involve oversight or discipline of students, staff, or others, unless those involve the superintendent as discussed below. The board does not hear complaints or appeals based on allegations of discrimination or harassment unless otherwise required by law. The board will hear appeals only in the following circumstances.
- a) When the complaint is about a board policy, not implementation of the policy.
 - b) When the complaint involves the budget or school expenditures that have been or must be approved by the board; or
 - c) When the board is required by law, policy, or contract to hear a complaint or appeal.

If a complainant involves those limited grounds and a party is not satisfied with the superintendent's decision regarding the complaint or appeal, he or she may appeal the decision to the board.

- d) This appeal must be in writing.

- e) This appeal must be received by the board president no later than ten (10) calendar days from the date the superintendent communicated his/her decision to the complainant.
 - f) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment allegations against the superintendent, shall be promptly and thoroughly investigated by the board president or a designee.
 - g) The board president will notify the complainant and any other person legally required to receive the decision in writing of its decision. If the complaint involves discrimination or harassment allegations against the superintendent, the board president shall submit its decision within 180 calendar days after receiving the written appeal.
 - h) There is no appeal from a decision of the board unless authorized by law.
6. Formal complaints about the superintendent shall be filed with the president of the board. However, complaints about the superintendent do not include disagreement with the superintendent's decision on appeal based on a complaint of discrimination, harassment, or action of any other employee who is not the superintendent. Upon receipt of the complaint, the board president or his or her designee shall promptly and thoroughly investigate the complaint, and shall:
- a) Coordinate with school district staff, other than the superintendent, to determine if another procedure in policy or law requires the complaint against the superintendent to follow another procedure. If so, the board president will coordinate handling the complaint through that procedure. If another procedure applies, such as in the case of allegations of sex discrimination against the superintendent, the board president or, at his or her discretion, the full board will serve only to hear any appeal by a party to the complaint.
 - b) Determine whether the complainant has discussed the matter with the superintendent.

- 1) If the complainant has not, the board president or designee will urge or require the complainant to discuss the matter directly with the superintendent, if appropriate or required.
- 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.
- c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting by the full board.
- d) Respond to the complainant or appeal. If the complaint or appeal involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the president received the complaint.
- e) Appoint or contract with other individuals qualified to assist the board through this process or any other applicable procedure used to address allegations against the superintendent.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities.

Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental

Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Complaints filed (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (d) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section

Computers and the Internet: Acceptable Use by Staff

Internet access is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching, and learning skills. Staff members must refer to and comply with the board policy regarding Staff Internet and Computer Use. A copy of this policy is attached below. Staff should also refer to and comply with the board policy regarding Staff and District Social Media Use.

4012 Staff Internet and Computer Use

Internet access is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching and learning skills. The following procedures

and guidelines are intended to ensure appropriate use of the Internet at the school by the district's faculty and staff. Staff should also refer to the district's policy on Staff and District Social Media Use.

I. Staff Expectations in Use of the Internet

A. Acceptable Use While on Duty or on School Property

1. Staff shall be restricted to use the Internet to conduct research for instructional purposes.
2. Staff may use the Internet for school-related e-mail communication with fellow educators, students, parents, and patrons.
3. Staff may use the Internet in any other way which serves a legitimate educational purpose and that is consistent with district policy and good professional judgment.
4. Teachers should integrate the use of electronic resources into the classroom. As the quality and integrity of content on the Internet is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter on the Internet.
5. Staff will be allowed to use the school's computer system for personal email and Internet use provided they follow a signed ethical code of conduct. Personal email usage will be allowed during the staff member's free time (before or after school, lunch break, and planning period).

B. Unacceptable Use While on Duty or on School Property

1. Staff shall not access obscene or pornographic material.
2. Staff shall not engage in any illegal activities on school computers, including the downloading and reproduction of copyrighted materials.
3. Staff shall not use school computers or district internet access to use peer-to-peer sharing systems such as BitTorrent, or participate in any activity which interferes

with the staff member's ability to perform their assigned duties.

4. The only political advocacy allowed by staff on school computers or district internet access is that which is permitted by the Political Accountability and Disclosure Act and complies with district policy.
5. Staff shall not share their passwords with anyone, including students, volunteers or fellow employees.

II. School Affiliated Websites

Staff must obtain the permission of the administration prior to creating or publishing any school-affiliated web page which represents itself to be school-related, or which could be reasonably understood to be school-related. This includes any website which identifies the school district by name or which uses the school's mascot name or image.

Staff must provide administrators with the username and password for all school-affiliated web pages and must only publish content appropriate for the school setting. Staff must also comply with all board policies in their school-affiliated websites and must comply with the board's policy on professional boundaries between staff and students at all times and in all contexts.

Publication of student work or personality-identifiable student information on the Internet may violate the Federal Education Records Privacy Act. Staff must obtain the consent of their building principal or the superintendent prior to posting any student-related information on the Internet.

III. Enforcement

A. Methods of Enforcement

The district owns the computer system and monitors e-mail and Internet communications, Internet usage, and patterns of Internet usage. Staff members have no right of privacy in any electronic communications or files, which are stored or accessed on or using school property and these are subject to search and inspection at any time.

1. The district uses a technology protection measure that blocks access to some sites that are not in accordance with the district's policy. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.

2. Due to the nature of technology, the filter may sometimes block pages that are appropriate for staff research. The system administrator may override the technology protection measures that blocks or filters Internet access for staff access to a site with legitimate educational value that is wrongly blocked.
3. The district will monitor staff use of the Internet by monitoring Internet use history to ensure enforcement of this policy.

B. Any violation of school policy and rules may result in that staff member facing:

1. Discharge from employment or such other discipline as the administration and/or the board deem appropriate;
2. The filing of a complaint with the Commissioner of Education alleging unprofessional conduct by a certified staff member;
3. When appropriate, the involvement of law enforcement agencies in investigating and prosecuting wrongdoing.

IV. Off-Duty Personal Use

School employees may use the internet, school computers, and other school technology while not on duty for personal use as long as such use is (1) consistent with other district policies, (2) consistent with the provisions of Title 92, Nebraska Administrative Code, Chapter 27 (Nebraska Department of Education "Rule 27"), and (3) is reported as compensation in accordance with the Internal Revenue Code of 1986, as amended, and taxes, if any, are paid. All of the provisions of Rule 27 will apply to non-certificated staff for the purposes of this policy. In addition, employees may not use the school's internet, computers, or other technology to access obscene or pornographic material, sext, or engage in any illegal activities.

Conflict of Interest

All staff members are subject to the board's policy governing conflict of interest. That policy provides, in part, that no employee shall solicit or accept anything of value, including a gift, loan, contribution, reward, or promise of

future employment based on an agreement that the vote, official action, or judgment of the employee would thereby be influenced.

Contact Information

Staff are required to keep the district informed of any change in their name, address, telephone or other contact information. Contact the building secretary to report a change.

Copyright and Fair Use

The school district complies with federal copyright laws. Staff members must comply with copyright laws when using school equipment or working on behalf of the district. Federal law prohibits the unauthorized reproduction of works of authorship, regardless of the medium in which they were created.

The “fair use” doctrine allows limited reproduction of copyrighted works for educational and research purposes. “Fair use” of a copyrighted work includes reproduction for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research. Staff who are unsure whether their proposed reproduction of copyrighted material constitutes “fair use” should consult with their building principal, review the school district’s copyright compliance policy, and review *Reproduction of Copyrighted Works by Educators and Librarians* from the U.S. Copyright Office found at <https://www.copyright.gov/circs/circ21.pdf> and *Copyright for Students* found at <https://www.whoishostingthis.com/resources/student-copyright/>. You can find more information on copyright compliance requirements and permitted uses from the U.S. Copyright Office and the Library of Congress at the following site: <http://www.loc.gov/teachers/usingprimarysources/copyright.html>.

Corporal Punishment

Corporal punishment is the infliction of bodily pain as a penalty for disapproved behavior, and is prohibited by law. Some physical contact is inevitable, and most of it is appropriate. Corporal punishment does not include the use of physical force that is reasonable and necessary to (1) protect school employees; (2) protect students or property; or (3) remove a student from a situation that endangers the student, persons, or property. Staff members should promptly report any event that required the use of physical force to their building principal.

Crisis Response Team

Any staff member appointed by the district administration will serve on the Crisis Response Team as outlined in the board policies. The Crisis Response Team serves a vital role in supporting the district's staff and students. It is the responsibility of the appointed staff member to discuss with the district administration any circumstances that may affect the staff member's ability to perform the tasks required by board policy.

Disability Leave (Short-Term)

Short-term disability leave will be treated in the manner required by state and federal law and consistent with the negotiated agreement with the school district's local education association. Short-Term Disability leave will run concurrently with FMLA leave.

Discrimination and Harassment

The school district prohibits discrimination and harassment based upon or related to race, color, national origin, sex, religion, marital status, disability, age or any other unlawful basis that (1) has the purpose or effect of creating an intimidating, hostile, or offensive school environment, (2) has the purpose or effect of substantially or unreasonably interfering with an employee's school performance, or (3) otherwise adversely affects an employee's employment opportunities. Employees who believe that they have been the subject of unlawful discrimination or harassment due to their disability should contact the following Section 504 Coordinator: Megan Soundy, Principal at 308-286-5600, msoundy@hccardinals.org or in person at school. Employees who believe that they have been the subject of unlawful discrimination or harassment due to their sex should contact the following Title IX Coordinator: Megan Soundy at 308-286-5600, msoundy@hccardinals.org, 501 Troth Street, Hayes Center, NE, or in person at school. Employees who believe that they have been the subject of any other unlawful discrimination or harassment should contact the Superintendent at 308-286-5600, tprimavera@hccardinals.org or in person at school. Employees may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

Driving (both school and personal vehicles)

Staff members 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. Staff members will be provided a Driver's Certification form to

verify this information. Staff members 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. Staff members are not to use cell phones while driving a school vehicle or while transporting students. Please see the school district's policy on school vehicle use for further information.

Drivers for the school district must be free from drug and alcohol use or abuse. The school district will test drivers as permitted under state and federal law and in accordance with board policy.

Dress Code

The attire worn by staff members conveys an important image to students and the general public. The appearance of professional staff members shall be appropriate to their assigned duties and indicative of their professional standing in the school and community.

Certified staff, paraeducators, and office staff should generally dress in business casual attire that is clean and professional.

The following are examples of unprofessional attire which should not be worn by classroom staff during the traditional school day, when students or visitors are in attendance, or when the employee is supervising, directing, or coaching students when the public is in attendance:

- For men: shirts without collars, unless the shirt can be deemed professional by other standards.
- Athletic wear, including sweat, jogging and wind suits, except when teaching a physical education activity in the gymnasium, on a playing field, or at athletic or other activity practices.
- Shorts, except when teaching physical education class or at athletic or other activity practices.
- Blue jeans, except at athletic or other activity practices, or on days considered to be "dress down" days.
- Hats, except when worn outside for sun coverage.
- Rubber soled 'flip flop' thong sandals.
- Any attire which is excessively wrinkled or torn, so that it is no longer neat and professional.
- Any attire which is immodest or may distract other employees or students in the learning environment.

Custodial, maintenance, and transportation staff should dress in attire appropriate to the work they are performing.

The superintendent or principal shall maintain the discretion to make determinations on staff dress and appearance. Administrators may temporarily suspend all or a portion of the dress code when other factors support a lower dress expectation for school employees (e.g., special “casual days” or field days). Any violation of school policy and rules may result in disciplinary action.

Drug and Alcohol Testing

School district administrators who suspect that drugs or alcohol may be present in a staff member’s system may require the staff member to provide a body fluid or breath sample as provided in Nebraska law. Staff members who refuse a lawful directive to provide a body fluid or breath sample may be subject to disciplinary or administrative action by the employer, including denial of continued employment.

Duty to Report

School personnel shall self-report any of the following to the District’s Superintendent within 24 hours of its occurrence or at the beginning of the next school day, whichever is earlier:

- Any criminal citation if the alleged offense is a misdemeanor or felony under federal or Nebraska law or in the state in which the alleged offense occurred;
- Any arrest for any reason;
- Any criminal conviction;
- Any sentence of incarceration;
- Any criminal or civil filing or Department of Health and Human Services or law enforcement investigation for child abuse and/or neglect;
- Any complaint or other administrative that could impact any certificate or professional license held by the employee;
- Any action or threat of action by any entity against the employee’s driver’s license or ability or authority to operate a motor vehicle if the employee’s job duties may require the operation of a motor vehicle.

The failure to make a report required by this section may result in disciplinary action up to and including cancellation, termination, and non-renewal.

Electronic Communication While Driving

Except as provided below, school personnel shall not use any electronic communication device to read a written communication, manually type a written communication, send a written communication, verbally communicate

with others, or otherwise communicate with others while operating a school vehicle or while using a school-issued electronic communication device while operating a private vehicle. This prohibition includes but is not limited to answering or making telephone calls not related to the transportation and reading or responding to e-mails, instant messages, or text messages.

The superintendent or building principal may grant exceptions and allow verbal communication on an as needed basis for specific district-related work based upon employees' duties and responsibilities.

Expenses

The board will reimburse staff for all approved expenses incurred in attending to school business. Reimbursement for mileage, supplies, overnight travel expense, and credit course reimbursement fees are processed on an expense report form that is available from each building secretary. Appropriate receipts must be attached.

To be reimbursed for an item or for personal vehicle use, staff members must complete a reimbursement claim form, attach receipts and submit it to the Superintendent for approval.

All claims for reimbursement must be approved by the board, so some delay is probable. Mileage reimbursement will be denied if a school vehicle was available.

Family and Medical Leave (FMLA)

Qualified employees will be provided leave under the Family and Medical Leave Act (FMLA) as provided in board policy.

In-School Communication

Every staff member will be assigned a mailbox in the building where he or she works. Staff members are expected to check their mailboxes for messages in the morning upon arrival at school, at lunch time, and at the end of the day before departing.

A great deal of information is distributed to staff via the school's e-mail system. Each staff member must check his or her e-mail account frequently throughout the school day. Staff members are allowed to use their school e-mail accounts for a moderate amount of personal e-mail correspondence. However, sending or receiving personal e-mail during class time is prohibited,

regardless of whether that personal e-mail is received on the staff member's school e-mail account or a personal account.

Intellectual Property

All written or artistic works, instructional materials, inventions, procedures, ideas, innovations, systems, programs, or other work product created or developed by any employee in the course and scope of performance of his or her employment duties on behalf of the district, whether published or not, shall be the exclusive property of the district. The district has the sole right to sell, license, assign, or transfer any and all right, title, or interest in and to such property.

Jury and Witness Duty Leave

An employee who has been called to serve as a juror will be granted paid leave. Employees must sign over to the district the compensation they receive for jury duty, but not compensation for expenses.

An employee who has been subpoenaed to testify as a witness in a court proceeding shall be entitled to one day of paid leave. To receive paid leave, the employee must sign over to the district his or her witness fee.

Keys

Staff will not lend or have any duplicate keys made of any school key. Staff will make sure all doors are locked when they enter or leave the building other than regular school hours and are responsible for setting the security system after hours.

Staff members are responsible at all times for all keys issued to them and must keep their keys in a secure location or on the employee's person. Each classroom teacher must check that the doors and windows in his or her room are closed and locked at the end of the school day. Staff must report lost or stolen keys to the building principal immediately.

Locker Room Supervision

Staff members must review and comply with the board's policy regarding locker room supervision.

Maintenance & Cleaning Request Forms

Staff members should fill out maintenance requests forms just as soon as they need or see a maintenance problem. These forms must be turned into the Superintendent.

Meals Program

Staff may take advantage of meals offered through the district's foods program. Staff may purchase lunches from the school cafeteria for \$4.25 per day or \$21.25 per week. The lunch price includes one carton of milk. Extra cartons cost .30 cents. Staff members must deposit funds in their lunch accounts before purchasing meals. Staff members will not be allowed to run a deficit in their lunch accounts.

Military Leaves of Absence

Leaves of absence without pay for military or Reserve duty are granted to all employees as required by law. An employee who is called to active military duty or to Reserve or National Guard training or who volunteers for the same should submit copies of the military orders to the Superintendent as soon as is practicable. An administrator, at his or her discretion, may require an employee who requests leave under the Nebraska Family Military Leave Act to provide certification from the proper military authority to verify the employee's eligibility for the leave requested.

Military Leave under the Federal Family and Medical Leave Act (FMLA) and the Nebraska Family Military Leave Act will be governed by the board's policies.

Milk Expression

Except as otherwise provided by law, the district will provide reasonable break time for an employee who wishes to breastfeed or express breast milk for her nursing child each time such employee has the need to do so. The district will provide a place, other than a bathroom, which is shielded from view and free from intrusion from co-workers and the public. These accommodations will be provided for one year after the child's birth, unless otherwise required by law.

News and Press Releases

Positive media coverage of the school district and its activities is good for the school, its staff, and its students. Staff should endeavor to establish and maintain cordial relationships with local media outlets.

Activity sponsors and other staff who are involved in newsworthy activity

should submit typed press releases to the office for distribution to the media when noteworthy events have occurred. Coaches must communicate with local TV, radio, and print media promptly after matches or games to disseminate the results.

Communicating with the public, keeping the public informed, and public relations with the community are important tasks. News of important and/or interesting events and activities are usually welcomed by the newspapers.

Newsletters

The district secretary will inform staff of the relevant deadlines for each newsletter. Staff members are encouraged to submit articles for the newsletter that reports recent classroom activities and emphasizes positive aspects of the district's mission.

Obligations Related to American Civics Instruction

All staff members shall be familiar with, and comply with, the requirements of state law, board policy, and district curriculum to properly instruct students regarding American Civics, Social Studies, American History, and appropriate patriotic exercises on particular days of the year. Neglect of any such responsibilities by any employee may be considered just cause for dismissal.

Outside Employment

No full-time staff member may accept any other employment or carry on any business or activity for profit that interferes with the complete and competent discharge of his or her responsibilities to the school district.

Political Activities

District employees retain all rights of citizenship, including, but not limited to, engaging in political activities. An employee of the District may participate in the political process, including seeking an elective office, provided that the staff member does not campaign on school property during working hours, and provided all other legal requirements are met. The District assumes no obligation beyond making such opportunities available.

While the District supports its employees by allowing them to exercise their rights, any impact on the employee's ability to perform his or her functions as required by the district is grounds for discipline. For further guidance regarding political conduct on school grounds, contact the superintendent and consult the board policies.

Pregnant or Parenting Students

The school district encourages students who are pregnant or parenting are encouraged to continue to participate in the district's educational and extracurricular programs. Students who anticipate deviations from their regular school experience or accrue absences due to pregnancy or parenting have been told to notify their building principal as early as possible to discuss their educational programming. The building principal will work with the student and appropriate district staff to develop a plan to assist the student in participating in district curriculum and extra-curricular activities. Such a plan may include:

1. If the student cannot regularly attend classes, the provision of online courses;
2. The arrangement of meeting times with teachers;
3. If the student has not identified appropriate childcare, the identification of child care providers that meet statutory requirements for quality and care; and
4. All other curricular adjustments, modifications, and means of supplementing classroom attendance deemed appropriate by the school administrators including, but not limited to, modification of attendance policies.

Professional Boundaries Between Staff and Students

All district employees must follow board policy when interacting with students in any way. School district employees are responsible for conducting themselves professionally and for teaching and modeling high standards of behavior and civic values, both at and away from school. District employees must be aware of professional boundaries between students and staff, and they must never blur the boundaries. These standards of behavior apply to social networking sites, such as Facebook, Twitter, Instagram, etc., along with communications and interactions of any kind between staff and students.

Examples of unprofessional misconduct include: inappropriate sexual communications or interactions with students, meeting with students in private outside of school, and intruding on a student's personal space. These are a few examples of inappropriate behavior, not an exhaustive list. For further guidance, refer to the district's policies regarding professionalism and staff-student interactions.

Any teacher or student who witnesses or knows information about a district employee violating board policy should report the violation to the district administration *immediately*. Minor violations and questionable violations

should be reported as soon as possible, but always within 24 hours.

A violation of board policies for professionalism will form the basis for employee discipline up to and including termination or cancellation of employment, filing a report with law enforcement officials, and filing a report with the Commissioner of Education.

Professional Growth

All employees must complete 6 semester hours of college credit every 6 years and shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties.

In addition to this requirement, the superintendent will select in-service programming to provide additional professional growth activities for certified and classified staff.

Purchasing

All requisitions for books and school supplies must be filed with the building principal. The requisition must include the name of the article being requested, where it may be purchased, how many articles are required and their cost. Requisition requests are to be placed on the Purchase Order Google Doc. Orders should not be placed until the Superintendent has approved the request by initialing the P.O. Failure to follow the procedure for requisitions may prevent the staff member from receiving the items requisitioned. All orders or supplies must be authorized by the administration. Staff may be personally liable for any orders placed without such authorization.

When routine supplies are needed for immediate use, staff should contact the building secretary. When it is necessary to make a special or emergency requisition for supplies or equipment, staff should contact the principal for the necessary forms. The superintendent will either approve or disapprove the request through the principal.

Records and Reports

Staff members must refer to and comply with Board Policy No. 5016 regarding the management and maintenance of student records.

All staff members shall promptly furnish the administration with any information relating to their professional training, experience, activities or work required for reports to county, state or federal officials or for official

school records. Personal information will be treated confidentially by school officials.

Recordings of Students and Classrooms

Staff members may make audio and video recordings of classroom instruction and school activities upon authorization of the superintendent or supervising administrator. Staff should refer to Board Policy 5063 for information on recording by students.

School Calendar

The official school calendar is maintained in each building office. All activities and events must be scheduled and approved by the building principal. To avoid conflict, a sponsor should not call a meeting of any activity until the schedule has been checked and the meeting approved by the office.

School Property

School property is not to be lent to individuals except by permission of the superintendent.

Staff or groups who wish to use school facilities should make requests to the building principal as early as possible so that they may be placed on the school calendar.

Staff must inform the building principal of any school property that needs repair or that is lost, stolen, or damaged beyond repair. Matters regarding custodial service in the building should be handled through the principal's office.

School Vehicle Use

The transportation of students in a pupil transportation vehicle is governed by the rules of the Nebraska Department of Education and the district's safe pupil transportation plan or safety and security plan. School district employees, board members, and other elected or appointed school district officials who are not transporting children are authorized to use a school district vehicle to travel to a designated location or to their home when the primary purpose of the travel serves a school district purpose. Staff should refer to the board policy regarding the use of school vehicles.

Security

Each staff member is responsible for the security of his/her own classroom or work area. Staff must lock the doors and windows of their classrooms and/or other work areas each night.

Staff members who use the building after it has been locked by the custodian or on weekends are responsible for turning off all lights and locking all windows and doors that they or students under their supervision may have used.

Under no circumstances are pupils to be allowed in the building after school hours without faculty supervision. Keys to any school areas are not to be loaned to students under any circumstances.

Smoking on School Premises or at School Activities

Smoking, including the possession or use of cigarettes, cigars, or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product, is not permitted on school property at any time.

Sniffer (Drug) Dogs

The administration is authorized to use sniffer dogs to minimize the presence of illicit items on school grounds. Students and staff are specifically notified that:

1. Lockers may be sniffed by sniffer dogs at any time.
2. Vehicles parked on school property may be sniffed by sniffer dogs at any time.
3. Classrooms and other common areas may be sniffed by sniffer dogs at any time students and staff are not present.
4. If contraband of any kind is found, the student or staff member shall be subject to appropriate disciplinary action.

Social Media Usage by Staff

Social media is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching, and learning skills. The district also uses social media accounts to provide information to district stakeholders. All staff members must refer to and comply with the board's policies regarding Staff Internet and Computer Use and Staff and District Social Media Use. Staff members who are uncertain about the applicability of board policy to a particular situation must confer with their supervising administrator prior to posting on social media.

Solicitation and Distribution of Merchandise

In the interest of maintaining a proper school environment and preventing interference school purposes, employees may not sell merchandise, solicit financial contributions, solicit, or distribute literature or printed material for any non-school related cause during working time or on school grounds, except as approved by the administration.

Staff Room

The staff room is maintained for the exclusive use and convenience of the staff. It is not for student use and staff members should not hold student conferences there. Each staff member will assume responsibility in keeping the staff room in an orderly and presentable condition.

Student Interviews

Employees shall refer any police officer, child protective service worker, or other similar individual seeking to speak to or interview a student to an administrator.

Telephones

School telephones are maintained for the primary purpose of conducting school business. Staff members should limit their use of school phones to brief conversations. Teachers will not be called to the telephone during class time except in the case of an emergency.

Staff members may not use personal cell phones to make or receive calls or to send or receive text messages during instructional time.

Threat Assessment and Response

The board of education is committed to providing a safe environment for members of the school community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1. Definitions

- a. A threat** is an expression of a willful intent to physically or sexually harm someone or to damage property in a way that

indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.

- i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.
 - ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.
 - iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means.
- b. A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to identify potentially dangerous or violent situations, to assess them and to manage/address them. Threat assessment is the process of identifying and responding to serious threats in a systematic, data-informed way.
- i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or emergency exclusion without complying with state law and board policy related governing those actions.
 - ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student's educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

2. Obligation to Report Threatening Statements or Behaviors.

All staff and students must report any threatening statements or behavior to a member of the administration. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION

SHOULD BE REPORTED TO THE POLICE AT 911.

3. Threat Assessment Team

The threat assessment team (team) shall consist of the superintendent, principal, guidance counselor, and the Hayes County Sheriff. Not every team member need participate in every threat assessment. If the threat has been made by or is directed towards, a student with a disability, the threat assessment team must include a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate. Neither the student nor their student's family members are part of the threat assessment team.

The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response. The threat assessment team shall work closely with the crisis team in planning for crisis situations. The threat assessment team shall be familiar with mental health resources available to students, staff and patrons and shall collaborate with local mental health service providers as appropriate.

4. Threat Assessment Investigation and Response

All reports of violent, threatening, stalking or other behavior or statements which could be interpreted as posing a threat to school safety will immediately be forwarded to a member of the team. Upon receipt of an initial report of any threat, the team will take steps to verify the information, make an initial assessment, and document any decision involving further action. This investigation may include interviews with the person who made the statement(s) or engaged in the behavior of concern, interviews with teachers and other staff members who may have information about the individual of concern, interviews with the target(s) of the threatening statements or behavior, interviews of family members, physical searches of the individual of concern's person, possessions, and home (as allowed by law and in cooperation with law enforcement), and any other investigatory methods that the team determines to be reasonable and useful.

At the conclusion of the investigation, the team will determine what, if any, response to the threat is appropriate. The team is authorized to disclose the results of its investigation to law enforcement and to the target(s) of any threatened acts. The team may refer the individual of concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report the results of its investigation to the student's individualized education plan team.

Regardless of threat assessment activities, disciplinary action and referral to law enforcement will occur consistent with board policy and Nebraska law.

5. Communication with the Public about Reported Threats

To the extent possible, the team will keep members of the school community informed about possible threats and about the team's response to those threats. This communication may include oral announcements, written communication sent home with students, and communication through print or broadcast media. However, the team will not reveal the identity of the individual of concern or of any target(s) of threatened violence if that individual is a minor.

6. Coordination with the Crisis Team After Resolution of Threat

The threat assessment team will confer with the district's crisis team after a threat has been investigated to provide the crisis team with information that the crisis team may use in assessing or revising the district's All-Hazard School Safety Plan.

Ticket Taking

All staff will be expected to take tickets at one time or another at home events. Staff members who coach a sport may take tickets at an event they do not coach. Staff members who are unavailable to take tickets at the event they are assigned to work must find their own replacements and notify the athletic director of who will be taking their place.

Transportation Request Forms

Staff members must complete transportation request forms as soon as they know they need school-provided transportation to allow the activities director adequate time to schedule drivers and vehicles.

Visitors

Staff should welcome members of the public who wish to visit school, but should ensure that visitors follow the district's requirements.

All visitors must report to the building office before visiting any classroom or other areas of the building.

Visitors must comply with the following guidelines:

- if a visitor wishes to observe a specific skill or subject, he or she will be asked to observe during a specified time period
- children under the age of 10 years must be accompanied by a parent or guardian
- all visitors must have the prior approval of the principal or superintendent

- salespeople and other such agents will not be allowed to solicit staff members during school hours
- visitors must wear the visitor's badge supplied by the building office

Wage and Salary Payments

Staff members are paid on the 15th of each month. The district provides direct deposit of paychecks to designated financial institutions. Otherwise, paychecks will be delivered personally at school or mailed to the address on file in the district office. Staff who wish to activate or modify their direct deposits or who wish to have paychecks mailed to a different address must contact the district office. The school district will mail staff paychecks to the last address on file for each employee during months when school is not in session. Employees shall not be paid in advance under any circumstances.

All required deductions, such as for federal, state, and local taxes, retirement contributions, and all authorized voluntary deductions, such as for insurance or union dues, will be withheld automatically from your paychecks. Garnishments are legal proceedings imposed by a court of law upon the school district requiring payment to a third party of monies earned by district employees. The school district will accept all legal garnishments and tax levies against wages in compliance with state and federal law. An employee's pay will be held upon receipt of a garnishment until a court order is issued indicating satisfaction of the indebtedness or until ordered to surrender the monies to the court or its agent. The school district prohibits improper pay deductions, and employees shall be reimbursed for any improper pay deductions. If you believe that an improper deduction has been made to your pay, you should immediately report this information to your direct supervisor, payroll personnel, or the Superintendent.

Staff members, by their signature on the acknowledgement page of this handbook, authorize the school district to withhold such sums from their paychecks as necessary to cover property damage, cash shortages or other amounts owed to the school district by the employee.

Weather-Related Closings

If school is called off because of bad weather or for any other reason, it will be announced on the school messenger system, the school's Facebook page, and the school's website.

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. Staff members 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.

Workplace Searches

To safeguard the property and interests of our students, employees, and patrons; to help prevent the possession, sale, and use of illegal drugs on school grounds, and in keeping with the spirit and intent of the district's drug-free workplace policy and other policies, the school district reserves the right to question employees and all other persons entering and leaving our premises, and to inspect any packages, parcels, purses, handbags, briefcases, lunch boxes, or any other possessions or articles carried to and from school when it has reasonable grounds to do so. The school also reserves the right to search any employee's office, desk, files, locker, or any other area or article on school grounds. All offices, desks, files, lockers, and so forth, are school district property and are issued or provided for the use of employees only during their employment with the district. Inspections may be conducted at any time at the discretion of the administration. Employees who refuse to cooperate with this provision will be subject to disciplinary action up to and including discharge.

POLICIES AND PROCEDURES REGARDING CERTIFIED STAFF

Absences

The accumulation of leave for teaching staff is governed by the Negotiated Agreement between the Board of Education and the Education Association. This handbook sets forth the process for using that leave

1. Sick Leave

Certified staff members who are too ill to perform their teaching duties must contact their building principal by 6:00 a.m.

2. Personal Leave

3. Certified staff who wish to take personal leave must submit a leave request to their building principal at least three days in advance of the proposed leave. Building principals may deny personal leave requests if the school district is unable to secure the services of a qualified substitute teacher on the day of the proposed leave. Staff members may not take personal leave adjacent to an extended school break, the beginning of the school year, or the end of the school year.

4. Professional Leave

The board and administration recognize the value of continuing education and encourage certified staff to participate in seminars, workshops and other activities which will continue their professional growth. Certified staff members who wish to take professional leave must submit a leave request to their building principal, along with a description of the proposed event and any written materials about the event. Building principals may deny requests for professional leave if they are unable to secure the services of a qualified substitute or if the principal determines that the activity will not enhance the certified staff member's effectiveness as an employee of the district. Certified staff members who feel they have been unfairly denied professional leave may grieve the principal's decision, pursuant to the grievance procedure contained in the district's Negotiated Agreement.

5. Substitute Folders

Each teacher must prepare a substitute folder and keep the completed folder in the upper right-hand drawer of his/her desk. The folder must contain:

- a.) the current seating chart for each class;
- b.) the daily routine followed by each class;
- c.) all schedules (fire drill procedures, lunch schedule, etc.) and;

d.) plans for the day if the teacher's absence was anticipated. (These plans are in addition to the teacher's regular lesson plan book.)

Certified staff members may not make arrangements for their own substitute.

Assemblies

Classroom teachers must attend assemblies and pep rallies and sit with students to help maintain order.

All certified staff members should attend school assemblies and should try to attend as many of the school functions as possible regardless of whether they have specific assigned duties or not.

Assignment of Teachers

The administration will assign certified staff to individual duties. Certified staff will also be assigned for various forms of hall, extracurricular, recess, traffic, lunch period and other noontime duties, and athletic events.

Certificates, Teacher Contracts, Salary Information

Teaching certificates must be registered with the Superintendent before they may legally be paid. It is the certified staff member's responsibility to make sure this is done.

Each certified staff member must provide the superintendent's office with the following information:

- a. social security number,
- b. retirement number,
- c. withholding form W-4, and
- d. authorization to withhold for insurance benefits.

Each new certified staff member must fill out forms for retirement benefits before the first pay day as well as the family coverage of the district hospital/medical insurance program.

It is the sole responsibility of the certified staff member to inform the superintendent of any changes, including but not limited to changes in certification, endorsements, benefits plans, and salary payment information.

Cheating

Students caught cheating (including plagiarizing) must be sent to the building

principal for administrative discipline. The classroom teacher may also give the cheating student a zero grade for the test or assignment.

Check-out Forms

All certified staff must complete a check-out form and obtain the building principal's signature on the form prior to departing for the summer. Classrooms must be tidy to allow the custodial staff to clean classrooms and work areas. Certified staff members who do not clean their work area before departing for the summer will not receive their paychecks until the work is completed.

Class Record Books

A class record book is the school's official record of matters relating to each student in each teacher's class. It may be maintained in paper or electronic form and must be complete in scope and accurately maintained. All classroom teachers are required to keep class record books which list students in each class in alphabetical order and show the attendance and all grades earned by each student. At the end of each school year, classroom teachers must turn their record books into the building office. Record books are subject to examination by the building principal or superintendent at any time.

Classroom Management and Student Discipline

Classroom discipline is first and foremost the responsibility of the classroom teacher. Individual teachers are expected to assume responsibility for good discipline throughout the school system. However, if a certified staff member needs assistance with student discipline, they should seek the advice and counsel of the principal or superintendent.

Classroom teachers may not leave their classrooms unless the students are supervised by a competent adult.

Classroom teachers should have a well-defined discipline plan that is known to the students. Rules and consequences should be stated clearly and posted where appropriate.

Each building has its own specific procedures concerning student discipline. Classroom teachers should consult with their building principal for more information.

Teachers may remove a student from the classroom for failure to comply with established rules of conduct. Only an administrator can suspend or expel

students from class or school and due process must be followed.

Students may be kept after school for matters relating to discipline or to assist in their academic progress. Certified staff should allow all elementary students and junior/senior high students who ride the bus to arrange parental transportation for the next day with their parents. Students who do not have transportation concerns may be kept without delay. Students may not avoid being kept after school because they have an after school practice or other school activity.

Both elementary and secondary certified staff are responsible for assisting with hallway discipline between classes and in the school lunchroom.

Classes should begin on time and end promptly. Work should continue throughout the period assigned for it. Classroom teachers have no right to waste the pupils' time. Classroom teachers may not dismiss classes early except by permission of the building principal.

Staff members may never send a student off school grounds without the authorization of the building principal.

Classroom teachers may not admit tardy students to class without an admit slip from the principal or the student's teacher from the previous period.

Classroom Sanitation

1. Handling of Body Fluids

All body fluids of all persons should be considered to potentially contain infectious agents (germs). Hand washing after contact with a school child is recommended if physical contact has been made with any child's blood or body fluids. The term "body fluids" includes: blood, semen, drainage from scrapes and cuts, tears, feces, urine, vomit, respiratory secretions, and saliva.

2. Infectious Diseases

Certified staff should promptly report any indication of an infectious or contagious disease to the school nurse or building principal. Certified staff should report to the school nurse or the student's parents any pupil whom they suspect of having been exposed to any infectious or contagious disease.

Coaching Supplies

Coaching supplies will be distributed by the athletic director. Such items include tape, prewrap, heel pads, band aids, ankle braces, game balls, etc. Coaches should request additional supplies from the activities directory only

when they have run out of supplies.

Coaches must fill out and submit inventory forms to the activities director immediately after the season is complete.

Collection of Student Money

Staff members must comply with the school district's student fee policy before collecting any funds from students.

Money collected from students should be turned into the office on the day it is collected for deposit in the proper activity or school district fund. Any checks written by students or parents for various payments should be made out to Hayes Center Schools, unless otherwise instructed. Certified staff must submit a financial accountability form when they turn funds into the office.

When students purchase items such as coats, rings, etc., through the school district, they must pay for these and other major items before the order is sent. The sponsor of any school organization is not to give merchandise to students; items will be distributed by the office after proper payment.

Community Involvement

Certified staff are encouraged to take part in civic affairs in the community and must do so when required by state law and board policy.

Display of Classroom Work in the School and the Community

Classroom teachers are encouraged to display student work for public viewing. Students and parents enjoy viewing the display and may be even more supportive of their school because the display shows them many of the things the students do. Classroom teachers may use the window area of the central office or the commons area to display student work or they may use during a night activity. Certified staff must contact the principal before displaying student work at an evening activity.

Down Slips

Down Slips are due by 3:30 on Friday or whenever the week ends.

Duties of Certified Staff

The duties of certified staff include, but are not limited to, the following:

- a) Becoming acquainted with board policies, district rules and regulations, and the state laws concerning teachers and pupils.
- b) Attending such education conferences as are required by law or administrative directives.
- c) Attending school assemblies unless excused by the principal.
- d) Instructing pupils in the proper use of equipment and instructional supplies.
- e) Reporting in writing to the principal any injury to any child while under the jurisdiction of the school, including athletic injuries.
- f) Complying with the Teachers Professional Code of Ethics which has been promulgated by the Nebraska Department of Education (92 Neb. Admin. Code § 27) and adopted by the Board of Education of the district.
- g) Discussing a student only with the child's parents and the superintendent, principal, guidance counselor or classroom teachers who may know the circumstances and have a need to know. It is unprofessional and inappropriate to discuss student or other staff members in the staff lounge.
- h) Being responsible for students whom they keep in school at times other than during regular school time. Certified staff will be responsible for any special work done by their students, including field trips, joint assemblies, school programs, etc.
- i) Refraining from joining book clubs or film clubs using the school name.
- j) Turning in all monies collected to the main office by the end of the school day.
- k) Clearing all class meetings or trips through the principal's office.
- l) Participating in Student Assistance Teams pursuant to board policy.
- m) Assisting with the administration of standardized testing as assigned by the administration.
- n) Provide homebound instruction as assigned by the administration.
- o) Performing additional duties as assigned by the administration.

Eligibility Grades 7-12

Student academic eligibility for participation in extra-curricular activities will be determined on a weekly basis. A student will become ineligible by maintaining an average of less than seventy percent (70%) in two or more classes weekly. Eligibility will be based on the weekly cumulative semester mathematical average of each student. The grading period will end at the conclusion of school on the last school day of the week. Beginning on the fourth Monday of each semester, classroom teachers must submit the names of all students who are not academically eligible to the office by noon on the

first school day of each school week. At the discretion of the sponsor, ineligible students will be allowed to participate in practice. Activities affected by the eligibility rule are:

1. All interscholastic contests, including but not limited to, athletics, FFA, speech contests, and similar organizations or events.
2. Music competition, performances (except Christmas and Spring concerts), and clinics.
3. All school dances.
4. Other activities deemed appropriate by the principal.

Extracurricular Activities

Staff must schedule all events and other extracurricular activities at the principal's or activity director's office to avoid conflicts. Activities must be put on the school calendar located in the principal's office at least one week before the activity. Staff should avoid or shorten practices and activities on Wednesday evenings and Sundays, in order to give students sufficient time away from school for family-related activities.

Certain activities require time be scheduled outside regular school hours. Any school sponsored activity involving students must have approval of the principal prior to the activity, including all fund raising activities.

Regular classroom work in all grades will have precedence over any other activity. Students will not be dismissed from classes to participate in extra-curricular activities without permission from the principal. Make up slips must be completely signed and returned to the sponsor of the activity prior to dismissal from class. All evening activities, except practices, must have no less than two school sponsors. Non school sponsors must be approved by the administration. If vehicles are used for transportation, the drivers must be adults who have been approved by the school.

The activities director has the responsibility for all activities. Therefore, any ruling or handbook decision he/she makes will be school regulation in lieu of further board action.

No student may participate in a field trip off school property without written permission of his or her parent or guardian.

Evacuations

Early in the semester, classroom teachers should review instructions for leaving the classroom with all of their students. Classroom teachers should

also periodically review with each class what to do in case of fire, tornado or other emergency.

1. Fire Drills

Fire drills will be held on a regular basis. Certified staff may or may not be notified in advance. These drills are important exercises that help ensure the safety of students in case of an emergency.

When the fire alarm is sounded, all students and staff immediately must cease the activity in which they are engaged and leave the building at once, following these regulations:

- a) Students nearest the windows will close them before leaving.
- b) The classroom teacher will be the last to leave the room. He or she will turn out all lights and close the door as he or she leaves.
- c) Classroom teachers will take their fire drill packets and class grade books with them when they leave their classrooms.
- d) The first two students reaching the exit doors will hold the doors wide open until everyone has filed out.
- e) Staff and students will move far enough away from the building to avoid possible injury from fire and falling embers, and also, to remain clear of emergency vehicle traffic.
- f) Once outside, each teacher must account for every student in the class. Classroom teachers will take roll for their class and;
 - 1) hold up a Green Card (all students accounted for)
 - 2) hold up a Red Card (missing student (s) listed)

The signal to return to the school building will be the short bell. It will be sounded upon completion of the drill. Students will return in an orderly manner.

2. Tornado Drills

When a tornado warning has been issued, the school will evacuate classrooms and move students to the designated tornado shelters. Tornado alerts will be given via the intercom system. When a tornado alert is given, all students and staff immediately must cease the activity in which they are engaged immediately and seek shelter, following these regulations:

- a) All students and staff should proceed to the designated tornado shelter.
- b) Once in the basement, each teacher must account for every student in the class.
- c) Classroom teachers should be sure that each student is sitting with his or her back to the wall, their knees up and their heads should be between their legs.

3. Protocol for all Evacuations

Upon evacuation signals, all students and staff must exit each building. Classroom teachers should do the following:

- 1) Take the class roster;
- 2) Lock the classroom door after all occupants have exited the room;
- 3) Keep the class together and move promptly in an orderly fashion; and
- 4) Upon arriving at the evacuation point, take roll, maintain order, and supervise students.

Evaluations

The appropriate district administrator will evaluate tenured and probationary teachers as required by law and district policy. Additional evaluations, both formal and informal, may be conducted as the district administration deems appropriate. Copies of the district's evaluation forms are contained at the end of this handbook.

Examinations

Semester examinations can be given in all classes at the senior high level. Tests and final exams will not be given ahead of time. Students are not to type tests or grade any major tests.

Faculty Meetings

The superintendent and principals will call meetings as needed. Certified staff are required to be present at all faculty meetings unless excused by the administration.

Field Trip Request Forms

Certified staff who wish to take students off school property must submit a request to the superintendent at least ten calendar days prior to the date of the requested activity.

Elementary grades will be limited to one field trip per year. Additional requests may be granted on a case by case basis.

Grading Policy

Failing reports for Jr.-Sr. High School students must be turned into the office on or before 8:30 a.m. on each Monday. A pupil should never be placed on

"pupils failing" list without first being on the "pupils about to fail."

Grades are given as letter or percentage as requested by the building principal. No incompletes or condition grades will be given, but grades may be changed by request of the classroom teacher to the principal. If a student fails the first semester and passes the second semester, a classroom teacher may pass a student for the full year.

A student is to be graded on academic performance. **A student's grade is not to be reduced for discipline.** Prejudice or favoritism has no place in grading a student. All grading should be explained in simple, understandable terms to the student.

Classroom teachers should provide students and parents with frequent updates regarding the student's progress during the quarter. At the conclusion of each quarter, students will receive an end-of-quarter report card. Classroom teachers should use the following symbols for each subject area:

<u>Report Cards</u>
A= Excellent
B= Above Average
C= Average
D= Below Average
F= Failing
S= Satisfactory Progress
G= Good

<u>Numerical Scale for Report Cards</u>
93-100 = A
85-92 = B
76-84 = C
65-75 = D
64 and below = F
I=Improving
N= Needs Improvement

In the elementary grades, students will receive "met" or "not met" only in designated "standard" curricular subjects. Elementary teachers should report student progress on grade reports using the following system:

1st Grade – 4th Grade

Met or Not Met

Reading
Math
Spelling
Language
Science
Health

S/U

Social Studies
Penmanship
Art

5th-6th Grade

Met or Not Met

Reading
Math
Spelling
Language
Science
Health
Social Studies

S/U

Penmanship
Art

Guest Lecturers

Guest lecturers must be approved by the administration before they are asked to address a class. The guest lecturer must have a specific, relatable objective in his/her lecture.

Hall Duty

Every classroom teacher is on hall duty before school in the morning and between classes. Classroom teachers are responsible especially for the part of the hall adjacent to their classrooms.

Homework Policy

Homework is an important part of student learning. When parents, teachers, and students work together, out-of-class assignments are a valuable part of the instructional program. Homework should provide opportunities for students to practice acquired skills, develop initiative, form independent study habits, and use community resources.

Instructional Materials

Instructional materials are made available through the Education Service Unit. A catalog and order forms will be made available to all members. Films should be used as instructional materials. All media must be previewed for suitability by the classroom teacher before being shown to students.

Lesson Plans

Each teacher will prepare and complete a proper lesson plan on Friday for the following week. These plans must be written so that they are clear to any substitute teacher and readily available to any teacher. An up-to-date seating chart of the class or classes shall be part of the lesson plan book. Other regulations relative to lesson plans will be made by individual building principals. The lesson plans of all classroom teachers are subject to review of the building principal or other members of the school district's administration at any time.

Lesson plans must **identify major instructional objectives and show page assignments and general direction that might be followed by anyone who might be called upon to teach the classes.**

Media Center

The media center is set up to serve the needs of certified staff and students.

Certified staff who need assistance with textbooks, literature sets, magazines and other reference materials should consult with the media specialist assigned to their building.

Students may use the media center during study halls, at lunch, after school and in the evenings. Classroom teachers may send individual students to use the media center during class time, but should contact the media staff before sending a group of students during class. The media staff may send disruptive students back to class or study hall, or may exclude unruly students from the media center for a specified period of time. Classroom teachers who send their entire class to the media center must accompany and supervise the students, unless prior arrangements have been made with the media specialist.

Audiovisual materials are available to certified staff through the media center. Certified staff may obtain these materials by filling out the required requisition form and sending it to the media specialist in their building. When certified staff return media, they should complete the film report card and return it to the media specialist.

Paraeducators

Paraeducators provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A paraeducator must not, however, assume teaching responsibilities. The classroom teacher must maintain the role of leadership and responsibility for the students, with the teacher aide in a supportive role. Paraeducators may be used to assist the classroom 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 and recording grades. Paraeducators are to work only on and within their assigned work days. If the classroom teacher desires the paraeducator to work hours other than the assigned work hours or assigned work day, he or she must contact the administration for approval.

Parent-Teacher Communication

Students' academic success has been closely linked to parental involvement in school. Certified staff should strive to develop open and supportive relationships with parents and guardians. Each classroom teacher is responsible for keeping a student's parents informed about the student's progress. This may be done by letter, telephone, e-mail, or personal conference. Certified staff must attend parent teacher conferences, promptly

return phone calls, participate in teacher events for students and parents, and where necessary utilize a planner as a communication tool. Certified staff who need additional support in communicating with parents should contact their building principal or guidance counselor.

Parties

1. No activities or picnics shall be held by an organization of the school without the presence of the sponsor or sponsors.
2. The number of activities and the closing hour for activities will be determined by the building principal and organization sponsor.
3. In making arrangements for activities and picnics, staff must avoid disturbing the routine of the school.
4. Cleaning up after the activity is the responsibility of the sponsor.

Planning Time

Each classroom teacher is provided with duty-free time for planning, preparation of school-related materials, and a brief respite from the duties of the day.

The Board defines planning time as time for educational planning and other task-related functions that cannot normally be accomplished during instructional periods. Planning time should not be confused with personal time. **Planning time is not to be used for running personal errands, conducting personal business, or pursuing non-school hobbies and/or interests.**

Infinite Campus

All teachers/classroom aides will be required to use Infinite Campus. Attendance will be taken as follows: Elementary – at the beginning of the morning, and right after lunch; and Secondary – at the beginning of every period. Attendance must be taken within the first five minutes of each period / beginning session. Lunch count will also be taken with Infinite Campus.

A "comment bank" will be developed for comments on progress reports, report cards, and discipline reports at a later date. You may use the "comment bank" or enter your own free-form comment.

Classroom teachers are not permitted to install Infinite Campus on their home computer.

Certified staff that have trouble/problems with Infinite Campus, should contact the building principal.

Private Tutoring

Classroom teachers must provide individual assistance to students as a part of their duties. Any certified staff member who engages in private tutoring for pay (compensation of any kind from a source other than the District) is subject to the following rules:

- Certified staff may not arrange to provide private tutoring for any child enrolled in the staff member's class.
- Certified staff are not to provide private tutoring in a school building.
- Certified staff are not to provide private tutoring during duty time.
- Certified staff are prohibited from advertising or promoting the private tutoring services in the school or in the school's communications systems except with the express permission of the Superintendent or designee.

Projection Maps

The school district will only use the Gall-Peters projection map or similar cylindrical equal-area projection map or the AuthaGraph projection map for display or use in the classroom. Use of the Mercator projection map is prohibited unless:

1. The Mercator projection map is used in conjunction with other projection maps in a teaching exercise to demonstrate that all maps are flawed in some way and different map projections serve different functions and may affect how individuals view the world; or
2. The Mercator projection map is part of any:
 - a) Book or material obtained prior to July 19, 2024; or geographic information system; or computer program that renders a three-dimensional representation of Earth based primarily on satellite imagery, such as Google Earth or similar software; and
 - b) A Gall-Peters projection map or similar cylindrical equal-area projection map or an AuthaGraph projection map is displayed in the classroom or shown to students during the lesson on which a Mercator projection map is used.

Pupils' Records

1. Each classroom teacher must keep a set of records in the daily class record book of the class recitations, tests, exams, daily work, notebook, etc. This serves as a justification of the final grade in case of dispute

between teacher and pupil, or teacher and parent, and assists in making out the final grades. This book must be turned into the principal at the end of each school year.

2. Report cards will be issued within one week following the end of the semester unless otherwise announced.
 - a) Reports should be conscientiously and accurately made because they are a serious estimate of the degree of success of the pupil.
 - b) Each classroom teacher should be adequately prepared to defend all decisions given on the report card.
 - c) Each classroom teacher is responsible for distribution of class cards on time.
 - d) Classroom teachers must confer with the principal before recording any incomplete, failing, or conditional grades on report cards.

Rights of Certified and Probationary Teachers

Certified and probationary teachers are entitled to the legal and procedural rights outlined in the board policies and state and federal law with regard to the amendment, cancellation, or termination of the teacher's employment contract. For specific questions relating to those procedural or legal rights, please refer to the district's board policies.

School Day

All certified staff must be at school or on duty between the hours of 7:45 a.m. and 4:00 p.m., Monday through Friday. Under special circumstances, certified staff may seek permission from their building principal to vary these duty hours. In addition, certified staff may be assigned responsibilities at other hours by the principal or superintendent for supervising or directing school activities or affairs or for participation in affairs under the direct sponsorship of the school.

Each teacher will be in his or her classroom and ready to teach at 7:45 a.m. each day. Classroom teachers will stand at their doors when class is dismissed and must be outside their classroom doors before each class period. Classroom teachers must be physically present in their classrooms at all times during class periods and conference periods.

Personal work may not be done on school time.

Sponsors

Certified staff members are assigned by the superintendent as class and club

sponsors. Sponsors must be present at all meetings and activities of the sponsored group. The procedure for activity accounts and meetings can be found in the student manual. Purchasing of supplies must be approved by the Superintendent.

Student Activities

Staff members who sponsor extracurricular activities such as athletics, class plays, and class activities may leave the school building only after making sure that all students and other individuals have left the building. No student is to be left unattended in the school building at any time.

School-owned clothing or equipment that is checked out to students remains the property of the school. The clothing or equipment is not to be used or worn by the student except for its intended use. Each piece of equipment or clothing is to be returned to the instructor or coach when the season or the use for such clothing or equipment is over. Certified staff will be held responsible for clothing and equipment that is not returned.

Student Aides

Student aides are to be directly supervised by the certified staff member 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 certified staff member 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 certified staff member without another adult present after the end of regular teacher duty hours.

Student Attendance

Students are expected to arrive at each class, be seated and ready for instruction prior to the beginning of the class day or class period, as appropriate. Student tardiness is the classroom teacher's professional responsibility. Classroom teachers must insist that students be on time.

Each teacher must maintain an accurate record of student attendance each day. Classroom teachers must carefully check and record attendance information at the beginning of each school day and, in upper grades, at the beginning of each period. Students and student assistants are not permitted to check attendance. Excessive absenteeism should be reported to the building principal or guidance counselor.

Students returning from an absence must report to the office prior to going to class. A returning absentee must show each classroom teacher the admittance pass that was issued by the school office. No student should be accepted back into class after an absence without this pass.

A student who departs school during the school day must report to the office and sign out before leaving the building. A student who returns during the school day must sign in at the building office before returning to class.

Student Attire

The responsibility for proper daily grooming and dress is primarily the responsibility of students and parents/guardians. However, certified staff members must insist that students do not remain in school while wearing attire that violates the dress code set forth in the Student Handbook.

Classroom teachers must report students who are not in compliance with the dress code to the building principal. The final decision on what is considered proper grooming and appearance is the responsibility of the building principal.

Student Illness

In the event of student illness or injury, classroom teachers should notify the building principal or superintendent immediately. Staff should never send a pupil home without notifying school officials and checking to see if his/her parents are home.

Student Medication

Student medications should not be dispensed by staff members unless they follow the following procedures.

No staff members other than the school nurse may dispense medications (prescription or over-the-counter) to students at any time. Students may, with written parental or guardian permission, self-administer medications such as aspirin and cough syrup or cough drops.

Staff members are not authorized to dispense prescription medicine without an agreement with a parent or guardian to provide a prescription container for the medicine that includes a pharmaceutical label, the physician's name, a child guard cap and directions for administering the medication.

After receiving the medication, the school employee should lock the medication in a cabinet or place it in an area where access is restricted to

school employees only.

Student Searches

Certified staff members may not search students or their belongings. If a staff member suspects that a student is in possession of contraband, he/she should immediately contact a member of the administration and supervise the student until the administrator arrives. Students who are suspected of having an item in violation of school rules may be directed to wait with a staff member.

Substitute Teaching During Planning Period

Certified staff may be required to substitute during their planning period.

If teachers cover classes internally, the covering teacher will be paid a fraction of the sub pay for the particular time period. Current substitute teacher pay is \$145 per day; therefore if a teacher covers one class, he/she will be paid 1/8 of \$145 or \$18.13 per normal class period. This payment will be made at the end of the school year during the June payroll. Teachers will only be paid for periods that were not reciprocated by the other teachers. Teachers will be responsible for keeping track of their own time and will use the form designated by the business office. This in-house coverage DOES NOT include covering study halls for another teacher. It DOES include paying a teacher to cover another class during that teacher's normal planning period or when a teacher must teach his/her own class plus another teacher's class at the same time.

Teaching Controversial Issues

Teachers may teach or lead discussions about controversial issues if they comply with the following criteria:

- The issues discussed must be relevant to the curriculum and be part of a planned educational program.
- Students must have free access to appropriate materials and information for analysis and evaluation of the issues.
- The teacher must encourage students to consider and discuss a variety of viewpoints.
- The topic and materials used must be within the range, knowledge, maturity, and competence of the students.
- The teacher must inform parents and the building principal before discussing sensitive or controversial issues.
- The teacher must keep detailed, documentary evidence to prove that both sides and/or all facts available were presented.

- Teachers must refrain from advocating partisan causes, sectarian religious views, or selfish propaganda through any classroom or a school device; however, a teacher shall not be prohibited from expressing a personal opinion as long as the student is encouraged to reach his/her own decision independently.

Textbooks

Classroom teachers will issue textbooks to the pupils, keeping a record of the number and condition of the book assigned to each pupil. If the books are new, classroom teachers must make sure the books are stamped and numbered before distribution.

Textbooks are to be stored in the classroom or storeroom. Textbooks are to be checked out to the students with teachers keeping an accurate record of each book by number in the place provided in grade books. Pupils are to pay for lost or damaged books. Student textbooks must be covered with a book cover.

Workbooks do not become the property of the students and in most cases should be retained by the school.

POLICIES AND PROCEDURES REGARDING CLASSIFIED STAFF

At-Will Employment

Classified staff members are employed “at-will.” Either you or the school district may terminate your employment at any time, for any reason, with or without cause or notice. This handbook is not a contract, express or implied, guaranteeing employment for any specific duration.

Sick Leave

In addition to the illness of the Employee, sick leave is allowed for illness within the Employee’s immediate family. “Immediate family”, in this case, includes spouse, children, parents, and parents-in-law. In the event a salaried Employee takes sick leave in addition to accrued days, pay shall be deducted for each day taken in excess of the accrued days. Hourly Employees will not be compensated for leave taken in excess of accrued sick leave days.

Bereavement Leave

Classified employees will be granted up to 5 days off from work with pay in the event of the death of your spouse, child, parent, sibling; grandparents, grandchild, father-in-law, mother-in-law, son-in-law, or daughter-in-law. All requests for bereavement leave should be submitted to the Superintendent.

Holidays

Employees will receive paid time off on the following holidays: New Year's Day, Easter, Memorial Day, Independence Day, Labor Day, Thanksgiving and the day after Thanksgiving, and Christmas Day.

Holidays falling on a Saturday are normally observed on the preceding Friday. Holidays falling on a Sunday are normally observed on the following Monday.

Classified employees will generally be required to work their regularly scheduled hours the workday preceding and workday following the holiday in order to be eligible to receive holiday pay.

Hours

Work hours vary with the classified staff member's department and position. Meetings will occasionally be scheduled before or after normal working hours.

It is vital that the district's employees arrive at work punctually and consistently. Staff members who are chronically late or excessively absent will be disciplined, up to and including discharge.

Overtime and Compensatory Time

All classified staff members must keep an accurate record of all hours worked for the district. The only exceptions are those who have been notified in writing that they are exempt from this time-keeping requirement. Classified staff should not work more than forty hours in a given week without the express permission of their immediate supervisor. Those who accrue more than forty hours in a given workweek will receive overtime or compensatory time, pursuant to board policy.

Personal Leave

Classified employees shall not receive any paid personal leave. Classified employees may be given unpaid personal leave requested in advance at the discretion of the employee's immediate supervisor or the Superintendent.

Reporting When School is Closed

Unless the superintendent directs otherwise, staff shall not be required to report when school is canceled due to inclement weather.

Sick Leave/Vacation Chart

Position	FTE	INS	Vac. Days	Sick Days	Holidays
Off Mgr/BK	Full	Yes	1 yr = 15 days	10/50	8
Sec H.S.	10m	No	No	10/25	6
Sec. E.S	10m	No	No	10/25	6
Hd.Custodian	Full	Yes	1 yr = 15 days	10/50	8
Custodian	Full	No	1 yr=10 days	10/30	8
Head Cook	9m	Yes-Sgl	No	10/20	6
Cooks	9m	No	No	10/20	6
Paraeducator	9m	No	No	10/20	6
Transport Dir	10m	Yes	No	10/25	6
Bus Drivers	9m	No	No	4 routes/10	0

Staff Internet and Computer Use

Internet access is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching and learning skills. The following procedures and guidelines are intended to ensure appropriate use of the Internet at the school by the district's faculty and staff. Staff should also refer to the district's policy on Staff and District Social Media Use.

IV. Staff Expectations in Use of the Internet

A. Acceptable Use While on Duty or on School Property

1. Staff shall be restricted to use the Internet to conduct research for instructional purposes.
2. Staff may use the Internet for school-related e-mail communication with fellow educators, students, parents, and patrons.
3. Staff may use the Internet in any other way which serves a legitimate educational purpose and that is consistent with district policy and good professional judgment.
4. Teachers should integrate the use of electronic resources into the classroom. As the quality and integrity of content on the Internet is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter on the Internet.

B. Unacceptable Use While on Duty or on School Property

1. Staff shall not access obscene or pornographic material.
2. Staff shall not engage in any illegal activities on school computers, including the downloading and reproduction of copyrighted materials.
3. Staff shall not use school computers or district internet access to use peer-to-peer sharing systems such as BitTorrent, or participate in any activity which interferes

with the staff member's ability to perform their assigned duties.

4. The only political advocacy allowed by staff on school computers or district internet access is that which is permitted by the Political Accountability and Disclosure Act and complies with district policy.
5. Staff shall not share their passwords with anyone, including students, volunteers or fellow employees.

V. School Affiliated Websites

Staff must obtain the permission of the administration prior to creating or publishing any school-affiliated web page which represents itself to be school-related, or which could be reasonably understood to be school-related. This includes any website which identifies the school district by name or which uses the school's mascot name or image.

Staff must provide administrators with the username and password for all school-affiliated web pages and must only publish content appropriate for the school setting. Staff must also comply with all board policies in their school-affiliated websites and must comply with the board's policy on professional boundaries between staff and students at all times and in all contexts.

Publication of student work or personality-identifiable student information on the Internet may violate the Federal Education Records Privacy Act. Staff must obtain the consent of their building principal or the superintendent prior to posting any student-related information on the Internet.

VI. Enforcement

A. Methods of Enforcement

The district owns the computer system and monitors e-mail and Internet communications, Internet usage, and patterns of Internet usage. Staff members have no right of privacy in any electronic communications or files, which are stored or accessed on or using school property and these are subject to search and inspection at any time.

1. The district uses a technology protection measure that blocks access to some sites that are not in accordance with the district's policy. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.

2. Due to the nature of technology, the filter may sometimes block pages that are appropriate for staff research. The system administrator may override the technology protection measures that blocks or filters Internet access for staff access to a site with legitimate educational value that is wrongly blocked.
3. The district will monitor staff use of the Internet by monitoring Internet use history to ensure enforcement of this policy.

B. Any violation of school policy and rules may result in that staff member facing:

1. Discharge from employment or such other discipline as the administration and/or the board deem appropriate;
2. The filing of a complaint with the Commissioner of Education alleging unprofessional conduct by a certified staff member;
3. When appropriate, the involvement of law enforcement agencies in investigating and prosecuting wrongdoing.

IV. Off-Duty Personal Use

School employees may use the internet, school computers, and other school technology while not on duty for personal use as long as such use is (1) consistent with other district policies, (2) consistent with the provisions of Title 92, Nebraska Administrative Code, Chapter 27 (Nebraska Department of Education "Rule 27"), and (3) is reported as compensation in accordance with the Internal Revenue Code of 1986, as amended, and taxes, if any, are paid. All of the provisions of Rule 27 will apply to non-certificated staff for the purposes of this policy. In addition, employees may not use the school's internet, computers, or other technology to access obscene or pornographic material, sext, or engage in any illegal activities.

STAFF DIRECTORY

Members of the Board of Education:

Toby Cox	President
Dexter Lacey	Vice-President
Andrea Richards	Secretary
Nick Cox	Treasurer
Jeremy Loomis	Member
Marian Richards	Member

Administrative Staff:

Tony Primavera	Superintendent
Megan Soundy	Principal

Teaching Staff:

Leah Anderjaska	PK – 12 Counselor
Hannah Brott	Kindergarten
Cassidy Cole	4 th Grade
Katie Collins	7-11 English
Tanner Collins	K – 12 Title I Coordinator, PE
Aaron Gallegos	PK – 12 Health, PE, ELL, AD
Marguerite Gallegos	7 – 12 Science
Cheyenne Jeffers	1 st Grade
Ellie Jarecke	Agricultural Education
Dove Lacey	2 nd Grade
Kitty Loomis	3 rd Grade
Ellie Marquardt	5 th -6 th Grade ELA, 6 th Science
Brin Martin	K – 12 Special Education
Andrea Neal	Preschool, Fine Arts, Yearbook
Vanessa Peligrino	PK – 12 Music
Kory Rohde	5 th -6 th Grade Math, SS, 5 th Science
Brent Sankey	7 – 11 Social Sciences, Journalism
Rhea Softley	7 – 12 Math

Support Staff:

Brenda Anderjaska	Para-educator, Media
Alicia Dimas	Para-educator
Rachel Gudenkauf	Para-educator
Kirstin Engler	Para-educator
Peggy Messersmith	Para-educator
Nanci Mintling	Para-educator

Office Staff

Jeanne Bishop	Office Manager/Bookkeeper
April Carroll	High School Secretary
Tiffani Miller	Elementary School Secretary

Child Nutrition Program

Tammy Dow
Sheri Hamilton

Food Service Director
Assistant Cook

Custodians

Maury Cox
Vanessa Hernandez
Leonard LaHair
Barry Strasburg

Head of Maintenance & Custodial
High School Custodian, Dishwasher
High School Custodian
Elementary Custodian

Transportation Department

Gregg Bishop
Kent Fichtner
Lesa Johnson
Glenn Littrell
Peggy Messersmith

Transportation Director/Driver
Driver
Driver
Driver
Driver

Hayes Center Schools | 2024-2025 CALENDAR

AUGUST '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12-14 Teacher In-Service
 14 Back To School Night
 15 First Day of School
 1:00 Out
 19 First Day of Preschool

JANUARY '25						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1-3 No School
 6 Teacher In-Service
 7 Classes Resume

SEPTEMBER '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 Labor Day
 12 Homecoming Parade
 13 No School
 26 Teacher In-Service 1:00 Out

FEBRUARY '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

4 P/T Conferences
 7 No School

OCTOBER '24						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

10 RPAC X-Country
 11 Quarter Ends
 24 P/T Conferences
 25 No School

MARCH '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 No School
 14 No School
 14 End of 3rd Quarter

NOVEMBER '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

11 Veterans Day
 27-29 Thanksgiving Break

APRIL '25						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

17 1:00 Out
 18-21 Easter Break

DECEMBER '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20 End of 2nd Quarter
 23-31 Christmas Break

MAY '25						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

6 Senior's Last Day
 10 Graduation
 21 Last Day of School
 22 Teacher In-Service

Daily Schedule

K-12
 Monday-Thursday 7:55-3:35
 Friday 7:55-3:05

Preschool All Day
 PreK/JK
 M-W-F
 JK 2nd Semester: M-T-W-Th-F

	No School
	1:00 Dismissal
	2:00 Dismissal
	Teacher In-Service
	Senior's Last Day

	Student/Teachers
1 st Quarter	40/43
2 nd Quarter	46/46
3 rd Quarter	46/47
4 th Quarter	46/47
Total Days	178/183

Marzano Teacher Evaluation - HC MASTER

Name: Megan Soundy

Job Title: Principal

Author: Self-Evaluation

Date: Jul 29, 2021 9:54 AM EDT

School: Central Office

Share: On

Teacher Formal Evaluation Form

Name:

Job Title:

School:

Date:

ASSESSMENT

PROVIDING AND COMMUNICATING CLEAR LEARNING GOALS (Element 1, 2, 3)

(i.e. Providing scales and rubrics, Tracking student progress, Celebrating success)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students exhibit adequate evidence (observational or otherwise) that they understand the progression of knowledge they are expected to master and where they are along with that progression.	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing most of the following observational categories: i. Scales and Rubrics ii. Progress Tracking iii. Celebrating	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Teacher has a learning goal posted so that all students can see it.
- ☐ The learning goal is a clear statement of knowledge or information as opposed to an activity or assessment.
- ☐ Teacher makes reference to the learning goal throughout the lesson.
- ☐ Teacher communicates rubric(s) or proficiency scale(s) for each topic.
- ☐ Teacher helps students track their individual progress on the learning goal.
- ☐ Teacher uses data notebooks.
- ☐ Teacher uses a variety of ways to celebrate.

Comments:

STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Students can explain the learning goal for the lesson.
- ☐ Students can explain how their current activities relate to the learning goal.
- ☐ Students are tracking their progress using rubrics or proficiency scales.
- ☐ Students are referencing rubrics or proficiency scales to determine what they must do to progress.
- ☐ Students show signs of pride regarding their accomplishments in the class.

Comments:

USING ASSESSMENTS (4, 5)

(i.e. Using informal assessments of the whole class. Using formal assessments of individual students)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students exhibit adequate evidence (observational or otherwise) that they understand how test scores and grades relate to their status on the progression of knowledge they are expected to master	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing most of the following observational categories: iv. Informal Assessments of the Whole Class v. Formal Assessments of Individual Students	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Teacher uses a variety of ways to informally assess.
- ☐ Teacher uses quick and frequent in class informal assessments to gauge student understanding.
- ☐ Teacher uses this information to determine the direction the instruction should go.
- ☐ Teacher uses response strategies that provide a view of all students' responses.
- ☐ Teacher uses a variety of ways to formally assess.
- ☐ Teacher uses data from informal and formal assessments to direct instructional choices.

Comments:

STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Students are actively engaged in whole class assessment activities and interested in the progress of the entire class.
- ☐ Students respond to informal assessments using the pre-established routines / signals.
- ☐ Students can describe the relationship between specific assessments and specific learning goals and proficiency scales.
- ☐ Students ask clarifying questions about their individual scores on classroom assessments

Comments:

INSTRUCTIONAL STRATEGIES

CONDUCTING DIRECT INSTRUCTIONAL LESSONS (Elements 6, 7, 8)

(i.e. Chunking content, Processing content, Recording and representing content planning)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students exhibit adequate evidence (observational or otherwise) that they understand which parts of the content they are working on are important and how the parts fit together.	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing most of the following observational categories: vi. Chunking vii. Processing viii. Recording and Representing	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Teacher presents new declarative knowledge in ways that highlight concepts and details that go together logically
- ☐ Teacher presents new procedural knowledge in chunks that comprise steps that go together logically.
- ☐ Teacher has groups of students make predictions, summarize new information, and ask clarifying questions
- ☐ Teacher employs group processing strategies such as perspective analysis, thinking hats, collaborative processing, jigsaws, reciprocal teaching, concept attainment, think-pair-share, and scripted dyads
- ☐ Teacher utilizes a variety of instructional strategies such as informal outlines, summaries, pictorial notes, combination notes, graphic organizers, academic notebooks, free-flowing webs, dramatic enactments, mnemonic devices, rhyming peg words, or link strategies.

Comments:

STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Students appear to know what is expected of them when the teacher stops at strategic points.
- ☐ Students are actively interacting with the content, volunteering predictions and asking clarification questions.
- ☐ Students produce summaries and nonlinguistic representations that include critical information.
- ☐ Students demonstrate that they remember the critical content from previous lessons.

Comments:

CONDUCTING PRACTICING AND DEEPENING LESSONS (Elements 9, 10, 11)

(i.e. Using structured practice sessions, Examining similarities and differences, Examining errors in reasoning)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students exhibit adequate evidence (observational or otherwise) that they are deepening their understanding of information and developing fluency in skills and processes.	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing most of the following observational categories: ix. Structured Practice x. Similarities and Differences xi. Errors in Reasoning	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Teacher provides well-structured opportunities for students to practice new skills, strategies, and processes
- ☐ Teacher monitors students' actions to correct early errors or misunderstandings
- ☐ Teacher models skills, strategies, or processes.
- ☐ Teacher engages students in varied practice, fluency practice, worked examples, or practice sessions prior to testing.
- ☐ Teacher has students identify similarities and differences across two or more topics (for example, Venn diagrams, T-charts, double bubble diagrams, or comparison matrices) to help students examine similarities and differences.
- ☐ Teacher has students identify and rectify specific types of errors in reasoning such as faulty logic, errors of attack, errors of weak reference, errors of misinformation, and errors in logic

Comments:**STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS**

- ☐ Students perform the skill, strategy, or process with increased confidence and/or competence
- ☐ Students can explain similarities and differences.
- ☐ Student artifacts indicate that they can identify errors in reasoning

Comments:

CONDUCTING KNOWLEDGE APPLICATION LESSONS (Elements 12, 13, 14)

(i.e. Engaging students in cognitively complex tasks, providing resources & guidance, generating and defending claims)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students exhibit adequate evidence (observational or otherwise) that they are applying their knowledge through complex tasks and generating and defending claims about that knowledge.	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing most of the following observational categories: xii. Complex Tasks xiii. Resources and Guidance xiv. Claims	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Teacher engages students in explicit experimental inquiry, problem solving, decision making, investigation, invention, or student-designed tasks that require them to generate and test a hypothesis.
- ☐ Teacher provides resources that students will need to succeed at their tasks.
- ☐ The teacher circulates around the room while students work on their cognitively complex task, allowing students to easily request assistance
- ☐ The teacher has students formally (orally or in writing) present and support claims.

Comments:

STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Students are clearly working on complex tasks that require them to generate and test hypotheses and defend conclusions.
- ☐ Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- ☐ Students can use a wide range of evidence to identify grounds, backing, and qualifiers that support a claim.

Comments:

USING STRATEGIES THAT APPEAR IN ALL TYPES OF LESSONS (Elements 15, 16, 17, 18, 19, 20, 21, 22)

(i.e. Previewing content, Highlighting critical information, Reviewing content, Revising knowledge, Reflecting on learning, Purposeful Homework, Elaborating on information, Organizing students to interact)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students exhibit adequate evidence (observational or otherwise) that they are continually integrating new knowledge with old knowledge and revising their understanding accordingly	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing most of the following observational categories: xv. Highlighting xvi. Reviewing and Revising xvii. Extending xviii. Organizing	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Teacher engages in previewing strategies, such as asking students questions about upcoming content, utilizing informational hooks, bell ringers, or anticipation guides, helping students make overt links between old and new content.
- ☐ Teacher tells or cues the students about the importance of upcoming information.
- ☐ Teacher engages in revision strategies, such as reminding students to look for and correct mistakes, having students identify and fill gaps in their understanding, letting students revise the assignment based on the feedback.
- ☐ Teacher engages in reflection strategies, such as posing reflection questions (for example, What could you do differently to improve your work?), having students reflect on specific cognitive skills that were addressed in the lesson (for example, classification, drawing, inferences, decision making, creative thinking, or self-regulation).
- ☐ Teacher communicates a clear purpose for homework that allows students to practice and deepen their knowledge independently.
- ☐ Teacher presents situations or problems that require inferences.
- ☐ Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process.
- ☐ Teacher establishes protocols for student interaction, using multiple grouping strategies to form student groups (for example, elbow partners, table groups, close partners, across the room partners, inside outside circles, and so on).

Comments:

STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Students can make predictions about what they are going to learn.
- ☐ Students can explain previous errors or misconceptions they had about content.
- ☐ Students examine how well they did on specific tasks and articulate what they would do better if they performed the task again
- ☐ Students become better prepared for new learning after completing homework
- ☐ Students volunteer answers to inferential questions and provide explanations for their answers.
- ☐ Students move into groups quickly and with purpose, treating each other with respect during group activities, and interacting in a manner that deepens their understanding

Comments:

Comments:

THE LEARNING ENVIRONMENT

USING ENGAGEMENT STRATEGIES (Elements 23, 24, 25, 26, 27, 28, 29, 30, 31, 32)

(i.e. Noticing and reacting when students aren't engaged, increasing response rates, Using physical movement, maintaining a lively pace, Demonstrating intensity and enthusiasm, Presenting unusual information, Using friendly controversy, Using academic games, Providing opportunities for students to talk about themselves, Motivating and inspiring students)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students exhibit adequate evidence (observational or otherwise) that they are paying attention, energized, intrigued, and personally motivated.	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing most of the following observational categories: xix. Attention xx. Energy xxi. Interest and Intrigue xxii. Personal Motivation	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2)	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Teacher monitors individual student/overall class engagement and asks students to signal their level of engagement.
- ☐ Teacher uses wait time.
- ☐ Teacher manages response rates (random names, hand signals, response cards, response chaining, paired response, choral response, elaborative interrogation, multiple types of questions)
- ☐ Teacher uses activities that require students to physically move.
- ☐ The teacher varies pace by speeding up or slowing down to meet students' engagement needs, ensures brisk but unhurried instructional segments, and utilizes hooks to spark students' attention.
- ☐ The teacher makes explicit connections between content and the world outside school (tells personal stories, uses humor, uses volume, tone of voice, verbal emphasis on specific words or phrases, pauses, and rate of speech to communicate intensity and enthusiasm)
- ☐ The teacher engages students in friendly controversy (explain and defend their positions on topics about which they disagree, students vote and discuss their positions, or debate)
- ☐ Teacher uses academic games (structured or impromptu).
- ☐ Teacher is aware of student interests and makes connections between these interests and class content.
- ☐ Teacher explicitly teaches about a growth mindset and cultivating it in students by praising effort rather than intelligence

Comments:

STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Students can make predictions about what they are going to learn.
- ☐ Multiple students or the entire class respond to questions the teacher poses.
- ☐ Students engage in the physical activities the teacher designs
- ☐ Students quickly adapt to transitions and re-engage when a new activity begins.
- ☐ Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content
- ☐ Students' attention increases when unusual information is presented about the content.
- ☐ Students readily engaging in the friendly controversy activities
- ☐ Students engage in academic games
- ☐ Students engage in activities that require them to make connections between their personal interests and the content.
- ☐ Students set goals and identify the steps needed to accomplish them

Comments:

IMPLEMENTING RULES AND PROCEDURES (Elements 33, 34, 35, 36, 37)

(i.e. Establishing rules and procedures, Organizing the physical layout of the classroom, Demonstrating withitness, Acknowledging adherence to rules and procedures, Acknowledging lack of adherence to rules and procedures)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students exhibit adequate evidence (observational or otherwise) that they understand and follow rules and procedures.	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing most of the following observational categories: xxiii. Rules and Procedures xxiv. Physical Layout xxv. Withitness xxvi. Behavioral Feedback	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2)	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2)	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Teacher uses a small set of classroom rules (3-5), explaining rules and procedures to students, generating, modifying, and reviewing rules and procedures with students
- ☐ Rules are posted around the room.
- ☐ Placing student seats strategically to allow easy grouping and movement within the classroom, ensuring students have easy access to learning materials
- ☐ Teacher physically occupies all quadrants of the room
- ☐ Teacher recognizes potential sources of disruption and deals with them immediately.
- ☐ Teacher provides verbal and nonverbal cues that a rule or procedure has been followed.
- ☐ Teacher provides verbal and nonverbal signals when students' behavior is not appropriate.
- ☐ Teacher notifies the home for positive and negative behavior

Comments:

STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Students are following rules and procedures and regulating their own behavior
- ☐ Students can move easily about the classroom and make use of materials.
- ☐ Students describe the teacher as "aware of what is going on"
- ☐ Students describe the teacher as appreciative of their good behavior.
- ☐ Students cease inappropriate behavior when the teacher signals.

Comments:**BUILDING RELATIONSHIPS (Elements 38, 39, 40)**

(i.e. Using verbal and nonverbal behaviors that indicate affection for students, Understanding students' backgrounds and interests, displaying objectivity and control)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students exhibit adequate evidence (observational or otherwise) that they feel welcome, accepted, and valued.	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing most of the following observational categories: xxvii. Verbal and Nonverbal Cues xxviii. Understanding xxix. Objectivity	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Teacher greets students at the classroom door, uses physical gestures to signal affection for and encouragement to students, interacts with all students in a friendly manner
- ☐ Teacher uses students' interests and background to produce a climate of acceptance and community.
- ☐ Teacher monitors his or her own emotions in the classroom, maintaining a calm exterior when dealing with conflict, demonstrates assertiveness in tense situations but doing so while showing respect for students and navigating classroom relationships

Comments:**STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS**

- ☐ Students respond positively to the teacher's affectionate verbal and nonverbal interactions.
- ☐ Students respond positively when the teacher demonstrates understanding of their interests and background.
- ☐ Students say the teacher does not hold grudges or take things personally

Comments:

COMMUNICATING HIGH EXPECTATIONS (Elements 41, 42, 43)

(i.e. Demonstrating value and respect for reluctant learners, Asking in-depth questions of reluctant learners, Probing incorrect answers with reluctant learners)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.	The majority of students who are typically reluctant to engage in classroom activities exhibit adequate evidence (observational or otherwise) that they feel valued and comfortable interacting with the teacher and their peers.	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing most of the following observational categories: xxx. Value and Respect xxxi. Reluctant Learner Interactions	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).	The teacher provides no evidence that he or she is addressing any of the observational categories listed at the developing level (2).	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Teacher uses nonverbal and verbal indicators of respect with reluctant learners and reflects on expectation levels for all students, working to ensure that he or she has high expectations for each student.
- ☐ Teacher asks complex questions of reluctant learners, giving reluctant learners response opportunities equal to eager learners', staying with reluctant learners when they struggle to answer a question by restating the question, utilizing wait time, or giving cues.
- ☐ Teacher responds appropriately to incorrect answers of reluctant learners by demonstrating gratitude for the student's response, pointing out what is correct and what is incorrect about the response, and temporarily letting students off the hook if they become frustrated or embarrassed while answering a question

Comments:

STUDENT EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Students treat the teacher and each other with respect.
- ☐ When asked, students say the teacher expects everyone to participate.
- ☐ When asked, students say the teacher helps them answer questions successfully.

Comments:

PLANNING AND PREPARATION

ATTENTION TO ESTABLISHED CONTENT STANDARDS (Element 44)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher plans using district and state standards, district-supported curriculum, instructional materials, and strategies, evidence-based resources, data and community context to address the needs of each student in achieving rigorous learning goals.	The teacher ensures that lessons and units include the important content identified by the district and the manner in which content should be sequenced	The teacher ensures that lessons and units include the important content identified by the district but does not address the appropriate sequencing of content.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ The teacher uses a curriculum that is aligned to the state and district standards.
- ☐ The teacher uses a curriculum that is vertically aligned to the other grades' curriculums in order to identify important content.
- ☐ The teacher utilizes a pacing guide to ensure the essential learnings are sequenced.
- ☐ The lessons and units created by the teacher utilize the district curriculum.

Comments:

MAINTAINING EXPERTISE IN CONTENT AND PEDAGOGY (Elements 50, 51, 52, 53, 54)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher is a recognized leader in helping others with this activity.	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that are enacted on the spot.	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Participates in professional development opportunities.
- ☐ Demonstrates content expertise and knowledge in the classroom.
- ☐ Actively seeks help and input from appropriate school personnel to address issues that impact instruction.
- ☐ Demonstrates a growth mindset and/or seeks feedback.
- ☐ Uses a reflection process for analysis of specific instructional strengths/weaknesses of themselves, lessons, and units.
- ☐ Uses formative and summative data to make instructional planning decisions.

Comments:

PROFESSIONALISM

PROMOTING TEACHER LEADERSHIP AND COLLABORATION (Elements 55, 56, 57, 58)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.	The teacher promotes teacher leadership and a culture of collaboration and provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	The teacher promotes teacher leadership and a culture of collaboration	The teacher attempts to promote teacher leadership and a culture of collaboration.	The teacher makes no attempt to promote teacher leadership and a culture of collaboration.	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- ☐ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- ☐ Works cooperatively with appropriate school personnel to address issues that impact student learning
- ☐ Promotes positive conversations and interactions with teachers and colleagues.
- ☐ Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust.
- ☐ Demonstrates awareness and sensitivity to social, cultural, and diverse needs of families.
- ☐ Uses multiple means and modalities to communicate with families.
- ☐ Participates in school and community activities as appropriate to support students and families.

Comments:

ADHERING TO SCHOOL/DISTRICT POLICIES AND PROCEDURES (Elements 59, 60)

INNOVATING (4)	APPLYING (3)	DEVELOPING (2)	BEGINNING (1)	NOT USING (0)	NOT APPLICABLE (0)
The teacher is a recognized leader and helps others by sharing evidence of how to support school and district policies and procedures	The teacher is aware of district and school rules and procedures and adheres to them.	The teacher is aware of district and school rules and procedures but does not adhere to all of these rules and procedures	Inconsistently adheres to school and district policies and procedures	The teacher makes no attempt to perform this activity	This principle of learning is not applicable in this employee's role within the district.

TEACHER EVIDENCE - CHECKED OBSERVED INDICATORS

- ☐ Performs assigned duties.
- ☐ Fulfills responsibilities in a timely manner
- ☐ Maintains accurate records (e.g. student progress, attendance, parent conferences, etc.)
- ☐ Maintains confidentiality of colleagues, students, and families
- ☐ Maintains professional boundaries with students and staff
- ☐ Demonstrates personal integrity and ethics.

Comments:

District criterion is met when a staff member maintains a summative score of 2.0 or greater.

SUMMATIVE AVERAGE:

SUMMATIVE SCORE:

EVALUATOR COMMENTS:

EVALUATOR SIGNATURE:

- no signature -

TEACHER'S COMMENTS:

TEACHER SIGNATURE:

- no signature -

ACKNOWLEDGMENT OF RECEIPT

I acknowledge that I have received a copy of the Hayes Center School District Staff Handbook which includes the district's drug-free workplace policy statement. I understand that, as a condition of my employment, I am required to read and abide by the provisions of the handbook and by all board policies governing my employment. Further, if I have any questions about any provision of this handbook or any board policy, I should confer with my supervisor or building principal.

Signature

Date