

Board of Education 2nd Monthly Meeting
Thursday, July 22, 2021 12:00 PM

Norfolk Public School's Central Administration
Office
P.O. Box 139
Norfolk, NE 68702-0139

Agenda

1. Date Public Notice Appeared in the Norfolk Daily News:
2. Call to Order
 1. Roll Call
 2. Declaration of a Legal Meeting
3. Reports and Discussion Items
4. Action Items
 1. Discuss, consider and take action to approve the second and final reading of Board Policies **1200, 3560, 4002, 4003, 4190, 4260, 5001, 5401, and 6380**
 2. Discuss, consider and take action to approve the second and final reading of Board Policies 3132 (**Internal Controls**), 1110 (**Bulletin Boards**), 4025 (**Professional Boundaries**), and 6212 (**Assessments and Academic Content Standards**).
 3. Discuss, consider and take action to approve the revisions made to the 2021-2022 preschool, elementary, middle school, junior high and senior high student handbooks.
 4. Discuss, consider and take action to approve the revisions made to the 2021-2022 certified, classified, and substitute handbooks.
 5. Discuss, consider and take action to approve sending a letter to the State Board of Education and the Commissioner of Education opposing the current (first) draft of the health education standards proposed by the Nebraska Department of Education
 6. Discuss, consider and take action to approve a contract
 7. Discuss, consider and take action to approve the resignation of Bruce Mitchell, effective July 31, 2021
5. Future Meetings
6. Adjournment

Community RelationsPersonnel - All Employees and StudentsAnti-discriminationA. **Elimination of Discrimination.**

The policy of Norfolk Public Schools is to not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles) color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

Norfolk Public Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of Norfolk Public Schools intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination and directs its staff to take all actions necessary to meet this objective.

Coordinators have been assigned to oversee anti-discrimination laws (including Title VI, Title IX, the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)). Complaints or concerns involving discrimination or compliance with these laws should be addressed to the appropriate coordinator, as listed below:

Title IX and ADA: Director of Business Affairs ~~Affairs~~ Services

Student concerns related to Title IV and Section 504: Director of Student Services

Employee concerns related to concerns related to Title IV and Section 504: Director of Human Resources

B. **Preventing Harassment and Discrimination of Employees and Students.**

1. **Purpose:** Norfolk Public Schools is committed to offering employment and educational opportunity to its employees and students based on ability and performance in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, Norfolk Public Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's sex, disability race (including skin color, hair texture and protective hairstyles) color, religion, veteran's status, national or ethnic origin, sex, disability or age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

- a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles) color, religion, disability veteran status, or national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.
- b. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

- (a) Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);
- (b) Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
- (c) The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

2. **Procedures:**

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

- b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, please report your complaint to the Title IX Coordinator.
- c. If a satisfactory arrangement cannot be obtained through the Title IX Coordinator, the complaint may be processed by the Superintendent or the Board of Education.
- d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an appropriate resolution so the discrimination or harassment can be remedied and put to an end.
- e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.
- f. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken.
- g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

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

Date of Adoption: October 14, 2013
Date of Revision: September 14, 2015
Date of Reaffirmation: September 11, 2017
Date of Revision: November 12, 2018

Business OperationsRecords Management and Disposition

1. General Standard. Records should generally be organized, managed, retained and disposed of in accordance with law and the Secretary of State's schedules for retention and disposition of public records.
2. Records Officer. The Superintendent is hereby designated as the records officer of the school district for purposes of this policy. Any questions about the type or category of a record or the required retention period for it should be addressed to the records officer.
3. Electronic Messages. Electronic messages are communications using an electronic system for the conduct of school district business internally, between other state and local government agencies, and with parents, students, patrons and others in the outside world. These messages may be in the form of e-mail, electronic document exchange (electronic fax), and electronic data interchange (EDI). In this policy, the terms electronic messages and e-mail are used, depending on the context, to mean the same thing. The school district's electronic system in which records are collected, organized, and categorized to facilitate preservation, retrieval, use, and disposition is as follows:
 - A. End-User Management. End-user means anyone who creates or receives electronic messages on the school district's electronic system. Electronic messages are to be managed at the end-user's desktop rather than from a central point. Each end-user is responsible for organizing, managing and disposing of records that are part of his or her desktop computer.
 - B. Categories for Retention. Electronic messages fall within three categories: (1) transitory messages; (2) records with a less than permanent retention period; and (3) records with a permanent retention period. End-users are to organize, store, retain and dispose of electronic messages according to these three categories. This means determining which electronic messages require long-term retention, determining who is responsible for making this decision, and establishing storage and disposition requirements for electronic messages.
 - a. *Transitory messages*. Transitory messages include copies posted to several persons and casual and routine communications similar to telephone conversations. For example, as determined on an individual case-by-case basis by the end-user, transitory messages include certain embryonic materials, notes or drafts; unwanted and unneeded "junk" mail; "personal" mail for employees not related to school business; unsolicited sectarian, religious, partisan, political or commercial messages, or political advertising or advertisements promoting particular personal or religious beliefs, a specific ballot question, or controversial topics or positions. There is no retention requirement for transitory messages. Employees sending or receiving such communications may delete them immediately without obtaining approval.

or election of a candidate or the qualification, passage, or defeat of a ballot question. Electronic messaging is not permitted to be used for purposes of assisting a non-profit organization except when and to the extent such use serves a school purpose or facilitates school district business.

- c. Conduct. Employees shall not read electronic messages received by another employee when there is no school purpose for doing so, send electronic messages under another employee's name without the employee's consent or administrative authorization, or change or alter any portion of a previously sent electronic message without administrative authorization.
- d. Other Regulations. Electronic messaging is subject to all requirements of the school district's "Acceptable Use of Computers, Network, Internet and Websites" policy and may be monitored and accessed at any time without prior notice. The school district has complete authority to regulate all electronic messaging. Electronic messaging is a privilege and not a property right and is not a public forum. Electronic messaging is made available subject to all board policy and regulations, these regulations, building guidelines, use agreements, handbook provisions, and all administrative orders or directives as issued from time to time.

4. Electronic Records

All books, papers, documents, reports, and records kept by the District may be retained as electronic records. Minutes of the meetings of the school board may be kept as an electronic record.

5. Litigation Holds

When litigation against the District or its employees is filed or threatened, the District will take all reasonable action to preserve all documents and records that pertain to the issue. Such action will in particular be taken when the litigation may be filed in federal court or otherwise subject to federal rules of discovery.

As soon as the District is made aware of pending or threatened litigation, a litigation hold directive will be issued by the records officer or designee. The directive will be given to all persons suspected of having records that may pertain to the litigation issue.

The litigation hold directive overrides any records retention schedule that may otherwise call for the disposition or destruction of the records until the litigation hold has been lifted. E-mail and computer accounts of separated employees that have been placed on a litigation hold will be maintained by the records officer until the hold is released.

Employees who receive notice of a litigation hold are to preserve all records that pertain to the litigation issue. This includes preserving electronic messages that would otherwise be deleted by the computer system; such messages are to be converted by the recipients of the litigation hold to

hard copy (printed) or electronic format which can be retrieved and interpreted (downloaded) for the duration of the litigation hold.

No employee who has been notified of a litigation hold may alter or delete an electronic or other record that falls within the scope of the hold. Violation of the litigation hold may subject the employee to disciplinary actions, up to and including dismissal, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

6. Settlement Agreements

A public written or electronic record of all settled claims shall be maintained.

The record for all such claims settled in the amount of fifty thousand dollars or more (or one percent of the total annual budget of the School District, whichever is less) shall include a written executed settlement agreement. The settlement agreement shall contain a brief description of the claim, the party or parties released under the settlement, and the amount of the financial compensation, if any, paid by or to the School District or on its behalf. Any such settlement agreement shall be included as an agenda item on the next regularly scheduled public meeting of the School Board for informational purposes or for approval if required.

Any such settled claim or settlement agreement shall be a public record. Nonetheless, specific portions of the record may be withheld from the public to the extent permitted or provided by statute.

The foregoing does not apply to claims made in connection with insured or self-insured health insurance contracts.

Legal Reference: Neb. Rev. Stat. ' ' 84-712 through 84-712.09
 Neb. Rev. Stat. ' ' 84-1201 to 84-1227
 Laws 2010, LB 742
 State Records Administrator Guidelines:
 Schedule 10: Records of Local School Districts (Feb. 1989)
 Schedule 24: Local Agencies General Records (March 2005)
 Electronic Imaging Guidelines (March 2003)

Date of Adoption: November 11, 2013
Date of Revision: September 14, 2015
Date of Affirmation: November 9, 2015
Date of Revision: December 9, 2019

Personnel - All EmployeesEqual Opportunity Employment

It is the policy of Norfolk Public Schools to employ the best qualified applicant for each position without regard to sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity or other protected status, and to not fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment, because of such individual's sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity or other protected status.

There shall be no discrimination by school officials against any employee because of membership or activity in an employee organization or because of protected free speech activities.

Date of Revision: _____ September 14, 2015

Date of Reaffirmation: February 8, 2016

Date of Reaffirmation: February 10, 2020

Personnel - All EmployeesAnti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

The Norfolk Public Schools hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. The district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The Norfolk Public Schools does not discriminate on the basis of sex, disability, race (**including skin color, hair texture and protective hairstyles**) color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, **sexual orientation or gender identity** or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Director of Student Services—512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Employees and Others: Human Resources Director—512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office of Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.**1. Purpose:**

The Norfolk Public Schools is committed to offering employment and educational opportunities to its employees in a climate free of discrimination. Accordingly, unlawful discrimination, harassment or retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles) color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity or other protected status that is sufficiently serious to deny, interfere with,

or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles) color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

Employees should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or to the compliance coordinator designated to handle complaints of discrimination. If the employee is uncomfortable in presenting the problem to the supervisor, or if the supervisor or teacher is the problem, the employee may report the alleged discrimination, harassment or retaliation to the designated coordinator.

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. Level 1 (Investigation and Findings):

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline.** Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals

- involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a “preponderance of the evidence” standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate such discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **one (1) working days** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **-five (5) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent’s determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent’s determination, he or she may file an appeal in writing with the Board of Education **within five (5) working days** after receiving

the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at a Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party. The Board will issue a written determination about the appeal **within thirty (30) days** after the party addresses the Board. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted.

5. Training:

a- The District will ensure that relevant District employees are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.

- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

7. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

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

Date of Adoption: December 9, 2013
Date of Revision: September 14, 2015
Date of Revision: February 8, 2016
Date of Revision: September 11, 2017
Date of Revision: July 9, 2018
Date of Revision: February 10, 2020

Personnel - Certificated EmployeesStandards of Ethical and Professional Performance – Certificated Staff

Both the State of Nebraska and the Board of Education recognize that teaching and its related services, including administrative and supervisory services, are a profession with all of the rights, responsibilities, and privileges accorded other recognized professions. The Board recognizes and endorses the Standards of Ethical and Professional Performance as established by the Nebraska Department of Education and expects all certificated employees to abide by these standards.

Certificated Personnel-Professional Performance and Code of Ethics

It is the expectation of this District that all certificated staff shall comply with the ethics standards set forth by the Nebraska Department of Education, as such standards may be modified from time to time. The ethics standards which certificated staff shall follow shall include the standards set forth in this policy. References to “educator” shall include all certificated employees of the District.

Preamble

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

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

The standards listed in this section are held to be generally accepted minimal standards for all educators with respect to ethical and professional conduct.

Principle I - Commitment as a Professional Educator:

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

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

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.

2. Shall not discriminate on the basis of sex, **disability**, race, color, ~~creed~~, **religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity or other protected status.** ~~ethnic background, or handicapping condition.~~
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
5. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members.
7. Shall not have had revoked for cause in Nebraska or another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which an educator's certificate is issued in Nebraska.
8. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
9. Shall report to the Superintendent any known violation of these standards.
10. Shall seek no reprisal against any individual who has reported a violation of these standards.

Principle II - Commitment to the Student:

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

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

1. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
2. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
3. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.

4. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
5. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
6. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
7. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public:

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

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

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

Principle IV - Commitment to the Profession:

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

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

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

Principle V - Commitment to Professional Employment Practices:

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

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

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct professional business through designated procedures, when available, that have been approved by the Board of Education.
5. Shall not assign to unqualified personnel tasks for which an educator is responsible.
6. Shall permit no commercial or personal exploitation of his or her professional position.
7. Shall use time on duty and leave time for the purpose for which intended.

Legal Reference: Neb. Rev. Stat. §§ 79-859, 79-866; 92 NAC 27 (NDE Rule 27)

Date of Adoption: January 13, 2014

Date of Reaffirmation: April 13, 2020

PersonnelStandards of Performance for Non-Certified Employees

In fulfillment of the employee's minimum responsibilities, the employee:

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, other employees, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of sex, **disability**, race, color, ~~creed~~, **religion**, **veteran status**, national or **ethical** origin, age, marital status, **pregnancy, childbirth or related medical condition, sexual orientation or gender identity or other protected status.** ~~ethnic background, handicapping condition.~~
3. Shall not use coercive means, or promise or provide special treatment to students, other employees, school patrons, or school board members in order to influence professional decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the employee is responsible.
5. Shall not exploit relationships with students, other employees, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not harass in any manner students, parents or school patrons, employees, or board members.
7. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of duties.
8. Shall keep in confidence personally identifiable student or employee information that has been obtained in the course of service to the district, unless disclosure serves professional purposes or is required by law.
9. Shall not discipline students using corporal punishment.
10. Shall not misrepresent the school district, and shall take added precautions to distinguish between the employee's personal and institutional views.
11. Shall abide by policies and regulations of the Board of Education and the rules and standards established by the administration and the employee's supervisor.
12. Shall seek no reprisal against any individual who has reported a violation of these standards.

Date of Adoption: January 13, 2014

Date of Affirmation: May 11, 2020

Students

Admission Requirements

Minimum Age:

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins. The School Board shall admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year; (ii) the family anticipates a relocation to another jurisdiction that would allow admission within the current year; or (iii) the child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the Board.

Early Admission to Kindergarten:

The following assessment procedure for determining if a child is capable of carrying the work of kindergarten is approved and shall be made available to interested persons:

Early kindergarten enrollment exceptions may be made for younger children who are intellectually advanced. At a minimum, eligibility for the admission shall be based upon an analysis of the child's: (1) mental ability, (2) emotional/social development, (3) pre academic skills, and (4) fine motor skills.

The kindergarten early entrance assessment procedures are designed to identify and place in kindergarten those children who:

- a. will turn 5 years of age between August 1 and October 15;
- b. are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
- c. are selected on the basis of testing by professionals trained and certified to administer the assessments that will produce evidence of strength in:
 1. mental ability defined as scoring 84th percentile or above on a standardized assessment of cognitive ability such as the Wechsler Pre Primary Scale of Intelligence ~~III~~IV, or the Stanford-Binet V;
 2. a test of emotional/social development such as the Behavior Assessment System for Children, Second Edition (BASC-~~2~~3);
 3. 75th percentile or greater on a test of pre academic skills such as the Woodcock Johnson III; and/or Wechster individual achievement test IV
 4. a test of fine motor ability, scoring 75th percentile or above on a standardized measurement such as the Beery VMI.

In the discretion of the Superintendent or designee, the assessments may be administered by the School District's professional staff, or the parents or guardians may be required, at their own expense, to have all or some of the required assessments completed by reputable professionals and to submit the results of such assessments to the School District.

The decision regarding early entrance to kindergarten requires careful consideration of all factors that affect kindergarten success with final determination to be made based on the recommendation of the District Evaluation Team, to be composed of such individuals as the Superintendent or designee determine appropriate. The academic, social, and emotional readiness, as well as the student's physical development and well-being, must be weighed with institutional factors also considered. Sound decision making in the area of early entrance to kindergarten is dependent upon reliable information regarding a student's readiness and a thoughtful balancing of the myriad of factors implicated by the decision. Parents will be notified in writing of the results of the Early Kindergarten Entrance assessment and the determination of the District Evaluation Team in a timely fashion; not to exceed three weeks after the assessments are completed.

Families who seek early admission of their child into kindergarten must obtain an *Early Entrance to Kindergarten Packet* from the School District Administrative.

Parents must fill out the early entrance application forms, which include a parent questionnaire and obtain and attach a reference letter from someone who is well acquainted with the child but not a relative of the child. The person providing this reference should know the child well enough that they can speak with some expertise about the child's attributes and abilities. The reference letter should indicate whether this person recommends the child be schooled with children who will be a year older than the child and, if so, the evidence this person has concerning the child's mental ability, fine and gross motor ability, visual and auditory discrimination, emotional/social development, and communication skills. Suggestions for this reference letter are a preschool teacher, a Sunday school teacher, a day-care provider, or a physician.

The assessment request, reference letter and parent questionnaire must be completed and returned to the District no later than May 25th of the spring before fall enrollment to allow summer assessment to be completed.

Decisions regarding early kindergarten entrance must include consideration of the above and shall not be made based on sex, disability, race, color, ~~gender~~, religion, veteran status, ~~ancestry~~, national or ethnic origin, ~~marital status~~, age, marital status, disability, pregnancy, childbirth or related medical condition or sexual orientation or gender identity or other protected status of the child or the child's parents or guardians. Institutional factors, such as capacity, may also be considered.

Admission to First Grade:

A child may be eligible to enter first grade, even if the child has not attended kindergarten, if the child is six years of age or will be six years of age on or before October 15 of the current school year and school officials determine that first grade is the appropriate placement for the child.

Graduates:

A student who has received a high school diploma or received a General Equivalency Diploma shall not be eligible for admission or continued enrollment.

Age 21:

A student shall not be admitted or continued in enrollment after the end of the school year in which the student reaches the age of 21. The school year for this purpose ends at the last day of instruction for graduating seniors.

Birth Certificate, Physical, Visual Evaluation and Immunization:

The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, shall be provided within 30 days of enrollment. Other reliable proof of the child's identify and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
- (3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
- (4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), Haemophilus Influenzae type b (Hib), invasive pneumococcal disease and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes than an exception to the immunization requirements are met.
- (5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

The Superintendent or Superintendent's designee shall notify the parent or guardian in writing of the foregoing requirements and of the right to submit affidavits or statements to object to the requirements, as applicable. The Superintendent or Superintendent's designee shall also provide a telephone number or other contact information to assist the parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify.

A student who fails to meet the foregoing requirements shall not be permitted to enroll or to enter school, or if provisionally enrolled or enrolled without compliance, shall not be permitted to continue in school until evidence of compliance or an exemption from compliance is given.

Enrollment of Expelled Students

If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school district in its sole and absolute discretion upon a proper application approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. A student expelled from a private, denominational, or parochial school or from any public school in another state, will not be prohibited from enrolling in the public school district in which the student resides or in which the student has been accepted pursuant to the enrollment option program for any period of time beyond the time limits placed on expulsion, pursuant to the Student Discipline Act, or for any expulsion for an offense for which expulsion is not authorized for a public school student under such Act. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

Military Families

If a parent presents evidence to the District of military orders that military family will be stationed in the State of Nebraska during the current or following school year, the District will enroll preliminarily the parent's students.

Legal Reference: Neb. Rev. Stat. §§ 43-2001 to 43-2012
 Neb. Rev. Stat. § 79-214
 Neb. Rev. Stat. §§ 79-217 to 79-223
 Neb. Rev. Stat. § 79-266.01

173 NAC Chapters 3 and 4 (HHS Regulations)

Date of Adoption: March 14, 2004
Date of Revision: November 13, 2017
Date of Revision: August 12, 2019
Date of Revision: October 12, 2020

Students (& Employees)Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

The Norfolk Public School District hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The Norfolk Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles) color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Director of Student Services—512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Employees and Others: Resources Director—512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.**1. Purpose:**

The Norfolk Public School District is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles) color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles) color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial

investigation to determine whether unlawful harassment occurred (see section entitled “Grievance Procedures,” below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination (designated coordinator). If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation (“discrimination”) to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. Level 1 (Investigation and Findings):

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline.** Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s)

of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.

- d. A review of the evidence using a “preponderance of the evidence” standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **one (1) working days** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **five (5) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent’s determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent’s determination, he or she may file an appeal in writing with the Board of Education **within five (5) working days** after receiving the Superintendent’s determination. The Board of Education will review the appeal, the Superintendent’s determination, the investigative documentation and decision, and allow

the party to address the Board at a Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party. The Board will issue a written determination about the appeal **within thirty (30) days** after the party addresses the Board. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted,

5. Training:

The District will ensure that relevant District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.

- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

7. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Date of Adoption: September 14, 2015
Date of Reaffirmation: March 12, 2018
Date of Revision: July 9, 2018

InstructionEqual Opportunity: Instruction Program

The school district pledges itself to avoid discriminatory actions, and seeks to foster good human and educational relations which help to attain:

1. Equal rights and opportunities for students and employees in the school community.
2. Equal opportunity for all students to participate in the instructional program of the schools.
3. Continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. Frequent training opportunities for improving staff responsiveness to educational and social needs.
5. Opportunities in educational programs which are broadly available to pupils which are not solely based upon sex, disability, race, color, religion ~~us creed~~, **veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity of other protected status.**

Date of Adoption:	July 14, 2014
Date of Reaffirmation:	November 9, 2016
Date of Reaffirmation:	December 14, 2020

Community RelationsBulletin Boards, Display Case, and Posted Material

School bulletin boards, display cases, and posting areas are for the purposes of conveying information about school activities and programs to students, staff, and the visiting public as deemed appropriate by the respective principals; however, building principals may use their discretion on **posting or displaying non-school related information which is not political or commercial in nature**. No information, poster or other display may be posted on any school bulletin board, display case or other areas without the prior permission of the building principal. The building principal shall have the final determination as to whether any posting is political and/or commercial in nature, and there shall be no appeal process if the principal denies a request to post or display non-school related information.

Legal Reference: Neb. Rev. Stat. Sec. 79-526 Board Authority for Supervision and Control

Date of Adoption: October 14, 2013
Date of Reaffirmation: November 12, 2018

Business Operations

Internal Controls

The District will develop and maintain internal control procedures as required by law and in accordance with sound fiscal monitoring practices that will ensure appropriate oversight of state and federal funds. The following internal control procedures will be utilized for all federal grants:

Management requirements: The District will manage equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until the District disposes of such equipment. The District will, as a minimum, meet the following requirements:

- 1) Maintain property records of the equipment;
- 2) Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two years;
- 3) Continue to develop and implement adequate maintenance procedures for the equipment; and
- 4) Continue to develop and implement sales and disposition procedures for the equipment.

Legal Reference: 2 C.F.R. §§ 200.313 & 200.33.

Procurement: The District will use its own documented procurement procedures which reflect applicable State and local laws and regulations, provided that the procurements conform to applicable Federal law and the requirement standards imposed by law, including:

- 1) A procedure for-purchases (Under \$50,000);
- 2) A procedure for purchases (between \$50,000 to \$99,999);
- 3) A procedure for purchase \$100,000 and over;
- 4) A procedure for public bids; and
- 5) A procedure for non-public proposals.

Legal Reference: 2 C.F.R. §§ 200.317 through 200.326.

Cross-Reference: Policies 3130 & 3131.

Record Retention: Financial records, supporting documents, statistical records, and all other related records pertinent to a federal award will be retained for a period of three years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the federal awarding agency or pass-through entity in the case of a sub-recipient.

For all other records, the District will retain such records for the length of time as required by law.

Legal Reference: 2 C.F.R. § 200.333.

Suspension and Debarment: The District will not contract with any entity or individual who has been debarred, suspended, or otherwise excluded from or ineligible for participation in federal

assistance programs or activities. Before entering into a contract regarding a federal award, the District will verify that a vendor has not been debarred, suspended or otherwise excluded.

Legal Reference: 2 C.F.R. § 200.213.

Financial Management: The District will maintain financial management systems to account for the federal funds, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award. These records will be sufficient to permit the District to prepare reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. The financial management system will provide for the following:

- 1) Identifying all of the federal awards received and expended and the federal programs under which they were received;
- 2) Ensuring that accurate, current, and complete disclosure of the financial results of each federal award or program are maintained in accordance with reporting requirements;
- 3) Identifying adequately the source and application of funds for federally-funded activities;
- 4) Ensuring effective controls over and accountability for all funds, property, and other assets;
- 5) Comparing actual expenditures with budget amounts for each federal award;
- 6) Ensuring payments of federal funds are made in accordance with applicable law, including 2 CFR § 200.305; and
- 7) Determining the allowability of costs in accordance with applicable law and the conditions of the federal award.

Legal Reference: 2 C.F.R. § 200.302.

Program Income: The District will consult with the federal awarding agency and refer to the applicable law and federal program terms and conditions to determine how to account for, deduct and otherwise handle income from federal programs.

Legal Reference: 2 C.F.R. § 200.307.

Cost Sharing or Matching: For all federal awards, any shared costs or matching funds and all contributions, including cash and third party in-kind contributions, must be accepted as part of the District's cost sharing or matching, when such contributions meet all of the following criteria:

- 1) Are verifiable from the District's records;
- 2) Are not included as contributions for any other Federal award;
- 3) Are necessary and reasonable for accomplishment of project or program objectives;
- 4) Are allowable under the applicable Cost Principles requirements;
- 5) Are not paid by the Federal Government under another Federal award, except where the federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
- 6) Are provided for in the approved budget when required by the federal awarding agency; and

- 7) Conform to other provisions of the law or terms and conditions of the federal award, as applicable.

Legal Reference: 2 C.F.R. § 200.306.

Compensation: Compensation for personal services includes all remuneration for services of employees rendered during the period of performance under the federal award, including, but not limited to wages, salaries, and fringe benefits. Costs of compensation may be allowable under federal law and the federal grant to the extent that they satisfy the following requirements:

- 1) Is reasonable for the services rendered; and
- 2) Conforms to the established written expectations of the District, as applied consistently to both Federal and non-Federal activities.

If the District intends to charge compensation to federal awards, such charges will be based on records that accurately reflect the work performed, and will:

- 1) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- 2) Be incorporated into the official records of the District;
- 3) Reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of compensated activities;
- 4) Encompass both federally-assisted and all other activities compensated by the District on an integrated basis, but may include the use of subsidiary records as defined in the District's written procedures;
- 5) Comply with the established accounting policies and practices of the District; and
- 6) Differentiate and account for the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Budget estimates will generally not be used to support charges to Federal awards but may be used for interim accounting purposes.

Legal Reference: 2 C.F.R. §§ 200.430 & 200.431.

Unexpected or Extraordinary Circumstances: For all federal awards, if the District does not currently have in place a sufficient policy that addresses extraordinary circumstances, such as those caused by COVID-19, the District may amend or create a policy at a later date in order to put emergency contingencies in place for federal and non-federal similarly situated employees. If the conditions exist for charges to be made to the federal grant, then charges may also be made to any non-federal sources that are used by the District in order to meet a matching requirement. The District will take other steps to comply with federal award requirements in the event of unexpected or extraordinary circumstances.

Legal Reference: 2 C.F.R. §§ 200, et seq.

Date of Adoption: [Insert Date]

Personnel - All EmployeesProfessional Boundaries Between Employees and Students**Definitions:**

Grooming means building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place;

Personal communication system means a device or software that provides for communication between two or more parties and is capable of receiving, displaying, or transmitting communication. Personal communication system includes, but is not limited to, a mobile or cellular telephone, an email service, or a social media platform;

School employee means a person nineteen years of age or older who is employed by a public, private, denominations, or parochial school approved or accredited by the State Department of Education. Neb. Rev. Stat. § 28-720. School employee also includes any person who is contracted with, or otherwise paid by the district and who has access to or interaction with students including all student teachers or interns.

Sexual contact has the same meaning as in section 28-318;

Sexual penetration has the same meaning as in section 28-318; and

Student teacher or intern has the same meaning as in section 79-875.

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of this policy or any violation of professional boundaries is misconduct and will likely result in disciplinary action.

In addition, a violation of employee and student boundaries is also a violation of standards of professional conduct which could result in the revocation of a certificated educator's certificate or permit. 92 Nebraska Administrative Code Chapter 27.

Such violations could also result in a referral to the Nebraska Department of Health and Human Services and law enforcement.

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

Prohibited Activity:

Engaging in ~~any relationship that involves sexual contact or sexual penetration with~~ **sexual activity, a romantic relationship, or dating** a student while the student attends the school where the employee works and for one year after the student graduates or otherwise ceases enrollment.

The following is a non-exclusive list of actions that will be regarded as a violation of the professional boundaries that all employees are expected to maintain with all students. In addition, repeatedly engaging in any of these activities or a combination of these activities are examples of grooming as defined in this policy.

- Using e-mail, text messaging, instant messaging or social networking sites (such as Twitter) to discuss with a student a matter that does not pertain to school-related activities. (School related activities include items such as the student's homework, class activity, school sport or club, or other school-sponsored activity.) Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships with a student social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student **or responding in a positive manner to a student's sexual advance**
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.

- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
 - Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
 - Going to the student's home when the student's parent or a proper chaperone is not present.
 - Giving gifts of a personal nature to a specific student.
 - Grooming (as defined in this policy).
 - Consuming illegal drugs in the presence of a student.
 - Providing alcohol or illegal or unauthorized drugs or medication to a student.
 - Any other behavior which could exploit the unique position of trust and authority between a student and employee.
1. ~~Communication with students through any method not approved or not designated by the school district including social networking apps or websites and texting, or other instant messaging, one on one with students.~~
 2. ~~Communication with students on any matters or subjects that do not pertain to school or school related activities. School or school related activities include student homework, in class activities, school sponsored sports or clubs or any other school sponsored activity.~~
 3. ~~Engaging in any kind of behavior or communication that could be reasonably construed as a sexual advance or respond in any positive manner to a student's sexual advance.~~
 4. ~~Being alone with a student anywhere where all doors to such room are closed.~~
 5. ~~Showing a student any inappropriate or sexually suggestive material that is not part of classroom lesson or curriculum known to appropriate school authorities.~~
 6. ~~Telling jokes with sexual themes or subject matter.~~
 7. ~~Invading a student's physical privacy. One example would be walking in on a student changing in a locker room or bathroom when the employee has no duty to be there.~~
 8. ~~Intruding on a student's personal physical space in any manner that makes a student uncomfortable.~~
 9. ~~Initiating unwanted physical contact.~~
 10. ~~Treating one student differently from other students either by providing privileges or failing to enforce school policy or other disciplinary action.~~
 11. ~~Discussing an educator's private personal matters with a student and inquiring about a student's private personal matters when no basis for concern about the student's health or safety.~~
 12. ~~Providing rides to a student in an employee's personal vehicle without the express written permission of a student's parent or guardian and permission from an administrator unless another school employee is in the vehicle.~~

- ~~13. Meeting with a student outside of school for any reason other than a school sponsored activity or event.~~
- ~~14. Having a student in an employee's home without a student's parent or appropriate chaperone.~~
- ~~15. Giving or receiving gifts to or from one student. A gift to a class or the same gift to a group of students is not prohibited.~~
- ~~16. Consuming alcohol in the presence of any student when the student's parent or guardian is not present or consuming illegal drugs in the presence of students at any time.~~
- ~~17. Providing alcohol or illegal or unauthorized drugs or medications to a student under any circumstances.~~
- ~~18. Any other behavior with could exploit the unique position of trust and authority between a student and employee.~~

Exceptions to these prohibitions may include:

1. Communicating with your own child or another student with whom there is personal relationship that exists independent of that child being a student at the same school where the employee works such as when the student is a relative, neighbor or fellow member of a group or organization outside of the school or school sponsored setting when such communications pertain to such a group or organization.
2. An emergency or concern for that student's immediate health or safety.
3. A singular chance encounter at a public place provided the encounter provided there is no additional violation of this policy

~~Except in the case of a true emergency, or an unplanned chance encounter, employees must obtain permission in writing from his or her administrator prior to engaging in such communication.~~

Permissible methods to communicate with students outside of school:

The Superintendent or Superintendent's designee will circulate to staff the District-approved apps or social media sites that employees may use to communicate with student regarding educationally related topics.

In addition, employees may utilize:

1. Text messages that include at least one other adult and a student. The adult may either be the student's parent or guardian or another school employee.
2. Use of social media through a district approved social media account as a coach or supervisor of a school sponsored club or activity. However, even approved social media communication must abide by the standards of professional conduct and must be professional in nature and in the best interest of the school district.
3. Use of the school district email system.

Allowing students to view an educator's social media postings is not a preferred method of

communication. Educators are responsible for any social media postings that is viewed by students when such posting violates the standards of professional conduct.

Permissible ways to engage with students when the employee has concerns about the student's well-being:

1. Contact the guidance counselor and ensure the student's parent or guardian is aware of your concerns.
2. Contact the student's parents or guardian if the concern is not with the parent or guardian.
3. If you believe the student is in immediate danger, contact the Nebraska Department of Health and Human Services child abuse hotline or contact law enforcement.

Reporting Violations:

If any school employee violates this policy or has reason to believe another employee has violated this policy, the employee is required to make a report to the superintendent within 24 hours. The school employee also has an obligation to report to the Nebraska Health and Human Services and the Nebraska Department of Education.

The most serious violations shall be reported immediately. The Superintendent **or designee** shall also ensure a report is made to the Nebraska Department of Education, the Nebraska child abuse and neglect hotline and law enforcement authorities as required by law ~~and notify the school Board President~~. If the superintendent is the alleged violator or fails to take appropriate steps, the ~~School Board President~~ **Director of Human Resources** shall be notified by the school employee.

Students who feel his or her boundaries have been violated or know of another student whose boundaries have been violated may report to any school employee he or she is comfortable to confide in. That school employee will then have an obligation to report as identified above.

Reprisal or retaliation for good faith reports made by students or school employees is itself a violation and is prohibited.

Records retention:

~~School employees are required to maintain copies of any communication exchanged with students via a personal communications system. Such copies must be maintained pursuant to district records retention policies and schedules. The records may be kept electronically or in hard copy or any format easily retrievable by the employee upon request. Any employee who is unable to produce copies of such communications for any reason will be in violation of this policy.~~

FERPA and Confidentiality:

School employees are encouraged to consult their school's policy on confidentiality of personally identifiable student information before posting any information regarding student or student activities online.

Legal Reference: Neb. Rev. Stat. Sec. 79-879

Date of Adoption: [Insert Date]

InstructionAssessments—Academic Content Standards

The Board of Education adopts the academic content standards of the State Board of Education (“State Board”). ~~The adoption of the academic content standards includes the:~~

~~Language Arts standards that were adopted by the State Board in September, 2014;~~

~~Mathematics standards that were approved by the State Board in September, 2015;~~

~~Science standards that were adopted by the State Board in ~~November, 2010~~September, 2017; and~~

~~Social Studies standards that were adopted by the State Board in ~~December, 2012~~November 2019.~~

The Board of Education adopts the academic content standards of the State Board of Education, which are required within state statute. If ~~Unless other action is taken, t~~he Board of Education ~~adopts~~ does not affirmatively vote to adopt ~~an~~ the academic content standards *recommended by the State Board*, then the Board of Education will adopt ~~a locally developed standards, within one year after recommendation by the State Board, that equal to or excess exceed in rigor, of the standards recommended by the State Board.~~ a locally developed standards, within one year after recommendation by the State Board, that equal to or excess exceed in rigor, of the standards recommended by the State Board. ~~the standards of the State Board as such standards are subsequently adopted or amended by the State Board.~~

The administration shall be responsible for implementing assessments on the state standards in accordance with the procedures established by the State Board and the Department of Education, including conducting assessments in the same subject areas and the same grade levels as established in the state standards, and the reporting of scores and sub-scores.

This policy does not supersede the existing standards adopted by the Board of Education except as set forth herein.

Legal Reference: Neb. Rev. Stat. §§ 79-760 to 79-760.05

Date of Adoption: June 9, 2014
Date of Reaffirmation: September 14, 2015~~{Insert Date}~~
Date of Revision: August 8, 2016
Date of Reaffirmation: October 10, 2016
Date of Revision: July 9, 2018
Date of Revision: November 9, 2020



2021-2022
CERTIFIED EMPLOYEE
HANDBOOK

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Norfolk Public Schools
512 Philip Avenue - PO Box 139
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Telephone: (402) 644-2500
FAX: (402) 644-2506

Notice of Nondiscrimination

Norfolk Public Schools does not discriminate on the basis of race, color, national **or ethnic** origin, sex, disability, religion, age, **pregnancy, childbirth or related medical condition, sexual orientation or gender identity** or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Erik Wilson, Director of Student Services, 512 Philip Ave., Norfolk, NE 68701 (402)644-2500 (erikwilson@npsne.org).

Employees and Others: Angie Baumann, Director of Human Resources and Accreditation, 512 Philip Ave., Norfolk, NE 68701 (402)644-2500 (angiebaumann@npsne.org).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact OCR at One Petticoat Lane, 1010 Walnut Street, #320, Kansas City, Missouri 64106, (816) 268-0550 (voice), or (877) 521-2172 (telecommunications device).

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Norfolk Public Schools
2021-2022
Certified Staff Handbook
FOREWORD

Section 1 Intent of Handbook

Welcome to Norfolk Public Schools! This handbook is intended to be used by certified employees to provide general information about the district and to serve as a guide to the district’s policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to “certified employees” are intended to apply to all staff required by their position to hold a teaching or administrative certificate.

Each certified employee is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise.

This handbook is intended to supplement other documents that deal with your employment, including your employment obligations and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists; state or federal law, the Negotiated Agreement, and NPS Board of Education policies and regulations adopted after this handbook, will be referenced for decision making.

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

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the district.

This handbook will be in effect for the 2021-2022 school year and subsequent school years unless replaced by a later edition.

Section 2 Information about Norfolk Public Schools

Norfolk Public Schools serves approximately 4,400 students in pre-kindergarten through twelfth grade. All-day kindergarten is available in all seven elementary schools and (beginning with the 2019-2020 school year), Little Panthers Preschool will begin operations at its own building located at 2500 Norfolk Ave. Lincoln Elementary also offers a K-4 Montessori Program. For the upper grades, Norfolk Middle School serves grades 5-6, Norfolk Junior High serves grades 7-8, and Norfolk Senior High serves grades 9-12. In addition, Alternatives for Success is a specialized program that provides an alternative, flexible learning environment for 9th through 12th grade students. Career Academies are also in place at the high school to provide additional career exploration opportunities. Finally, our High Ability Learner (HAL) program serves intellectually gifted students and our comprehensive special education (SPED) program provides a wide variety of services for our students with special needs.

The district covers 68.8 square miles in Madison, Pierce, Stanton, and Wayne Counties. Norfolk Public Schools exceeds accreditation requirements of the Nebraska Department of Education. Norfolk Senior High School also outperforms accreditation standards set forth by the AdvancED Commission.

Norfolk Public Schools believes that quality education begins with a quality staff and collaborative partnerships with local businesses and community agencies. Since the first graduating class in 1889, Norfolk Public Schools, in cooperation with the community, have prepared students for the world beyond the walls of the schools.

Section 3 School Vision and Mission Statement

The Vision of Norfolk Public Schools is to be a top-performing school that provides outstanding educational opportunities for every student and is a source of pride and an asset to our community.

The Mission of Norfolk Public Schools is to: *prepare all students to pursue their goals for the future.* An essential education is one that enables students to reach the following outcomes:

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

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

- A. Qualified and competent administrative, teaching, paraprofessional, and other support staff;
- B. Integrated, planned curriculum that prepares students to achieve state standards and such additional standards as are established by the Board of Education and to reach the student outcomes identified above.
- C. Comprehensive support programs and services that meet the diverse needs of all students;
- D. Safe, clean and supportive facilities and learning environments;
- E. Implementation of a curriculum that meets the following:
 1. Is based on state standards and such additional standards; as are established by the Board of Education;
 2. Is appropriate for the developmental level of the students;
 3. Addresses diverse learning needs;
 4. Instills a passion for learning and the importance of life-long learning;
 5. Develops problem solving and critical thinking skills, decision making skills, data gathering, and critical use of information;
 6. Develops expected work ethics, as well as group participation and leadership skills;
 7. Incorporates character education and multicultural education, including respect for diversity;
 8. Provides for application of technology in all learning areas;
 9. Provides access to advanced courses;
 10. Implements an organized schedule that is functional and meets student needs in all curriculum areas.

11. Provides a supportive learning environment which includes:
- A welcoming and inviting structure that is emotionally safe, nurturing, supportive, and disciplined;
 - respect, trust, integrity, and regard for self and others; and honors diversity;
 - Learning as the central purpose with students engaged in meaningful, relevant, and productive learning experiences; and
 - Implementation of policies and practices that result in an orderly environment with emphasis on consistent school-wide positive behaviors.

Section 4 Members of the Board of Education

Name	Contact Information
Brenda Carhart	brendacarhart@npsne.org
Jake Claussen	jakeclaussen@npsne.org
Tammy Day (Vice President)	tammyday@npsne.org
Jenna Hatfield-Waite	jennahatfield@npsne.org
Bruce Mitchell	bruceMitchell@npsne.org
Sandy Wolfe (President)	sandywolfe@npsne.org

Section 5 Administrative Staff

Name	Position
Dr. Jami Jo Thompson	Superintendent of Schools
Dr. William Robinson	Associate Superintendent of Business Services
Angela Baumann	Director of Human Resources & School Accreditation
Beth Nelson	Director of Teaching and Learning
Mary Luhr	Director of Student Programs
Erik Wilson	Director of Student Services and School Safety
Derek Ippensen	Principal: Norfolk Senior High School/Alternatives for Success
Ben Ries	Assistant Principal / Activities Director: Norfolk Senior High School
Jason Settles	Assistant Principal: Norfolk Senior High School
John Erwin	Assistant Principal: Norfolk Senior High School
David Nelson	Dean of Students: Norfolk Senior High School
Jennifer Robinson	Principal: Norfolk Junior High School
Beau Viergutz	Assistant Principal, Norfolk Junior High School
Tyler Beranek	Dean of Students / Assistant Activities Director: Norfolk Junior High School
Chuck Hughes	Principal: Norfolk Middle School
Amy Brown	Assistant Principal: Norfolk Middle School
Trisha Andreasen	Principal: Bel Air Elementary School
Troy Berryman	Principal: Grant Elementary School
Haeven Pedersen	Principal: Jefferson Elementary School
Angie Hausmann	Principal: Lincoln Montessori Elementary School
Melissa Jantz	Principal: Little Panthers Preschool
Ryan Specht	Principal: Washington Elementary
Tracy Lichty	Principal: Westside Elementary
Bruce Strong	Principal: Woodland Park Elementary

Section 6 Grant Coordinators/Facilitators

Name	Building	Position
Austin Casselberry	Norfolk Middle School	Aftershock Coordinator
Heather Hirsch	Little Panthers Preschool	Sixpence Family Facilitator
Jeff Hoffman	Norfolk High School	Career Academy Coordinator
Kerstin Ditter	Little Panthers Preschool	Sixpence Family Facilitator

Section 7 Norfolk Public Schools Foundation

Callan Collins	Executive Director
Bobbi Theisen	President
Jake Claussen	Vice President
Mary Hoiem	Assistant to the Foundation and Superintendent
Brenda Carhart	Treasurer, Board of Education Representative
April Pearson	Secretary
Dr. Jami Jo Thompson	Superintendent of Schools
Jason Busch	Board Member
Ann Feidler-Klein	Board Member
Jenna Hatfield - Waite	Board Member
Sandy Heimes	Board Member
Metka Kolm	Board Member
Dave Merritt	Board Member
Stephen Morton	Board Member
Don Polodna	Board Member
Lindsay Shellpeper - Simpson	Board Member
Nate Stratton	Board Member
Leann Widhalm	Board Member

- For other staff contacts, please visit the district website at www.norfolkpublicschools.org

Article 1 – SCHOOL CALENDAR AND SCHEDULES

Section 1 School Calendar

- The 2021-2022 School Calendar is attached as Appendix A.

Section 2 Daily Schedules

- **Norfolk Senior High School:** Grades 9-12
- Students - 8:00 a.m. – 3:25 p.m.

- **Norfolk Junior High School:** Grades 7-8
- Students - 8:00 a.m. – 3:25 p.m.

- **Norfolk Middle School:** Grades 5-6
- Students - 8:00 a.m. – 3:20 p.m.

- **Norfolk Elementary Schools:** Grades K-4
- Students - 8:05 a.m. – 3:15 p.m.

- **All Teachers:** Grades K-12

- 7:45 a.m. - 3:45 p.m.

Section 3 Severe Weather and School Cancellations

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

Decision to Close Schools. A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. If possible, a decision about the next school day will be made by 9 p.m. for announcement during the 10 p.m. news. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible) whether to have school or not. The decision to cancel school is never an easy one, but the decision will always be made with student and staff safety at the forefront. In any case, an announcement will be made to the news media when schools will be closed. In some instances, schools will be open, but certain services may be cancelled (bus transportation, kindergarten, student activities). Some staff may be designated as being required to come to school even in the event of a school closing.

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

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

Emergency Conditions. Norfolk Public Schools uses a Standard Response Protocol (SRP) which, when implemented, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law throughout the school year. There are plans for Lockdown, Lockout, Evacuate, and Shelter. **School officials are not permitted to release students from the school building during a tornado warning.** In the event of a severe weather warning, staff should implement the school's designated safety protocols.

Section 4 Employment and Contract Days

Policy 4110

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

On or after March 15th of each school year a teacher may be requested to accept employment for the next school year and shall be required to signify such acceptance on **March 15th** or such other date after March 15th as may be designated in the notice. It is important for teachers to respond to the request to signify acceptance because failure to signify acceptance of employment by the designated date shall constitute cause for amendment or termination of the teacher's contract. If a teacher signifies acceptance of employment for the next school year, the teacher may either be issued a new Teacher's Contract or a "Contract Renewal Agreement."

Should a teacher wish to resign from employment, the teacher should give written notice of resignation to the Superintendent. The request to resign will be acted upon by the Board of Education. Mid-year resignations and resignations given late in the spring for the following school year can present significant planning problems for the district. If a mid-year resignation is submitted, or a resignation for the following school year is submitted **after March 15th** or after the teacher has signified acceptance of employment for the next school year, the Board of Education may act to not accept the resignation unless a suitable replacement can be found. The district will enforce the continuing contract of teachers accepting employment for the next school year under the provisions of Neb Rev. Stat. §79-829.

Teachers are contracted for 188 days (192 days for new teachers) (hereinafter referred to as the "contract year"). Such contract days shall be fulfilled by individual teachers on varying schedules as established by the Board of Education and administration.

Release from Contract

It is the intent of the Norfolk Public Schools Board of Education to assist an employee in his or her professional growth, professional advancement, and personal needs. To that end an employee under contract will be granted a release from his or her contract if the request is received on or before **March 15th**. Unless extreme extenuating circumstances apply, a request for release from contract received after **March 15th** will only be granted after a suitable replacement has been found. The board of education reserves its right to contact the Nebraska Professional Practices Commission for those certificated personnel who may breach their contract obligations. Legal Reference: Neb. Rev. Stat. ' 79-817 Neb. Rev. Stat. ' 79-818 Neb. Rev. Stat. ' 79-819 Neb. Rev. Stat. ' 79-829

Section 5 Make-Up Days

Policy 4005

Any teacher, including those living outside or within the School District, who is absent from school during the school year due to weather or road conditions may use a personal day. If no personal days are available, the staff member shall receive a deduction from their salary based on the number of days of service contained in the teacher's contract.

All teachers will be required to attend faculty meetings and other designated school events as well as attend pre-school and post-school workshops and reporting days as determined by the Superintendent. In the event the Norfolk Public Schools dismisses school more than two (2) school days for snow or other reasons related to inclement weather prior to **March 1st** the additional missed days (up to 2) will be made up by eliminating days from Spring Break. The Superintendent will make the announcement regarding Spring Break Make up Days **prior to March 1st**. If additional days of school are missed due to weather after this announcement they will not be made up unless it is necessary in order to meet NDE's Instructional Hours Requirement. If additional days are needed for this reason, parents and staff will be notified as soon as practicable.

Section 6 Address Change

It is necessary that an accurate directory of all employees of the school district be kept in the Central Office. Employees changing their address or phone number should report such changes to the payroll office at the Central Office as soon as possible IN WRITING (e-mail notification is appropriate).

Article 2: Community Relations

Section 1 Visiting Schools

Policy 1010

All visitors to any school building are required to report immediately to the office. All visitors must have a visitor badge. In addition, any individuals who may create a disruption to the educational program may be removed from school grounds.

Teachers are not to have personal visitors on school property, except on a short-term basis and only with permission of the building principal. Included in the definition of visitors are family members of the teacher. Visitors should follow posted procedures for being on school property. Teachers are not to bring their children to school with them in lieu of taking them to childcare.

Section 2 Advertising and Promotion

Policy 1060

Advertisements, promotions, soliciting, and fund drives conducted in the school buildings or on school grounds are sometimes inevitable, sometimes necessary, and sometimes important. Care shall be taken to consider the effects of such activities upon the student, parents, and the community. Exceptions to advertising and promotion can be located in school board policy. If approved, copies of all promotional materials to be distributed directly to students must be provided by the promoter in both English and Spanish.

Section 3 Community Use of School Facilities

Policy 1100

School facilities are primarily intended for the district's educational and extracurricular activity programs. School facilities are, however, made available for use by outside groups to further the interests of the district and the community. Use by non-school groups is allowed pursuant to an application process and is subject to the terms and

The Board of Education recognizes Parent -Teacher Associations and other school/parent groups as vital factors in establishing and maintaining positive community relationships. Staff members are asked to cooperate and coordinate their efforts with the officials of these organizations and assist in their work as needed.

Section 9 School Personnel and the Public

Policy 1450

It is the Board of Education's belief that all school employees are obliged to disseminate an encouraging impression of the school district, its programs, and students. All employees are obliged to use insight, serenity, and civility in their interactions with students, parents, and district patrons.

Involvement in community celebrations, patriotic observations, or other special events by student groups is suggested by the Board of Education. School officials are invited to collaborate with any group endorsing positive activities for the youth of our community. All community performances must be approved by the Superintendent or his/her designee.

Section 10 Weapon-Free Workplace

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

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

- A. Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
- B. The frame or receiver of any object described in the preceding example;
- C. Any firearm muffler or silencer;
- D. Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device;
- E. Any bludgeon, sand club, metal knuckles, or throwing star;
- F. Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2-1/2 inches or more is a prohibited weapon. A switch-blade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
- G. Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun; and
- H. A teacher may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes and it shall not be considered as possession of a weapon. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. A teacher who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action.
- I. A teacher may possess an item which may be considered a weapon where such item is used for instructional purposes and the teacher has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed.
- J. Any other object that is designed for or intended for use as a destructive or injurious device. The phrase "possession of a weapon" includes, without limitation, a weapon in a teacher's personal possession, as well as in a teacher's motor vehicle, desk, locker, briefcase, backpack, or purse.

Section 11 Parental Involvement

General - Parental/Community Involvement in Schools

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

- A. provide parents timely information about their child's progress, including use of quarterly report cards, active and constructive attendance at parent-teacher conferences, and more frequent parent contacts where warranted by the student's academic and behavioral needs;
- B. make textbooks, completed tests, and other curriculum materials available for review by parents upon request;
- C. permit parents access to their child's records according to law and school policy;
- D. encourage parents to attend courses, assemblies, counseling sessions, and other instructional activities with prior approval of the proper teacher, counselor, or administrator, provided that such parent attendance be educationally appropriate and not disruptive to the educational program;
- E. assure that testing occurs to assure proper measurement of each child's educational progress and achievement;
- F. permit parents to excuse their child from testing, classroom instruction, and other school experiences when possible and educationally appropriate;
- G. notify parents of student surveys in accordance with district policy, obtain parental permission for surveys where required by district policy or law, and allow parents to opt-out of such surveys in accordance with district policy and law; and
- H. encourage parents to express their concerns, share their ideas, and advocate for their child's education.

Section 12 Title I Parental Involvement

Policy 6410

- A. The District Parent and Family Engagement Policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.
 - a. Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
 - b. Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
 - c. Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
 - d. Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
 - e. Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.

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

Article 4: Business Operations

Section 1 Tuition Fees for Non Resident Students Policy 3050

The Board of Education may permit non-resident students to enroll and attend Norfolk Public Schools upon compensation of tuition established by the Board of Education and to the extent required by law.

Section 2 Materials Fees Policy 3060

Each building principal is accountable for developing and requesting budgetary necessities for resources identified as part of the school curriculum. This procedure shall include teachers, coaches, and other instructional personnel.

Section 3 Summer School Fees Policy 3070

Students who take summer school classes out of district shall be required to pay their own tuition and operating cost. In the occurrence that Norfolk Public Schools offers summer school instruction, tuition charges shall not surpass the costs incurred in operation.

Section 4 Sales and Disposal of Books, Equipment/Supplies Policy 3090

The Superintendent of Schools is sanctioned to dispose of books, furniture, equipment, and other materials that are obsolete. Any sale of school assets is conditional on consent by the vote of the Board of Education. Disposal may be public or private sale, or by taking bids.

Section 5 Purchasing Policy 3130

- A. No student, teacher, or employee of the board shall have power to purchase, or agree to purchase, any supplies or materials for use in the public schools, whether or not to be sold to students or used in any department whatsoever, except by a proper requisition for a purchase order through the appropriate office. This also applies to purchase of services, such as printing, etc.
- B. When ordering supplies or materials through the Central Supply catalog, a requisition form signed by the principal/supervisor must be submitted to the Central Office for processing. The requisitioner should specify item number and description and keep a copy for his/her records. Be sure to include budget code number on the requisition.

Section 6 Inventory of Equipment Policy 3190

At the close of the school year, each instructor or department will maintain and certify a complete inventory of technology materials and designated equipment on respective forms. Digital or hard copies of this inventory shall be distributed as such: one copy shall be filed with the principal of the building and one copy retained by the instructor. At the close of the school year, or when a teacher terminates employment, the inventory shall be reconciled for accuracy by the building principal or his/her designee. Any irregularities in inventory must be

Safety Practices

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

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

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

Accidents

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

Workers Compensation

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

Section 10 Trespassers

Policy 3250

Restrictions on the use of school buildings and grounds may be utilized by administrative action. Building administrators and their designees have the authorization to employ and impose boundaries on access. Such measures will be in accordance with constitutional and other legal rights.

Section 11 Safe Driving Record Standards for Drivers

Policy 3410

Employees who drive school vehicles to transport students must have a valid driver's license and proof of insurance. Employees will be given instruction on emergency evacuation and first aid and provided a Driver's Certification form following completion of the district driving class.

Employees who drive school vehicles are responsible for following safe driving practices. Employees are to abide by all rules of the road and any applicable rules of the Nebraska Department of Education (NDE Rule 91) and the district relating to driving a motor vehicle. Seat belts and child restraint systems will be utilized by all occupants. Failure to do so could result in personal liability. When transporting students or using a school vehicle, employees are not to use cell phones or otherwise engage in distracted driving. This rule applies to the driver when the vehicle

it to the principal so the item may be replaced or repaired if possible and appropriate responsibility for the cost of replacement or repair may be determined.

Section 17 Use of Phones

Beginning with the 2019-2020 school year, the vast majority of classrooms now have phone systems in them for safety purposes. Personal telephone calls should not be made during duty time (teaching, active supervision of students) except in the event of an emergency. Staff need to promptly log long distance calls in accordance with building procedures and be responsible for any charges which are for personal use.

Section 18 Funds

Receipts

- A. No assessments against students (other than fines) shall be made until permission is secured from the building principal and/or the Superintendent.
- B. New organizations requiring payment of dues, fees, or assessments may not be organized without permission of the building principal and/or the Superintendent.
- C. Certain monies collected by Middle School instructors, Junior High instructors or Senior High instructors shall be immediately checked in to designated support staff using district approved procedures to ensure proper accountability of funds.
- D. Secretaries shall give a receipt for all money paid to them, showing to what fund the same is credited.

The office secretary shall make a monthly report for all subsidiary accounts to persons concerned if requested to do so. These funds cannot be drawn on except through the secretary under the direction the authorized persons concerned and with the approval of the building principal or the Superintendent of Schools.

No money shall be kept in offices, teacher's desks, or file cabinets, etc. overnight. During the day such funds should be kept under lock and key until the funds can be securely transferred to the office for deposit.

Article 5: Personnel

Section 1 Recruitment and Selection

Policy 4001

Norfolk Public Schools will recruit and endorse for employment the best skilled staff. When vacancies exist, the administration may ponder reassignment of existing staff or implore applicants by advertising. Preferred applicants must suit the requirements set by the Board of Education and laws of the State of Nebraska. Rehiring of a former employee is conditional upon the former employee having an affirmative performance profile with the district and the employee meeting all NDE requirements for reemployment.

Section 2 Equal Opportunity Employment

Policy 4002

It is the policy of Norfolk Public Schools to employ the best qualified applicant for each position without regard to sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, **sexual orientation or gender identity** or other protected status, and to not fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment, because of such individual's sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, **sexual orientation or gender identity** or other protected status.

There shall be no discrimination by school officials against any employee because of membership or activity in an employee organization or because of protected free speech activities.

**Section 3 Anti-discrimination, Anti-harassment and Anti-retaliation,
 Notice of Nondiscrimination**

Policy 4003

~~Purpose: Norfolk Public Schools is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students or other persons is prohibited. In addition, the Norfolk Public Schools will try to protect employees and students from reported discrimination or harassment by non-employees or others in the work place and educational environment.~~

~~For purposes of this policy, discrimination or harassment based on a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status is prohibited. The following are general definitions of what might constitute prohibited harassment.~~

~~In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected category constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.~~

~~Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.~~

~~Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment. Sexual harassment may exist when:~~

- ~~○ Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;~~
- ~~○ Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time;~~
- ~~○ The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.~~
- ~~○ Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.~~

Complaint and Grievance Procedures

~~Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or classroom teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision. In the case of a student, the Principal would be the next or alternative person to contact.~~

~~If the employee or student's complaint is not resolved to his or her satisfaction within five (5) to ten (10) calendar days, or if the discrimination or harassment continues, or if as a student you feel you need immediate help for any reason, please report your complaint to the Superintendent. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.~~

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

Notice of Nondiscrimination

~~The Norfolk Public School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.~~

A. Elimination of Discrimination.

The Norfolk Public Schools hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. The district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The Norfolk Public Schools does not discriminate on the basis of sex, disability, race, (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Director of Student Services—512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Employees and Others: Human Resources Director—512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office of Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.

1. Purpose:

The Norfolk Public Schools is committed to offering employment and educational opportunities to its employees in a climate free of discrimination. Accordingly, unlawful discrimination, harassment or retaliation of any kind by District employees, including, coworkers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race, (including skin color, hair texture and protective hairstyles), color,

religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, , sexual orientation or gender identity or other protected status that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race, (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination,

including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

Employees should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or to the compliance coordinator designated to handle complaints of discrimination. If the employee is uncomfortable in presenting the problem to the supervisor, or if the supervisor or teacher is the problem, the employee may report the alleged discrimination, harassment or retaliation to the designated coordinator.

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators. Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

Students: Erik Wilson, Director of Student Services: 512 Philip Avenue, Norfolk, NE 68701, (402)644-2500.

Employees and Others: Angie Baumann, Director of Human Resources and Accreditation, 512 Philip Ave., Norfolk, NE 68701 (402)644-2500

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR (816) 268--550 (voice), FAX (816) 268-0599, (800) 877-8339 (telecom. device for the deaf), or ocr.kansascity@ed.gov.

Designation of Coordinators

Any person having inquiries concerning the district's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinator is: Norfolk Public Schools, 512 Philip Avenue, Norfolk, NE 68702, (402) 644-2500.

Law, Policy or Program	Issue or Concern	Coordinator
Title VII	Discrimination or harassment based on race, color, or national origin; harassment	Director of Student Services

Title IX (Policy 1211)	Discrimination or harassment based on sex; gender equity	Director of Student Services
Section 504 of the Rehabilitation Act	Discrimination, harassment, or reasonable accommodations of persons with disabilities	504 - Director of Student Services ADA - Associate Superintendent of Business Services
Americans with Disability Act (ADA)		
Homeless student laws	Children who are homeless	Director of Student Programs
Safe and Drug Free Schools and Communities	Safe and drug free schools	Associate Superintendent of Business Services

Grievance Procedure for Persons with a Disability

Policy 1240

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

- A. Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the complainant’s disability prevents such, in which event the complaint can be made verbally.
- B. Complaints shall set forth: (a) the name of the complainant, (b) the address and telephone number or other such information sufficient to enable the coordinator to contact the complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the complainant.
- C. Complaints shall be investigated by the coordinator or the coordinator’s designee. Investigations shall be thorough, but informal, and the complainant shall be given a full opportunity to submit evidence relevant to the complaint.
- D. The coordinator shall make a decision on the complaint within thirty (30) days of the filing of the complaint, unless such time period is extended by agreement with the complainant or a longer period is reasonably necessitated by the circumstances. The decision shall be made in writing, shall set forth the coordinator’s proposed resolution of the complaint, and shall be forwarded to the complainant.
- E. The complainant shall have ten (10) days from the date the coordinator’s decision is sent to the complainant to accept or reject the coordinator’s proposed resolution. The complainant shall be deemed to have accepted the proposed resolution unless the complainant rejects the proposed resolution within such time period.
- F. In the event the complainant rejects the proposed resolution, the complainant shall be given the opportunity to file a request for reconsideration within ten (10) days from the date the coordinator’s decision is sent to the complainant. The request for reconsideration shall be filed with the coordinator. Upon receipt of the request for reconsideration, the coordinator shall promptly forward the request for reconsideration and all evidence received by the Coordinator in connection with the complaint to a third person for review (either an administrator or other employee of the district, or members of the Board of Education or committee of the board).
- G. A decision on the request for reconsideration shall be made within ten (10) days after the request for reconsideration was filed unless the board or committee of the board is the reviewer, in which event the decision shall be made within thirty (30) days of the filing of the request for reconsideration, unless such time period is extended by agreement with the complainant or a longer period is reasonably necessitated by the circumstances.

Legal Reference:	Title VI, 42 U.S.C. § 2000d, Title VII, 42 U.S.C. § 2000e, Title IX; 20 U.S.C. § 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. §48-1101 et seq. Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. §621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. §48-1001 et seq.; Americans with Disabilities Act (ADA), 42 U.S.C. § 12101 et seq.
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	Section 504 of the Rehabilitation Act of 1973 (Section 504) Pregnancy Discrimination Act, 42 U.S.C. § 2000e(k) Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. § 4301 et seq. Neb. Rev. Stat. § 79-2,115, et seq
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Section 4 Duty Hours of Employees

Policy 4004

Hours of Work & Meetings

Regular, dependable on site attendance at work is an essential function of a teacher’s employment position.

The Board of Education recognizes that teachers' responsibilities to their students and their profession generally involve the performance of duties and the commitment of time beyond the normal working day, but also recognizes that teachers and other educational professionals are entitled to regular time and work schedules on which they can rely in the ordinary course of events and which will be fairly and evenly maintained to the extent possible throughout the school system.

Schools have different start and end times for the student day. Certificated employees assigned to a building will usually spend at least eight hours on site, excluding that duty-free lunch time (30 minutes) which can be spent off-site. The principal will determine the length of time prior to and after the student class schedule for staff to be on-site in order to meet the hour requirements. Staff may leave the building earlier when called to a professional meeting.

Certificated employees are required to serve on playground, lunchroom, before or after school or hall supervision, etc. duty as designated by the principal. The principal will attempt to make an equitable distribution of such assignments and professional staff shall assume such duties as part of their work and agreement of employment.

Teachers shall attend meetings called by the Superintendent of Schools, principals, department heads and team leaders, except those meetings which are designated for optional attendance.

Arrival to Duty Assignments

Full-time teachers designated on-site work day is 7:45 a.m. to 3:45 p.m. Elementary school teachers are to be in the building and in their classroom no later than 7:45 a.m. and remain on duty until 3:45 p.m. Secondary teachers are to be in the building and in their classroom no later than 7:45 a.m., and remain on duty until 3:45 p.m. Certificated employees other than teachers are expected to meet the same guidelines for entry to the building, being in their assigned duty area, and duty departure time. Teachers and other certificated employees who are part-time or work on adjusted schedules are to be in the building at least 10 minutes before their class or assigned duty begins. During the school day, teachers are to be in their assigned classroom before each period begins to assure that students are not unsupervised within the classroom. Because certificated staff are contracted by days and not hours, there may be times where staff will stay later than the normal duty hours listed above.

Section 5 Absence of Employees

Policy 4005

Absent - Need For Substitute

Instructors who are ill and unable to report for duty should notify the substitute procurement system (Absence Management / Frontline) and the principal at the earliest possible time, preferably between 6:00-6:30 a.m. Substitutes must be selected from the approved list of substitutes provided by the HR office. *Teachers are not to make their own arrangements for a sub without using approved building protocols.*

Employees apply for leave in order to carry out obligations (jury/counseling) in which they will be compensated are obligated to dispatch to the district either the compensation garnered beyond operating expense or their district wages for time missed. Absence or suspension of any employee shall result in loss of pay for the period excluding as otherwise provided by policy or law.

Weather Related Absence – Any teacher, living outside or within the school district, who is absent from school due to weather or road conditions may use a personal day. If no personal days are available, staff shall receive a deduction from their salary.

Section 6 Absence from Building

Policy 4006

Employees may not be absent from assignments during duty hours unless granted authorization from their immediate supervisor or the Superintendent. An employee may be released from the building for one class period with authorization of immediate supervisor or the Superintendent for affairs of personal business which cannot be fulfilled after school hours.

Section 7 Returning from Absences

- A. *Justification for Absences Taken Without Prior Approval.* If an employee is absent without advance approval either: (1) the day immediately preceding or immediately following a regularly scheduled school break (such as winter break, spring break, and quarter or semester breaks) or (2) during the first two weeks or the last two weeks of school (student contact days), the employee will be required to give verification (for example, a doctor's note) to establish that the employee was unable to work for an excusable condition or excusable reason.
- B. *Establishing Fitness for Duty.* Employees must present a written statement from their physician or health care provider to their supervisor when absent for any period of time because of injury requiring care from a physician or health care provider, or absent from work for 5 days or more due to a personal health condition. The statement is to clearly verify that the employee is mentally and physically able to return to duty. This statement is to be presented in person to the employee's supervisor before the employee returns to duty in order that the readiness to perform work can be observed and discussed.

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

**Section 8 Family and Medical Leave Act
Employee Rights and Responsibilities under the Family and Medical Leave Act**

Policy 4007

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

Basic Leave Entitlement. FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- A. For incapacity due to pregnancy, prenatal medical care or child birth;
- B. To care for your child after birth, or placement for adoption or foster care;
- C. To care for an immediate family member who has a serious health condition (an immediate family member is defined as: husband, wife, child, mother, father, sister, brother, mother/father-in-law, brother/sister-in-law,

grandparents, grandchild, aunt, uncle, niece, nephew, and daughter/son-in-law); or
D. For a serious health condition that makes you unable to perform your job.

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

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

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a 12-month period. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform his or her duties for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

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

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

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

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

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

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

Substitution of Paid Leave for Unpaid Leave. The teacher may choose or Norfolk Public Schools may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, the teacher must comply with the district’s normal paid leave policies.

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

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

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

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

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

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

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

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

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

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

www.wagehour.dol.gov

To obtain a form and submit a request for use of FMLA, or to make arrangements for payment of benefits while on an FMLA leave, contact the Payroll office at (402) 644-2500.

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

Section 9 Adoption Leave

Policy 4008

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the same terms as a teacher is permitted to take a leave of absence upon the birth of the teacher's child.

The adoptive parent leave of absence begins following the commencement of the parent-child relationship. The parent-child relationship commences, for purposes of adoption leave, when the child is placed with the teacher for purposes of adoption. The teacher shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Superintendent and the teacher may otherwise agree. Advance notice of an anticipated adoption shall be provided by the teacher to the Superintendent or their designee as early as possible.

Legal Reference: § 48-234

Section 10 Drug and Substance Use and Abuse

Policy 4009

Drug-Free Workplace

The district has established the school as a drug free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held.

The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the work place. The possession, use or distribution of illicit drugs or alcohol, the use of glue or aerosol paint or any other chemical substance for inhalation, and being under the influence of illicit drugs, alcohol, or inhalants is prohibited in any place while teachers are on duty time. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on a teacher in the work place or on duty time shall be a violation of the drug-free workplace. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, teachers are expected to serve as role models for students and will be considered to have violated the district's expectations in the event the teacher commits a criminal drug or alcohol offense off the work place or off duty time.

As a condition of employment teachers will abide by the district's drug-free workplace policies and notify the Superintendent of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the district's drug-free workplace policies. Sanctions may include the requirement that the teacher complete an appropriate rehabilitation program, a reprimand, and termination of employment. Drug and alcohol counseling and rehabilitation and reentry programs are available through local health agencies.

Smoke and Tobacco-Free Workplace

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

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

Section 11 Bloodborne Pathogen Compliance Policy 4011

The school district shall collaborate with county and state health departments in utilizing measures for the management of communicable disease in school district programs and activities. Procedures shall correspond to the system for communicable disease control set by the state health department. Staff will need to successfully complete designated training on this subject each school year.

Section 12 Infectious Diseases Policy 4012

In the occurrence that a student, employee, or other person in recurrent exchange with students, employees, or others present in Norfolk Public Schools contracts an infectious disease, the determination of whether that person should be allowed to continue on duty, be present at or partake in school activities shall be made on a case-by-case basis.

Section 13 Personnel Files Policy 4013

The district will follow the requirements of state and federal law and regulation with regard to a teacher's personnel file, including but not limited to Neb. Rev. Stat. § 79-8,109.

**Section 14 Receiving Agents, Salespersons, and
Other Business Representatives Policy 4014**

Teachers need not allow, and should not permit, any salesperson or representative or agent of any commercial enterprise or theatrical presentation to contact the teacher while engaged in the teacher's duties except for such times as may be designated by the Superintendent or designee. By law, the hours of no solicitation are between 8:30 a.m. and 5:00 p.m. on all days school is in session. If you are required to be at work earlier than 8:30 a.m., the hours are extended to that earlier time as well.

Section 15 Intellectual Property and Work-for-Hire Policy 4010

Teachers shall not use classrooms, buildings or other school property for personal use or profit without specific approval from the Superintendent or his/her designee. Teachers shall not use time for which the teacher is on duty or paid by the district to engage in any activity for personal financial profit. Materials created or produced by a district employee in their capacity as a district employee is the property of the district.

Section 16 Unauthorized Purchases Policy 4015

An employee who orders school supplies/equipment without approval may be personally accountable for compensation of the materials ordered.

Section 17 Use of School Facilities and Equipment by School Employees Policy 4016

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

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

Section 18 Activity Passes Policy 4017

Current employees, Board of Education and Foundation Board members along with Booster Steering Committee members of Norfolk Public are eligible for a free activity pass. Those employees listed above may also work three activities (or accumulate a designated number of hours for longer activities) to earn an activity pass for their spouse. Additional information about activity passes is available through the Norfolk Senior High School Activities office.

Section 19 Military and Family Military Leave Policy 4022

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

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

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

Family military leave under the FMLA will be provided in accordance with that law and subject to the provisions of the board policy pertaining to FMLA leave.

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

**Section 20 Notification of Arrest, Criminal Charges, and Certificate,
License or Child Abuse Complaints**

Policy 4025

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

Notification of Arrest, etc.

Employees must notify the Superintendent by the next business day after:

- A. Arrest or Criminal Charges. The employee is arrested, ticketed, or issued a criminal charge where:
1. The maximum penalty for the crime equals or exceeds six months incarceration;
 2. The crime relates to abuse, neglect or endangerment of a minor, a minor was allegedly a victim or a witness, or the crime involves alleged sexual misconduct;
 3. Conviction would impact performance of employee's job responsibilities, including offenses that:
 - a. Would impact the responsibility to be a role model for students or relations with other employees of Norfolk Public Schools;
 - b. Would impact the employee's ability to operate a motor vehicle if the employee at times needs to travel during duty time or the employee at times drives students; or
 - c. Would impact the employee's Commercial Driver's License (CDL) if the employee's job requires that the employee have a CDL.
 4. The arrest or the alleged criminal activity occurred while the employee was on duty, on property of Norfolk Public Schools, or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.
Employees must also promptly report to the Superintendent whenever the employee has been sentenced to be incarcerated for any period of time, even if the offense is not otherwise reportable.
- B. Certificate or License. The employee becomes aware that a complaint has been filed against the employee that could affect a certificate or license required for the employee's position. This includes proceedings of the Nebraska Department of Education related to an alleged violation of the NDE Standards of Conduct and Ethics, Chapter 27, and proceedings of the Health and Human Services related to an alleged violation of the professional standards of conduct for the employee's position.
- C. Child Abuse. The employee becomes aware that a report of child abuse or neglect has been made against the employee under the Child Protection Act.

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

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

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

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

Civility

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

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

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

Complaints or Concerns of Employees

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

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

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

Norfolk Public Schools will not tolerate unlawful retaliation against an employee for engaging in legally protected activity. A protected activity includes an employee's act of opposing an unlawful practice prohibited by employment discrimination or other laws that protect the conduct in question. Any act of unlawful retaliation by a supervisor or other employee may result in serious disciplinary action up to and including termination. Any employee may file a

complaint with the administrator or appropriate coordinator if the employee feels that they have experienced unlawful retaliation in any form.

Section 21 Professional Boundaries between Employees and Students

Policy 4025

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

Professional Boundaries between Employees and Students

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action. Discipline for a violation of this policy may include termination, the loss of credentials, and referral to the Department of Health and Human Services and law enforcement.

Engaging in sexual activity, a romantic relationship, or dating a student while the student attends the school where the employee works and for one year after the student graduates or otherwise ceases enrollment.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a students. In addition, repeatedly engaging in any of these activities or a combination of these activities are examples of grooming as defined in this policy.

- A. Using e-mail, text messaging, instant messaging or social networking sites (such as Twitter) to discuss with a student a matter that does not pertain to school-related activities. (School related activities include items such as the student's homework, class activity, school sport or club, or other school-sponsored activity.) Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- B. Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children.
- C. Employees shall not "friend" or "follow" students on any social networking site.
- D. Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise is leaving the district.
- E. Making any sexual advance – verbal, written, or physical – towards a student–Or responding in a positive manner to a student's sexual advance.
- F. Showing sexually inappropriate materials or objects to a student.
- G. Discussing with a student sexual topics that are not related to a specific curriculum.
- H. Telling sexual jokes to a student.
- I. Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- J. Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- K. Being overly "touchy" with a specific student.
- L. Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- M. Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).

- N. Giving a student a ride in the employee’s personal vehicle without express permission of the student’s parent or school administrator unless another adult is in the vehicle.
- O. Taking a student on an outing without obtaining prior express permission of the student’s parent or school administrator.
- P. Inviting a student to the employee’s home without prior express permission of the student’s parent and school administrator.
- Q. Going to the student’s home when the student’s parent or a proper chaperone is not present.
- R. Giving gifts of a personal nature to a specific student.
- ~~S. Discussing alcohol, tobacco or other illicit drugs in a non instructional setting, such as describing a party that the employee attended.~~
- ~~T. Discussing another student’s or an employee’s personal matters when it is not appropriate outside of the instructional setting.~~
- ~~U. “Grooming,” (as defined in this policy).-which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student’s life the sexual contact or sexual penetration would take place.~~
- ~~V. Providing alcohol or illegal or unauthorized drugs or medication to a student.~~
- ~~W. Any other behavior which could exploit the unique position of trust and authority between a student and employee.~~

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

Exceptions to these prohibitions may include:

1. Communicating with your own child or another student with whom there is personal relationship that exists independent of that child being a student at the same school where the employee works such as when the student is a relative, neighbor or fellow member of a group or organization outside of the school or school sponsored setting when such communications pertain to such a group or organization.
2. An emergency or concern for that student’s immediate health or safety.
3. A singular chance encounter at a public place provided the encounter provided there is no additional violation of this policy

Allowing students to view an educator’s social media postings is not a preferred method of communication. Educators are responsible for any social media postings that is viewed by students when such posting violates the standards of professional conduct.

Permissible ways to engage with students when the employee has concerns about the student’s well-being:

1. Contact the guidance counselor and ensure the student’s parent or guardian is aware of your concerns.
2. Contact the student’s parents or guardian if the concern is not with the parent or guardian.
3. If you believe the student is in immediate danger, contact the Nebraska Department of Health and Human Services child abuse hotline or contact law enforcement.

Section 22 Appropriate Dress

Policy 4028

It is important for teachers to project a professional image to students, parents and co-workers. Appropriate attire and grooming is one of the means of projecting a professional image. Teachers are expected to maintain conservative and professional attire and grooming when on duty. As professionals, teachers are expected to be aware of the standard to be maintained. Staff members shall dress appropriately, presenting a neat, clean,

professional appearance conducive to the learning environment of the students. As a general guideline, appropriate, professional attire is to dress “Business Casual.” The general guidelines for business casual are: dress pants or khakis, a reasonable length dress or skirt, or dressy capris combined with a dress shirt, polo or sweater; dress shoes/sandals. Fridays will be designated as Spirit Days across the district and staff members are encouraged to show their school spirit by wearing a Panther polo on those days. Neat, clean jeans may be allowed by your building principal on Spirit Days if they are accompanied by a Panther polo. The administration may establish more detailed guidelines for individual employees should that be necessary.

Section 23 Injury Leave

Policy 4031

A District employee who believes that they have been physically injured within the employee's scope of employment by another individual who intentionally, knowingly, or recklessly causes bodily injury to such employee must report such injury to the employee's administrator as soon as practical. An administrator will then investigate the circumstances to determine if the employee qualifies for paid injury leave. The employee may be required to provide confirmation from a physician regarding the causation and the period of time for which an employee is unable to work. If the administrator determines that the employee qualifies for paid injury leave, then the employee will receive up to seven calendar days of paid injury leave to cover the amount of time that the employee was otherwise scheduled to work. Such paid injury leave will not count against the employee's other available leave.

If the administrator determines that the employee does not qualify for paid injury leave, then the employee may be required to use other available leave. There is no appeal process for an employee who has been denied a request for paid injury leave.

Section 24 Assignment of Duties

Policy 4130

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

A certified staff member who wants to transfer to another posted opening within the district must send a letter to the Director of Human Resources and Accreditation indicating their current assignment and requesting a transfer to the posted position. Administrators must submit a Certified Employment Offer Form to the Human Resources office to record all changes in employment status. Please note: Submitting a request for transfer does not mean the transfer is automatically approved.

The district reserves the right to transfer employees to other positions as deemed necessary to best meet the overall needs of the school district.

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

Section 25 Agents/Tutors

Policy 4131

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

- A. The teacher may not arrange to provide private tutoring for any child enrolled in the teacher's class.
- B. The teacher is not to provide private tutoring in a school building.
- C. The teacher is not to provide private tutoring during duty time.
- D. The teacher is not to advertise or promote the teacher's private tutoring services in the school or in the school's communications systems except with the express permission of the Superintendent or designee.

Section 26 Professional Growth

Policy 4140

Professional growth is defined as those activities in which certificated personnel may participate to gain insight, innovative ideas, and practical knowledge in their field of teaching which may be utilized in the classroom. Professional growth for Norfolk Public Schools certificated personnel shall be measured and documented in accordance with district procedures. Credit for professional growth may be accumulated through college work, educational travel, in-service activities, and other approved activities, exceptional in kind and of value to the Norfolk Public Schools. *Failure to meet the Professional Growth requirements may result in nonrenewal of the teaching contract.* More information about the Professional Growth process is located on the district website under the "Human Resources" tab.

Section 27 Evaluation of Teachers

Policy 4150

Evaluations of teachers will be conducted in accordance with the district's evaluation policy. Supervisors reserve the right to observe, appraise or evaluate teachers more frequently than required by policy on an as-needed basis. Teachers are expected to participate constructively and positively in the evaluation process and to accept and implement constructive suggestions and improvement strategies developed by the administration. In the event of a job performance warning, there shall be a conference between the employee and the administrator who shall cooperatively examine the results of the warning. More information about the evaluation process is located on the district website under the "Human Resources" tab.

Section 28 Reduction in Force

Policy 4160

A Reduction in Force (RIF) shall consist of a reduction of one or more positions or a reduction in the percentage of employment of one or more certificated employees even if the number or percentage of employment of the certificated staff overall may be increased by other hiring or increases in the percentage of employment of other employees. Reduction in Force may result in termination of employment, an amendment to the employee's contract reducing the employee from full-time to part-time status or an amendment to the contract of a part-time employee further reducing that employee's percentage of employment. The district will follow the requirements of board policy and state law regulations with regards to Reduction in Force.

Section 29 Leave of Absence

Policy 4170

After a minimum of three (3) years of employment in Norfolk Public Schools, a teacher may apply for a one-year leave of absence pending approval from the Superintendent.

Section 30 Standards of Ethical and Professional Performance

Policy 4190

The Norfolk Public Schools expects its certificated employees to adhere to the professional ethics standards established by the Nebraska Department of Education as such standards may be modified from time to time. The professional ethics standards which certificated employees are expected to adhere to include those set forth below. References to "educator" shall include all certificated employees of the district.

Preamble

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

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

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

Principle I - Commitment as a Professional Educator:

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

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

- A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- B. Shall not discriminate on the basis of race, color, national or ethnic origin, religion, disability, age, sex, veteran status, marital status pregnancy, childbirth or related medical condition, sexual orientation or gender identity or other protected category.
- C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
- D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- F. Shall not sexually harass students, parents or school patrons, employees, or board members.
- G. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
- H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- I. Shall report to the superintendent any known violation of paragraphs G, E, or B above.
- J. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:

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

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

- A. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
- B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.

- C. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
- F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
- G. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public:

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

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

- A. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
- B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- C. Shall neither offer nor accept gifts or favors that will impair professional judgment.
- D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- E. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
- F. Shall, with reasonable diligence, attend to the duties of his or her professional position.

Principle IV - Commitment to the Profession:

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

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

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

Principle V - Commitment to Professional Employment Practices:

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

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

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

Section 31 Outside Employment

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

Section 32 Address Change

It is necessary that an accurate directory of all employees of the school district be kept in the Central Office. Employees changing their address or phone number should report such changes to the payroll office at the Central Office as soon as possible IN WRITING (e-mail notification is appropriate).

Section 33 Grievances and Complaints

Teacher grievances regarding wages, hours, and conditions of employment set forth in the negotiated agreement shall be governed by the grievance or complaint procedure in the negotiated agreement. All other employment related grievances or complaints shall be addressed through the administrative chain of command following the process set forth in board policy.

Section 34 Compensation

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

Salary Payments. Salary is payable over twelve equal installments. Teachers will be paid on the 18th of the month, or the last preceding school day, if the 18th falls on a holiday or week-end. Upon separation of a teacher's employment, or upon fulfillment of the contract, the teacher may, at the option of the board, be paid all salary due in one lump sum.

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

Changes in Salary Schedule Placement. Changes in a teacher's placement on the salary schedule shall be governed by the provisions of the negotiated agreement. Teachers are expected to provide the Superintendent with an official transcript for all graduate hours earned for purposes of advancement on the salary schedule on or before **September 1st** of the school year in which such hours are to be credited for the teacher's placement on the salary schedule. Failure to provide an official transcript from the post-graduate institution of the graduate hours earned will result in a loss of such credit for such school year.

General administrative guidelines to follow to advance on the salary schedule:

- A. All courses used for salary schedule movement must receive pre-approval from the Superintendent's office.
- B. Pre-approval must be obtained at least ten days in advance of the beginning date of the course. Failure to obtain pre-approval may result in using the class for the purposes of advancement on the salary schedule being denied.
- C. Pre-approval of the course may be obtained by completing a "Course Approval" form or having a signed and dated Master's Degree Program on file in the Superintendent's office
- D. Salary schedule advancement and professional growth are two separate and distinct items. Advancement on the salary schedule does not automatically happen when transcripts are provided for professional growth points.
- E. The Superintendent's office is responsible for granting approval for coursework to count towards salary schedule movement and the Professional Growth Secretary at Central Office is responsible for maintaining records for professional growth.
- F. Official college transcripts, not grade cards, shall serve as the method of proof for granting salary schedule movement.
- G. Transcripts are due to the superintendent's office by **September 1st** of each year for salary schedule movement to be allowed.
- H. Grade cards will be accepted as proof of course completion for professional growth purposes.
- I. All courses to be used for advancement on the salary schedule shall be graduate level courses.
- J. Certain exceptions to coursework for advancement on the salary schedule being graduate level exist. The secretary to the Superintendent is able to provide further details.
- K. A Human Relations course is required for certificate renewal and may be used for advancement on the salary schedule or professional growth. The pre-approval process shall be adhered to when this course is taken.

It is the intention of the district to be understanding and fair in the application of the course approval program. Each staff member will be dealt with consistently and in a timely manner.

Section 35 Extended Duty Pay

Extended duty for any teacher beyond the number of contract days established by the Board of Education for the school year shall be paid at 100% of schedule placement on a per diem basis for such teacher's extended time.

Section 36 Benefits

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

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is attached to this handbook as Appendix "A." The Health Insurance Portability and Accountability Act (HIPAA) provides rights and protections for participants and beneficiaries in group health plans. HIPAA includes protections for coverage under group health plans that limit

exclusions for preexisting conditions; prohibit discrimination against employees and dependents based on their health status; and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available, and have exhausted COBRA or other continuation coverage. Further information may be obtained from the Plan Administrator of the group health plan.

Please note: If staff are not participating in the district health insurance plan, they must provide proof of coverage in accordance with state and federal guidelines.

District health insurance premiums are pretax and plan adjustments can only be made (add coverage, etc.) during open enrollments periods and life changing events (divorce, loss of other coverage, birth of a child, death of a spouse, marriage, adoption, etc.) in alignment with IRS regulations. For more information about insurance coverage requirements, please contact the payroll office at (402) 644-2500.

Section 37 Payroll Deductions

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

Section 38 Expense Reimbursement

Reimbursement for authorized mileage will be paid to teachers required to drive their own vehicles during their regular scheduled working hours between two or more work sites. Claims for reimbursement should be submitted to the appropriate supervisor. The allowable rate shall be governed by board policy, unless otherwise required by law. The district is not liable for physical damage to employee vehicles.

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

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

Section 39 403(b) Salary Reduction Agreements

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

Section 40 Overtime

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

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

The district's policy is to authorize unpaid disciplinary suspensions of a full day or more for infractions of workplace conduct rules and to apply such policy uniformly to all similarly situated employees, including exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. Unpaid disciplinary suspensions of a partial day or of a full day or more may be implemented for infractions of safety rules of major significance. Deductions of pay of a partial day or of a full day or more may be made for FMLA leaves and in the first and last weeks of employment. In addition, based on principles of public accountancy, deductions from pay of a partial day or of a full day or more will be made for absences for illness, injury or personal reasons when accrued leave is not used or not available, and for absences due to any budget-required furlough.

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

Section 41 Paid Leave

Paid Leaves:

- A. *Paid Leaves Available.* Norfolk Public Schools makes the following forms of paid leaves available to certificated employees: **Sick Leave, Bereavement Leave and Personal Leave.**
- B. *Nature of Paid Leave.* Paid leave is available to employees when the following specific conditions are met: (1) the employee is currently employed by the district; (2) the paid leave day is taken on a day the employee would otherwise be expected to be at work; and (3) the employee has met the conditions that are applicable to the type of paid leave that has been requested.
- C. *Leave Year.* The leave year for paid leaves is the district's fiscal year.
- D. *Leave Days.* Paid leave days are provided based on the same number of hours the employee is scheduled to work on the day the leave is taken. For example, if an employee is scheduled to work 6 hours on a day that sick leave is used, the use of the sick leave on that day constitutes the use of 1 full sick day. Paid leave days may not be used in increments of less than one-half day unless otherwise specified or approved.
- E. *Carry-over and Accumulation.* Unused sick leave may be carried over from one leave year to the next succeeding leave year to a maximum of 75 sick leave days. Once the maximum is accumulated, no further sick leave days will be available or granted for the ensuing leave year or years until the accumulated number of days is less than 75, and then only to the extent necessary to restore the total number of available sick leave days to the maximum of 75 days. Employees who have accumulated sick leave days in excess of said maximum prior to the 2016-2017 school year will continue to have the excess days available for use, but will not be given any additional sick leave days until their unused days are less than the maximum of 75, and then only to the extent necessary to restore the total number of available sick leave days to the maximum of 75 days in a leave year.

Section 42 Payroll Deductions for Absences in Excess of Paid Leave

Should a teacher be absent from work in excess of the teacher's accumulated sick leave or other paid leaves called for in the negotiated agreement, the teacher's salary shall be reduced by the day or days of work missed on a per diem basis calculated using the number of days missed as the numerator, and the number of total contract days for the school years as the denominator; e.g. one day missed = 1/188th of total salary.

Section 43 Unpaid Leaves

Norfolk Public Schools complies with laws that require leaves to be allowed without loss of pay, such as for FMLA leaves, military service and jury duty. Should an employee be absent from work in excess of the employee's available paid leaves, the absence will be an unpaid leave. The employee's salary may be subject to reduction for the day or days of work missed.

Discretionary Leave of Absence

An employee may apply to the board for a leave of absence from duties. The board will consider such requests on a case-by-case basis. No leave of absence shall extend beyond one leave year. All discretionary leaves shall be without pay except as may be individually negotiated.

Section 44 Jury Duty Leave

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

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

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

Legal Reference: § 25-1640

Section 45 Subpoena to Testify Leave

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

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

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

Section 46 Long Term Leave Communication

Norfolk Public Schools encourages our staff in long term leave (maternity, medical, disability, etc.) situations to regularly (at least weekly or biweekly) communicate with their building administrators, payroll, and the assigned substitute (if there is one) about their progress and "intent to return" status. This communication provides important insight into how things are going, allows opportunities for questions, proactively anticipates conflicts in schedules, and minimizes miscommunication (especially if there is a change with the start or end date of the leave).

Section 47 Crisis Team

Events such as the death of a teacher or student, natural or accidental disasters, and real or threatened violence may produce a crisis for students and faculty alike. The need to cope effectively is necessary. The purpose of the NPS

Crisis Response Team is to evaluate crisis situations and plan intervention strategies based on district guidelines. Guidelines for the purpose and utilization of the Crisis Response Team is made available to staff at the beginning of each school year by CRT members.

Section 48 State Tournament Guidelines: Grades 7-12

- A. Coaches in grades 9-12 are able to go to the state tournaments in the sports they are coaching each year.
- B. Seventh and eighth grade coaches will be allowed to go to the state tournament for the sports in which they are coaching on an every-other-year basis.
- C. Head varsity coaches may take up to two days of professional leave, assistant high school coaches may take up to one day of professional leave every year and 7th and 8th grade coaches (Head or Assistant) will get one day of professional leave every other year on a rotating basis.
- D. Coaches will have subs and be provided a car – no other expenses will be covered by the district.
- E. Coaches are expected to attend all Class A games, including the finals. This time should be used to evaluate teams and philosophies of other successful programs in the state.
- F. Coaches are encouraged to network with coaches from other schools.
- G. Building administrators have the final say on teachers leaving.

Section 49 Media Requests

Norfolk Public School employees are to refer all media requests to the Superintendent and/or Director of Communications. Employees are not authorized to speak on behalf of the district regarding school/student news without the Superintendent’s approval. The only exception is coaches, during/following a competition.

Article 6: Students

Section 1 Assignment of Students Policy 5003

Academic placement decisions involving students are the responsibility of the administration. Decisions on grade and teacher placement will be based on what best fits the needs of the students and school district.

Section 2 Student Attendance Policy 5008

Absences, Truancies, and Tardies:

- A. All questionable student absences should be carefully checked by the respective building principal or assistant principal.
- B. Students should be excused from school without penalty to take part in presenting programs for church groups, luncheon clubs, or any community, civic or patriotic organizations, or to keep an appointment with a doctor or a dentist. Parents should be aware of (and notified of) these absences in advance. If the student is called out of school so often that his/her school work is suffering, teachers should recommend to the parent that the child be kept in school.

Section 3 Student Discipline Policy 5101

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

The following guidelines will assist in maintaining appropriate student conduct and complying with the process required for student discipline.

- A. On the first day of class make students aware of classroom expectations. Students will accept them if they know in advance and if they are fair and consistent. Students often appreciate giving input on classroom rules. These expectations should be in writing. Give one copy to the students, post one copy in the room and provide one copy for the principal.
- B. It is important to document student behavior in your classroom; calls to parents, referrals, and/or communications with a student.
- C. If, after attempts to improve student behavior, the problems continue, talk to the student's counselor or the principal about possible alternatives in discipline procedures. Be attentive and immediately respond to "bullying."
- D. If a student continues to cause problems, inform the administration for disciplinary action using approved procedures. Be sure to state the problem clearly and expectations in terms of assistance, as at times the student's and teacher's stories are different. Be prepared to provide documentation.
- E. Follow up on any referral. The student may not go to the principal or the counselor when sent. The administrator or attendance coordinator will inform the teacher of the consequences.
- F. Refer students with continued and significant behavioral problems to designated teams for a determination of whether the student is in need of special services. Contact the counselor or building principal if you have additional questions as to the procedure.
- G. Talk with other teachers about the classroom management techniques they use to establish an atmosphere conducive to learning in their classroom. A large repertoire of classroom management techniques always enhances learning.
- H. Read and understand the student handbook and the student Code of Conduct.
- I. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations. **Corporal punishment is prohibited in our school district and is not to be used.** Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.
- J. Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the principal so this law may be followed.

Section 4 Promotion and Retention

Policy 5201

A student may be retained at a grade level or be required to repeat a course when such is determined in the judgment of the principal in collaboration with teachers, parents, and counselor.

Section 5 Student Records

Policy 5202

School staff shall maintain student records, student files and other educational reports. These shall not be circulated or disclosed except in conformity with state and federal law.

Section 6 Search and Seizures

Policy 5406

Norfolk Public Schools will comply with all applicable state and federal laws related to record maintenance and retention. School officials may conduct a search if there is reasonable basis to believe that the search will uncover evidence of a crime or rule violation. Random searches of school property used by students may be conducted at the discretion of the administration in accordance with district procedures.

Section 7 Vandalism

Policy 5407

Students and parents shall be held responsible for damages to equipment or school property.

**Section 8 Requests to Contact Students and Student Interviews
 by Non-School Personnel**

Policy 5413

Norfolk Public Schools' employees are not to obstruct government operations or fail to aid a peace officer. However, law enforcement officers should not be permitted to remove a child from school while the child is properly in attendance, without permission of the child's parent or guardian, except when legally authorized to do so.

Section 9 Supervision of Students

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

A. Proper Supervision:

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

B. Proper Instructions:

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

4. Review playground and classroom safety rules with students at least once each semester and note it in your written records. Also, if any students are absent when reviewing the rules, the teacher will contact the student(s) to review the same information and also note that contact in written records.

C. Proper Maintenance of Buildings, Grounds, and Equipment:

1. Conduct periodic inspections of equipment under your control or in your area of supervision.
2. If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the principal so those repairs may be undertaken.
3. Check communication devices (whether it be a school phone, a walkie-talkie, intercom, e-mail, or a cell phone) periodically to make sure teachers can communicate with the office immediately in the event of an emergency.

D. Proper Warnings:

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

Contact the Office for Assistance:

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

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

Student Searches

Office administration should be contacted before performing searches of students or their belongings. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or make the student accompany you except as reasonably necessary to protect the student or others.

Student Rights

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

Section 10 Dispensing Medication

Policy 6910

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

accordance with the district's Safety and Security Management Plan and the district's Emergency Protocol (asthma/anaphylaxis protocol).

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

Section 11 Homeless Students

Policy 5418

The **Every Student Succeeds Act** requires that homeless students not be stigmatized or segregated on the basis of their status as homeless. Homeless children generally include children who lack a fixed, regular, and adequate nighttime residence. The Superintendent serves as the district's designated Homeless Coordinator. The Superintendent or Director of Student Services should be contacted for questions relating to a homeless student.

Section 12 Reporting Child Abuse

Policy 5402

Nebraska state law and District policy mandates school officials to promptly make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when the teacher has reasonable cause to believe that a child has been abused or neglected, or a child is in a situation which would reasonably result in abuse or neglect. According to Nebraska state law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

- A. Placed in a situation that endangers his or her life or physical or mental health;
- B. Cruelly confined or cruelly punished;
- C. Deprived of necessary food, clothing, shelter, or care;
- D. Left unattended in a motor vehicle if such minor child is six years of age or younger;
- E. Sexually abused; or
- F. Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Teachers are to promptly report to the appropriate law enforcement agency and the Principal when they have reasonable cause to believe that a child has been subjected to abuse or neglect, including sexual abuse, or circumstances which reasonably would result in abuse or neglect. Administrative staff may sometimes choose to make the report for a teacher. However, simply informing a Principal or supervisor does not end the teacher's responsibility; teachers are obligated by law to make certain a report was made if they do not do it themselves.

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

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in minimizing further risk to the child by allowing the police or Child Protective Services workers to interview the child during the school day and prior to an evening or weekend. In cases of physical injury (e.g., bruising or other marks), it is essential the police observe and document the injury. A counselor or an administrator will help you with any questions or concerns you may have.

Section 13 Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and board policy. Further information about FERPA and the district’s policies under FERPA are found in board policy and in the student handbook.

Section 14 Disclosure of Student Information to Military Recruiters and Colleges

The **Every Student Succeeds Act** (ESSA) requires the district to provide military recruiters and institutions of higher education access to secondary school students’ names, addresses, and telephone listings. Parents and secondary students have the right to request that the school not provide this information (i.e., not provide the student’s name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written consent. Employees are expected to follow these requirements.

Section 15 Student Privacy Protection

The **Every Student Succeeds Act** (ESSA) requires the district to protect the privacy of students. Further information about student privacy and the district’s policies with regard to student privacy are found in board policy and in the student handbook. In general, employees are expected to comply with these provisions of **ESSA** and related board policy, as follows:

- A. Student surveys created by and administered by either the United States Department of Education or a third party (a group or person other than the district)—give parent/guardian the opportunity to inspect the survey upon request before the survey is administered or distributed to the students;
- B. Student surveys which involve “sensitive” matters—make suitable arrangements to protect student privacy (that is, do not include the name or other identifying information about a particular student) and give parents the opportunity, in advance, to “opt-out” their child from the survey. Sensitive matters include:
 - 1. Political affiliations or beliefs of the student or the student’s parent;
 - 2. Mental or psychological problems of the student or the student’s parent;
 - 3. Sex behavior or attitudes;
 - 4. Illegal, anti-social, self-incriminating or demeaning behavior;
 - 5. Critical appraisals of other individuals with whom the student has close family relationships;
 - 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - 7. Religious practices, affiliations, or beliefs of the students or the student’s parent;
 - 8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
- C. Instructional materials—permit parents upon reasonable request to inspect any instructional material used as part of the educational curriculum for their child. The term “instructional materials” does not include academic tests or academic assessments for purposes of this parent inspection requirement. If you receive such a request, direct the parent to contact your building principal and also inform the building principal yourself about the request to get instructions.
- D. The district policy is to not collect, disclose, or use personal information collected from students for the purpose of marketing or selling that information.

Section 16 Mental Health Assessment or Service

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

instruction or terminate ineffective teaching practices to ensure students are being given the opportunity to meet the standards.

B. Achieving Valid Assessments.

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

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

The following specific assessment expectations and rules apply:

1. Integrity of the Assessment Instrument. The integrity of the assessment instrument is to be maintained.
 - a. Standardized Assessments. Standardized assessment instruments are not to be made available to students at any time before the student takes the assessment. The assessment instrument is to be maintained in a secure manner.
 - b. Coursework Assessments. Coursework assessment instruments are to be periodically modified to keep the assessments current and prevent students from effectively using “test banks.” For coursework assessments that are given on a repeat basis to students at different times (e.g., a test that is given to students throughout the school day), the educator is to remind students to not share the content of the assessment with students who will be taking the assessment later.
2. Teaching for Success on Assessments.
 - a. It is appropriate for educators to prepare students to do well on assessments. This is to be accomplished in a manner that assures the assessment accurately reflects the student’s knowledge, and not simply test preparation.
 - b. Teach the Content. Educators are to prepare students to do well on assessments by teaching the subject content. Educators are not to “teach to the test” by teaching based solely on the content of the assessment. The content is to be taught to the students over an appropriate amount of time prior to the assessment. “Cramming” assessment content just before the assessment is to be taken is not appropriate. Review of content previously taught is appropriate.
 - c. Practice Tests. Educators are to prepare students by teaching test taking skills independent of the subject matter being assessed. Educators are not to conduct reviews (drills) using earlier (no longer published) versions of the same test, using alternate (parallel) forms of the same published test, or using actual items from the current form of a standardized test that will be administered to students. Educators are not to conduct reviews (drills) using items of identical format (for example, multiple choice) to the exclusion of other formats.
3. Conditions for Successful Assessments.
 - a. Communications. Educators are to communicate to students and parents when assessments will be administered, the purpose of the assessment and how the assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.
 - b. Climate. Educators are to have sufficient assessment materials available (e.g., No. 2 pencils, if needed). The classroom is to be arranged to allow comfortable seating. Distractions are to be eliminated. Educators in nearby classrooms are to be informed that the assessment is to be administered so noises from neighboring classrooms are kept at a minimum. Activities or

Norfolk Public Schools incorporates multicultural education in all curriculum areas in all grades. It is believed that through the multicultural education program students will improve an understanding of (and sensitivity to) diverse cultures and races.

Section 10 Free and Reduced Price Meals

Policy 6500

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

Section 11 Computer – Internet Safety and Acceptable Use Policy

Policy 6800

Teachers have access to the district's computer network and the Internet for the enhancement and support of student instruction. It is important to remember that the equipment and the software are the property of the school district.

In using the computers and the Internet, teachers are agreeing to the following:

- A. Since copyright laws protect software, teachers will not make unauthorized copies of software found on school computers by any means. Teachers will not give, lend, or sell copies of software to others unless the original software is clearly identified as shareware or in the public domain.
- B. If a teacher downloads public domain programs for personal use or non-commercially redistributes a public domain program, the teacher assumes all risks regarding the determination of whether a program is in the public domain.
- C. Teachers shall not access material that is obscene, child pornography or otherwise inappropriate matter for educational or work-related uses or contrary to the district's mission. Teachers are not permitted to knowingly access information that is profane, obscene or offensive toward a group or individual based upon race, color, national origin, religion, disability, age, sex, or other protected category. Further, teachers are prohibited from placing such information on the Internet.
- D. Teachers will protect the privacy of other computer users' areas by not accessing their passwords without written permission. Teachers will not copy, change, read, or use another person's files. Teachers will not engage in "hacking" or otherwise attempt to gain unauthorized access to system programs or computer equipment.
- E. Teachers will not use computer systems to disturb or harass other computer users by sending unwanted mail or by other means.
- F. Teachers will not disclose their passwords and account names to anyone or attempt to ascertain or use anyone else's password and account name.
- G. Teachers will not attempt to login to the system as a system administrator.
- H. Teachers understand that the intended use of all computer equipment is to meet instructional objectives.
- I. Teachers will not waste or take supplies, such as paper, printer ribbons, toner, or other materials that are provided by the district.
- J. Teachers will not use the network for financial gain or for any commercial or illegal activity.
- K. Attempts to bypass security systems on computer workstations or servers, or vandalism will result in cancellation of privileges and may result in further consequences. Malicious attempts to harm or destroy data of another teacher, or data that resides anywhere on the network or on the Internet, or the uploading or creation of computer viruses are forbidden.
- L. The district will not be responsible for any liabilities, costs, expenses, or purchases incurred by the use of the district's telecommunications systems such as the Internet. This includes, but is not limited to, the purchase of online services or products. The teacher is solely responsible for any such charges. The teacher's acceptance of an email account is an acceptance of the teacher's agreement to indemnify the district for any expenses, including legal fees, arising out of the teacher's use of the system in violation of the agreement.
- M. The Internet will be supplied for your use on an "as is, as available" basis. The district does not imply or expressly warrant that any information you access will be valuable or fit for a particular purpose or that the system will operate error free.

- N. The district is not responsible for the integrity of information accessed, or software downloaded from the Internet.
- O. The district reserves the right to refuse posting of files, and to remove files.
- P. The district further reserves the right to inspect a teacher's computer and computer usage at any time. Teachers have no privacy rights or expectations of privacy with regard to use of the district's computers or Internet system.
- Q. The computer system is not a public forum. It is provided for the limited purpose of advancing the district's mission.
- R. A technology protection measure is in place that blocks and/or filters Internet access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the district may also use other technology protection measures or procedures as deemed appropriate. The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed district training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of a building administrator. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

Any violation of any part of this agreement or any other activity which school administrators deem inappropriate will be subject to disciplinary action. Discipline could include but would not be limited to, the immediate suspension or termination of the teacher's Internet account and computer privileges, reprimand, suspension, or termination.

Section 12 Lesson Plans

Teachers will prepare written lesson plans. These plans must be consistently communicated to building principals according to building expectations. The lesson plans should be specific, up to date and contain information about curriculum, assessment, classroom procedures, emergency plans, and current student needs. The lesson plans must be accessible to others in the teacher's absence. If a physical plan book is kept, please keep the plan book, including lesson plans, class rosters, etc. in the top right hand drawer of the teacher's desk. If that is not possible, the plan book should be kept in a place in which the plan book will be readily available in the teacher's absence. If the lesson plans are digital, the teacher must give the building principal access to these materials.

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

Section 13 Classroom and School Procedures

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

- A. Bulletin Boards
Each teacher shall be responsible for completing an appropriate bulletin board regarding curriculum related matters in their primary classroom. Bulletin boards should be changed as needed to ensure current and relevant information is available.
- B. Text Book and Room Inventory
All school purchased materials must be inventoried with the building bookkeeper or secretary. Textbooks are to be numbered and either have cards in pockets or a form for writing the name of the student whom the book is assigned. Teachers should keep good records of who has which book. At the start of the year, note the

condition of the textbook on the inventory sheet and keep this sheet for future reference. When a book is turned in, again note its condition, and if the book shows abuse (other than normal wear) assess a fine that you consider is fair. Insist that students put covers on their books by the end of the first week after receiving them.

C. Use of Cell Phones

1. Teachers shall not use personal cell phones for any non-school purpose during teacher duty time.
2. Teachers are not to use wireless devices or otherwise engage in distracted driving while transporting students. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies.
3. Teachers will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the district relating to driving a motor vehicle. Seat belts and child restraint systems will be utilized by all occupants. Cell phones will not be used while the vehicle is in motion.

D. Use of Paraprofessionals

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

E. Use of Student Aides

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

F. Checking Out of Equipment

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

G. Requisition of Equipment and Supplies

Books and supplies which are needed for instruction should be requested through the Principal's office. No equipment or supplies ordered through the district may be directed to the personal use of a teacher or another district employee. If approved, the Principal will assign a purchase order number/budget code.

H. E-mail

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

I. Teacher Mail Box

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

J. Teacher Meetings

Teacher meetings will be held as designated by building/district administrators. **ALL** teachers are expected to be present for meetings, unless they are absent from school for good cause or have made prior arrangements.

Section 14 Purpose and Goals of Academic Achievement

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

Teachers shall instruct students in the curriculum, including the use of curriculum materials, adopted and implemented by the Board of Education and as directed by the administration. Each teacher is responsible for teaching in a manner that meets the mission of the District and assures student understanding and learning of the standards and learning targets presented to students within the curriculum adopted by the District.

Teachers will model classroom instruction using the instructional model implemented by the District and the components reflected in the teacher evaluation instrument adopted by the Board of Education. Teachers are responsible for familiarizing themselves with the district instructional model and the components of instruction set forth in the evaluation instrument. The administration shall provide periodic in-services regarding the instructional model.

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

Section 15 Academic Progress

Policy 5203

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

- A. The names and any assigned student numbers of all students enrolled in the class at the beginning of the semester.
- B. The name and date of entry for each student who enrolls after the semester opens.
- C. The date of withdrawal for each student who withdraws from the class previous to the close of the semester—dropouts or early withdrawals.
- D. A complete record of the attendance of each student enrolled showing:
 1. Days on which the student was tardy.
 2. Days on which the student was absent, with a differentiation between excused and unexcused absences.
- E. A complete report of all recorded grades for each student.

Section 16 Grading:

Measuring and accurately reporting the level of each student's academic achievement is of critical importance to students, parents, staff, the Board of Education and community. To this end, each teacher shall utilize a variety of assessment instruments and techniques to accurately measure student achievement in the curriculum adopted and implemented by the school district, record the results of such assessments, and report the results in accordance with district procedures. Teachers should measure student learning and understanding on a frequent basis to provide an accurate evaluation of each student's academic achievement.

Section 17 Recording Grades

Each teacher shall record grades utilizing our district student management system. A sufficient number of grades must be recorded in the grade book to justify all quarter and semester grades for each student. Teachers must be able to support and justify the grades that each individual student earns. Grades must be recorded for all curricular areas.

Grading Scales:

Teachers are to use only the grading scales set forth below for designated levels of students:

Norfolk Public Schools: Grading Scales

Norfolk Elementary Schools will use the following marking system for grades K-2 on the progress reports:

- O = Outstanding
- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory

Grades 3-12 will be evaluated on achievement, level of work performed, effort/assignments

Achievement Level

- A = 94-100%
- B = 86-93%
- C = 78-85%
- D = 70-77%
- F = Below 70%

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

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

Reports to Parents

Grades and credit are assigned on a quarter (9 weeks) or semester (18 weeks) basis. Reports are available to parents during the school year. The grade reports are produced from information supplied by teachers and distributed to students at school or mailed to parents.

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

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

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

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

Because the entries in the class record book constitute a source of original entry for information which may be needed in the absence of the teacher, teachers are required to provide documentation of class records to the principal at the close of the school year for filing in the permanent records. Teachers who return to Norfolk Public Schools and wish to refer to the previous year's class records may request the information from the building principal. Such information shall be kept in the office for permanent filing when the teacher is finished with the information, or at the close of the current term.

Reconsideration of Grades/Marks

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

Failure to initially resolve the issue will result in an appeal involving the Superintendent or designee and the participants described above. The grades designated by teachers will not be changed unilaterally by the Superintendent unless the Superintendent determines that the grade is not consistent with the requirements of law, board policy, or the best interests of the district.

Reduced Credit. Some students in certain situations may qualify for less than the number of credits normally granted for a course. Late entry or a serious injury at an awkward point in the semester would be a couple of examples. If a student is excessively absent from a class for any particular reason, a teacher may request reduced credit. All cases of reduced credit should be recorded on a "Reduced Credit/Error Summary" form and be approved by the Principal.

Transfer Grades. A student transferring into Norfolk Public Schools at the 15 to 18 week time period will have all grades on transcript from an accredited school accepted for semester credit. Grades must be approved for credit by the Principal.

Norfolk Public Schools believes that homework contributes to the development of our students by building responsibility, self-discipline, academic achievement, and lifelong learning habits, when it has a clear academic purpose that is focused on learning targets. Norfolk Public Schools also values our partnership with parents and believes that strong family involvement is critical to student success.

Teachers' professional judgement should be utilized when determining the amount and type of homework assigned, based upon grade level, developmental appropriateness, course, and purpose. The amount of homework will increase gradually from elementary to senior high school. The intent is for students to engage in meaningful homework assignments that strengthen skills, apply concepts, review knowledge, and/or practice procedures based upon the learning targets introduced during the school day.

Teachers are to understand and utilize the district Homework Policy in assigning work to students.

Section 19 Parent-Teacher Conferences:

Parent-Teacher conferences are a critical opportunity for teachers to dialogue with parents (or guardians) of students regarding student achievement and learning. To this end, two Parent-Teacher conferences are scheduled twice (once in the fall and once in the spring) each school year as prescribed in the school calendar. Teacher attendance at Parent-Teacher conferences is mandatory. A teacher may only be excused from attendance at Parent-Teacher conferences in writing by the building principal.

Section 20 Copyright and Fair Use Policy

It is the school's policy to follow the federal copyright law. Teachers are reminded that, when using school equipment and when performing school duties, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright:

- A. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- B. the nature of the copyrighted work;
- C. the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- D. the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Teachers should seek assistance from administration if there are any questions regarding what may be copied.

Appendix A

Norfolk Public Schools 2021-2022 School Calendar Information



Norfolk Public Schools 2021-2022 Staff Calendar

August 2021 S M T W Th F Sa 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	January 2022 S M T W Th F Sa 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
September 2021 S M T W Th F Sa 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	February 2022 S M T W Th F Sa 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
October 2021 S M T W Th F Sa 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	March 2022 S M T W Th F Sa 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
November 2021 S M T W Th F Sa 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	April 2022 S M T W Th F Sa 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
December 2021 S M T W Th F Sa 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	May 2022 S M T W Th F Sa 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

○	No school for students or teachers
□	Teacher Work Day/Students-No School
◓	Teacher Work Day/Students-No School (a.m. only)
└	End Quarter
*	2:00 p.m. dismissal for students K-12
/	11:30 a.m. dismissal for students K-12
+	Make-up Snow Days (if needed)

August	3-6 Orientation - New teaching staff Orientation - All teaching staff
12	First Day - First Half Students K-12
13	First Day - Second Half Students K-12
16	All Day- K-12
September	6 Labor Day - No School
October	13 K-12 End First Quarter 18-21 K-12 Parent-Teacher Conferences 18 - K-8 P-T Conferences, 4:00-7:00 19 - K-4, 9-12 P-T Conferences, 4:00-7:00 20 - 5-12 P-T Conferences, 4:00-7:00 21 - K-12 Students - 11:30 a.m. dismissal (K-12 P-T Conferences, 1:00-4:00)
22	K-12 Students - No School (K-12 Teachers - Comp. Day - No Duty)
25	K-12 Staff - Prof. Development - No School for Students
November	24-25 Thanksgiving Break - No School
December	22 K-12 End Second Quarter/First Semester 23-31 Winter Break - No School
January	1-3 Winter Break - No School 3 K-12 Staff - Prof. Development - No School for Students 4 K-12 School Resumes 17 K-12 Staff - Prof. Development ESU Speaker - No School for Students
February	7-10 K-12 Parent-Teacher Conferences 7 - K-8 P-T Conferences, 4:00-7:00 8 - K-4, 9-12 P-T Conferences, 4:00-7:00 9 - 5-12 P-T Conferences, 4:00-7:00 10 - K-12 Students - 11:30 a.m. dismissal (K-12 P-T Conferences, 1:00-4:00) 11 K-12 Students - No School (K-12 Teachers - Comp. Day - No Duty)
March	8 K-12 End Third Quarter 11 K-12 No school - Spring Break 14 Make - Up Snow Day (if needed due to 4 snow days) 15 Make - Up Snow Day (if needed due to 3 snow days) 16 K-12 School Resumes
April	15-18 No School - Spring Break 19 K-12 School Resumes 21 Grades 9-12 - 11:30 a.m. dismissal PM- SH Track Meet 22 No School - District Musio/ JH Speech Staff Development Day
May	4 K-12 Staff Appreciation Day 5 Grades 7-8 - 11:30 dismissal PM JH Track Meet 15 Graduation 18 Students Last Day/End Fourth Quarter K-12-11:30 a.m. dismissal (End of 4th Quarter) 19 Last Teacher Work Day

Quar.	K-4	5-6	7-8	9-12	Dates
1	44.0	44.0	44.0	44.0	August 12 - October 13
2	44.5	44.5	44.5	44.5	October 14-December 22
	88.5	88.5	88.5	88.5	
3	43.5	43.5	43.5	43.5	January 5 - March 8
4	44.5	44.5	44.0	44.0	March 9 - May 21 ⁸
	88.0	88.0	87.5	87.5	

176.5	Student Days, Grades K-4
176.5	Student Days, Grades 5-6
176.0	Student Days, Grades 7-8
176.0	Student Days, Grades 9-12
188/192	Veteran/New Teacher Contract Days

Updated - 10/21/2020

Published by:
Director of Human Resources
Norfolk Public Schools
612 Philip - PO Box 139
Norfolk, Nebraska 68702-0139
402-644-2600

Note: All dates and times subject to change.

Appendix B

Norfolk Public Schools
Certified Staff Employee Handbook Receipt Page

**RECEIPT OF THE 2021-2022 CERTIFIED STAFF HANDBOOK
OF NORFOLK PUBLIC SCHOOLS**

This signed receipt acknowledges receipt of the 2021-2022 Certified Staff Employee Handbook for Norfolk Public Schools. This receipt acknowledges that it is understood that I am to read and be familiar with the handbook, that I understand the handbook contains a disclaimer of contract and that I understand that the handbook includes the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination.

Date:

Employee Signature:

Please return the signed document to your building secretary.



2021-2022
CLASSIFIED EMPLOYEES
STAFF HANDBOOK

Published by:
Office of Human Resources
Norfolk Public Schools
512 Philip Avenue - PO Box 139
Norfolk, Nebraska 68702-0139
Telephone: (402) 644-2500
FAX: (402) 644-250



Notice of Nondiscrimination

Norfolk Public Schools does not discriminate on the basis of race, color, national **or ethnic** origin, sex, disability, religion, age, **pregnancy, childbirth or related medical condition, sexual orientation or gender identity** or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Erik Wilson, Director of Student Services, 512 Philip Ave., Norfolk, NE 68701 (402) 644-2500 (erikwilson@npsne.org).

Employees and Others: Angie Baumann, Director of Human Resources and Accreditation, 512 Philip Ave., Norfolk, NE 68701 (402)644-2500 (angiebaumann@npsne.org).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact OCR at One Petticoat Lane, 1010 Walnut Street, #320, Kansas City, Missouri 64106, (816) 268-0550 (voice), or (877) 521-2172 (telecommunications device).



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Norfolk Public Schools
2021-2022
Classified Employees Handbook
FOREWORD

Section 1 **Intent of Handbook**

Welcome to Norfolk Public Schools! This handbook is intended to be used by classified employees to provide general information about the district and to serve as a guide to the district’s policies, rules, and regulations, benefits of employment, and performance expectations.

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

Each classified employee is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise.

This handbook is intended to supplement other documents that deal with your employment, including your employment obligations and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists; state or federal law, the Negotiated Agreement, and NPS Board of Education policies and regulations adopted after this handbook, will be referenced for decision making.

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

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the district.

This handbook will be in effect for the 2021-2022 school year and subsequent school years unless replaced by a later edition.



Section 1 Information About Norfolk Public Schools

Norfolk Public Schools serves approximately 4,300 students in pre-kindergarten through twelfth grade. All-day kindergarten is available in all seven elementary schools. Lincoln Elementary also offers a K-4 Montessori Program. Little Panthers Preschool is located at 2500 Norfolk Ave and serves our students ages 3 and 4. For the upper grades, Norfolk Middle School serves grades 5-6, Norfolk Junior High serves grades 7-8, and Norfolk Senior High serves grades 9-12. In addition, Alternatives for Success is a specialized program that provides an alternative, flexible learning environment for 9th through 12th grade students. Career Academies are also in place at the high school to provide additional career exploration opportunities. Finally, our High Ability Learner (HAL) program serves intellectually gifted students and our comprehensive special education (SPED) program provides a wide variety of services for our students with special needs.

The district covers 68.8 square miles in Madison, Pierce, Stanton, and Wayne Counties. Norfolk Public Schools exceeds accreditation requirements of the Nebraska Department of Education. Norfolk Senior High School also outperforms accreditation standards set forth by the AdvancED Commission.

Norfolk Public Schools believes that quality education begins with a quality staff and collaborative partnerships with local businesses and community agencies. Since the first graduating class in 1889, Norfolk Public Schools, in cooperation with the community, have prepared students for the world beyond the walls of the schools.

Section 2 School Mission Statement

The mission of Norfolk Public Schools is to: *prepare all students to pursue their goals for the future.* An essential education is one that enables students to reach the following outcomes:

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

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

- A. Qualified and competent administrative, teaching, paraprofessional, and other support staff;
- B. Integrated, planned curriculum that prepares students to achieve state standards and such additional standards as are established by the Board of Education and to reach the student outcomes identified above.
- C. Comprehensive support programs and services that meet the diverse needs of all students;
- D. Safe, clean and supportive facilities and learning environments;
- E. Implementation of a curriculum that meets the following:
 1. Is based on state standards and such additional standards; as are established by the Board of Education;
 2. Is appropriate for the developmental level of the students;
 3. Addresses diverse learning needs;
 4. Instills a passion for learning and the importance of life-long learning;
 5. Develops problem solving and critical thinking skills, decision making skills, data gathering, and critical use of information;
 6. Develops expected work ethics, as well as group participation and leadership skills;
 7. Incorporates character education and multicultural education, including respect for diversity;
 8. Provides for application of technology in all learning areas;
 9. Provides access to advanced courses;
 10. Implements an organized schedule that is functional and meets student needs in all curriculum areas.
 11. Provides a supportive learning environment which includes:
 - a. A welcoming and inviting structure that is emotionally safe, nurturing, supportive, and disciplined;



- b. respect, trust, integrity, and regard for self and others; and honors diversity;
- c. Learning as the central purpose with students engaged in meaningful, relevant, and productive learning experiences; and
- d. Implementation of policies and practices that result in an orderly environment with emphasis on consistent school-wide positive behaviors.

Section 3 Members of the Board of Education

Name	Contact Information
Brenda Carhart	brendacarhart@npsne.org
Jake Claussen	jakeclaussen@npsne.org
Tammy Day (Vice President)	tammyday@npsne.org
Jenna Hatfield-Waite	jennahatfield@npsne.org
Bruce Mitchell	bruceMitchell@npsne.org
Sandy Wolfe (President)	sandywolfe@npsne.org

Section 4 Administrative Staff

Name	Position
Dr. Jami Jo Thompson	Superintendent of Schools
Dr. William Robinson	Associate Superintendent of Business Services
Angela Baumann	Director of Human Resources /School Accreditation
Beth Nelson	Director of Teaching and Learning
Mary Luhr	Director of Special Programs
Erik Wilson	Director of Student Services and School Safety
Derek Ippensen	Principal: Norfolk Senior High School/Alternatives for Success
Ben Ries	Assistant Principal / Activities Director: Norfolk Senior High School
Jason Settles	Assistant Principal: Norfolk Senior High School
John Erwin	Assistant Principal: Norfolk Senior High School
David Nelson	Dean of Students: Norfolk Senior High School
Jennifer Robinson	Principal: Norfolk Junior High School
Beau Viergutz	Assistant Principal, Norfolk Junior High School
Tyler Beranek	Dean of Students / Assistant Activities Director: Norfolk Junior High School
Chuck Hughes	Principal: Norfolk Middle School
Amy Brown	Assistant Principal: Norfolk Middle School
Trisha Andreasen	Principal: Bel Air Elementary School
Troy Berryman	Principal: Grant Elementary School
Haeven Pedersen	Principal: Jefferson Elementary School
Angie Hausmann	Principal: Lincoln Montessori Elementary School
Melissa Jantz	Principal: Little Panthers Preschool
Ryan Specht	Principal: Washington Elementary
Tracy Lichty	Principal: Westside Elementary
Bruce Strong	Principal: Woodland Park Elementary

Section 5 Grant Coordinators/Facilitators



Name	Building	Position
Austin Casselberry	Norfolk Middle School	Aftershock Coordinator
Heather Hirsch	Little Panthers Preschool	Sixpence Family Facilitator
Jeff Hoffman	Norfolk High School	Career Academy Coordinator
Kerstin Ditter	Little Panthers Preschool	Sixpence Family Facilitator

Section 6 Norfolk Public Schools Foundation

Name	Position
Callan Collins	Executive Director
Bobbi Theisen	President
Jake Claussen	Vice President
Mary Hoiem	Assistant to the Foundation and Superintendent
Brenda Carhart	Treasurer, Board of Education Representative
April Pearson	Secretary
Dr. Jami Jo Thompson	Superintendent of Schools
Jason Busch	Board Member
Ann Feidler-Klein	Board Member
Jenna Hatfield - Waite	Board Member
Sandy Heimes	Board Member
Metka Kolm	Board Member
Dave Merritt	Board Member
Stephen Morton	Board Member
Don Polodna	Board Member
Lindsay Shellpeper - Simpson	Board Member
Nate Stratton	Board Member
Leann Widhalm	Board Member

- For other staff contacts, please visit the district website at www.norfolkpublicschools.org

Article 1 – SCHOOL CALENDAR AND SCHEDULES

Section 1 School Calendar

The 2021-2022 school calendar is found in Appendix “A.”

Section 2 Severe Weather and School Cancellations

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



Decision to Close Schools. A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. If possible, a decision about the next school day will be made by 9 p.m. for announcement during the 10 p.m. news. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible) whether to have school or not. The decision to cancel school is never an easy one, but the decision will always be made with student and staff safety at the forefront. In any case, an announcement will be made to the news media when schools will be closed. In some instances, schools will be open, but certain services may be cancelled (bus transportation, kindergarten, student activities). Some staff may be designated as being required to come to school even in the event of a school closing.

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

Parental Decisions. Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. We will treat the weather related 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 or email request.

Emergency Conditions. Norfolk Public Schools uses a Standard Response Protocol (SRP) which, when implemented, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law throughout the school year. There are plans for Lockdown, Lockout, Evacuate, and Shelter. **School officials are not permitted to release students from the school building during a tornado warning.** In the event of a severe weather warning, you should implement the school's designated safety protocols.

Classified Staff: Weather Procedure. On occasion, school may be canceled due to inclement weather. 10, 11, and 12 month employees need to make every effort to safely make it to their buildings in a timely manner in order to answer the phones and help students that come to school make arrangements for safe rides back home. Once those issues have been handled, staff should consult with the supervising administrator on finishing the work day at the school office or taking work home to finish. If employees cannot get to work or choose to not work the remainder of the day, they have the following options:

- Vacation time may be taken (12 month employees only).
- Comp. time may be taken (full time employees only).
- Work time may also be made up during an upcoming non 40 hour work week if it is deemed necessary by the administrator.

Section 3 District Summer Hours

The district will close all offices (including Central Office) on all Fridays during the summer months at noon effective beginning the first Monday in June and these hours will remain in place until the first Monday of August. Regular hours usually resume on the first Monday of August. *Please note: The specific days that summer hours will start and end each year will vary slightly due to the calendar.* These summer hours include all staff, except custodial



and district maintenance. Any exceptions need to be approved through the Business Office (i.e., high school, summer school, etc.) Summer hours will be Monday-Thursday: 7:30 a.m. to 4:30 p.m. with ½ hour for lunch. Deviations from this schedule must be approved through supervisors and the Associate Superintendent of Business Services. Vacation time will be paid at 40 hours/week. Staff may use available vacation time each week to get in 40 hours. Vacation hours need to be approved in advance by area supervisors.

Article 2 – EMPLOYMENT, COMPENSATION AND BENEFITS

Section 1 Employment

Employment is initiated when the supervisor conducts reference checks and an offer is made and accepted. The hiring process is completed upon submission of the hire form, successful completion of pertinent background checks, and all required payroll forms are finished. Classified employees cannot begin working until they have met with someone in the payroll office to confirm all necessary paperwork is complete.

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

Should an employee wish to resign from employment, the employee should give at least two weeks written notice of resignation to their immediate supervisor who will send the letter and the separation form to the Human Resources Office.

Classified employees are “at-will” employees, and may be terminated at any time by the school district. Notice of termination will be delivered by the administrator or supervisor.

Section 2 Assignments

The duties to be performed are subject to assignment by the administration and your supervisor. Job descriptions provide additional information about the position duties.

A classified staff member who wants to transfer to another posted opening within the district must send written communication to the Director of Human Resources indicating their current assignment and requesting a transfer to the posted position. If an in-house transfer is allowed, the salary schedule of the new position will be used, and in some instances this could result in a decrease in hourly wages. Administrators/supervisors must submit a Classified Employment Offer Form to HR to record changes in employment status. The district reserves the right to transfer employees to other positions as deemed necessary. Employees are expected to diligently and faithfully perform the assigned duties to the best of the employee’s ability.

Section 3 Personnel File

The district will follow the requirements of state and federal laws and regulations with regard to an employee’s personnel file.

Section 4 Grievances and Complaints

Employee grievances or complaints shall be addressed through the administrative chain of command following the process set forth in board policy or this handbook.



- *One Floating Holiday (employee's choice)*

New Year's Day

Please Note: *If a holiday falls on a Sunday, it will be observed on the following Monday. If the holiday falls on Saturday, it will be observed on the preceding Friday. The "Floating" holiday must be used each school year and is not accumulative.*

Section 9 Retirement

Norfolk Public Schools employees participate, as required by law, in the Nebraska Public Employees' Retirement System. Employees will have that percentage of their gross salary as determined by law deducted for retirement. Additional money for the retirement fund is provided by legislative appropriation and mandatory contribution from the school district.

Section 10 Expense Reimbursement

Reimbursement for authorized mileage will be paid to employees required to drive their own vehicles during their regular scheduled working hours between two or more work sites. Claims for reimbursement should be submitted to the employee's immediate supervisor. The allowable rate shall be governed by board policy, unless otherwise required by law. The district is not liable for physical damage to employee vehicles.

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

Necessary materials and supplies are provided by the district. If an employee needs additional materials for performance of duties, the request should be made to the employee's immediate supervisor. Employees who purchase materials or supplies without advance approval may not be reimbursed.

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

Section 11 403(b) Salary Reduction Agreements

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

Section 12 Overtime

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

Classified employees may be classified as either "exempt" or "non-exempt" for overtime purposes. Employees who are classified as exempt employees are not eligible for overtime. Those who are "non-exempt" are eligible for overtime.



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

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

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

Overtime pay for non-exempt employees will be paid at the rate of not less than 1½ times the employee's regular rate of pay for hours worked in excess of the 40 hour workweek.

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

Article 3 – ABSENCES FROM WORK

Section 1 Absence Procedures

Regular, on site attendance in every position is essential to the success of our students and our district operations. Staff members should seriously consider every request for an absence/leave to be sure they are not abusing the privilege - including unpaid leave.

Requesting Leave. Leave requests should be made as soon as practicable under the circumstances. An employee who wants to use available leave is to submit a written request for leave to the employee's supervisor using the district approved leave forms located on the district website. The request is to be submitted at least 5 duty days prior to the leave. The supervisor may require that more advance notice be given depending on the nature of the employee's duties or the need to schedule a substitute. The administrator/supervisor has final determination of a leave request.

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

Returning from Absences

- A. *Establishing Fitness for Duty.* Employees must present a written statement from their physician or health care provider to their supervisor when absent for any period of time because of injury requiring care from a physician or health care provider, or absent from work for 5 days or more due to a personal health condition. The statement is to clearly verify that the employee is mentally and physically able to return to duty. This



statement is to be presented in person to the employee's supervisor before the employee returns to duty in order that the readiness to perform work can be observed and discussed.

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

Please note: Exception sheets and absence forms must be received by payroll by the end of the current pay period.

Section 2 Paid Leave – Sick and Bereavement

Employees are provided with paid sick and bereavement leaves in accordance with their employment assignment and board policy. During such paid leaves, employees continue to receive their salary and fringe benefits.

The leaves provided by the district are to be used for the purpose intended. Abuse of leave privileges affects the students, other staff, and the entire district and will not be tolerated.

Employees are to use sick leave when unable to work due to illness or injury. Activities other than caring for their own health or that of an immediate family member reflect an abuse of sick leave. Staff are allowed to take one sick leave day for the birth of a grandchild. In the event of a more complicated birth (C-section, etc.) more sick leave days may be allowed in accordance with the sick leave policy.

An immediate family member is defined as: husband, wife, child, mother, father, sister, brother, mother/father-in-law, brother/sister-in-law, grandparents, grandchild, aunt, uncle, niece, nephew, and daughter/son-in-law.

Sick leave, when used for anyone other than a member of the immediate family residing in the household, can be used only in instances of serious illness. Ten (10) of the seventy-five (75) available sick leave days may be used for a member of the immediate family not residing in the household. The maximum number of sick days that can be accumulated is 75 and all may be used in one school year if needed.

Part-time employees – sick leave accrual rate:

- First year - one day
- Second year – two days
- Third year – three days
- Fourth year – four days
- Fifth year and every year thereafter – five days

Bereavement leave is to be used for purposes of addressing issues related to the death and to attend funeral services. The taking of a bereavement leave without attending funeral services would be an abuse of bereavement leave, except in the case of the death of the employee's parent, child or spouse, where grief would be expected to impair the employee's ability to effectively function at work. Five days may be taken for immediate family as defined in Section 2 under sick leave. One day may be taken for anyone other than family.



Section 3 Vacation Leave

Paid leave is available only to those employees who are specified to receive paid leave. For purposes of eligibility for vacation, a 12-month employee is an individual whose duties are performed over a 12 month period and who is scheduled to work 2,080 hours or more per leave year. The leave year for paid leave is September 1st through August 31st.

- A. An employee who changes from being ineligible for paid leave status to eligible status during a leave year becomes eligible for paid leave at the beginning of the next leave year.
- B. An employee who changes from eligible to ineligible status during a leave year becomes ineligible for paid leave at the time the change in status occurs. The employee will not be required to reimburse the district for any days that were used prior to the change in status. The employee will be required to use any leave balance during the leave year the change in status occurs.

Classified employees eligible for paid leave shall have vacation days available for each year as follows: (Employees will be granted an advancement of 5 vacation days during their first 12 months of employment. If an employee would leave employment with the school district prior to the one year anniversary of their hire date the vacation days used would be charged back to the employee and deducted from their final pay check):

Complete Years of Continuous Employment	Vacation
1	5-40 Hours
2-10	10-80 Hours
11-20	15-120 Hours
21 or more	20-160 Hours

A “year of continuous employment” is determined based on a full leave year. When an employee has a break in employment and is re-hired by the district, the prior employment is not considered for determining years of continuous employment. Periods of employment in an employment status in which the employee is ineligible for paid leave is not considered for determining years of continuous employment.

Advance notice of taking vacation leave is required. All vacation time is to be arranged with the employee’s direct supervisor.

Classified employees are encouraged to take their vacation within each leave (fiscal) year. The maximum number of unused vacation days an employee will be allowed to carry over from one year to the next is five days. The maximum that may be accumulated is the number of days the employee was eligible for in the preceding leave year plus the possible five carry over days; that is five for an employee who has completed one year of continuous employment, ten for an employee who has completed two to ten years of continuous employment, fifteen for an employee who has completed eleven to twenty years of continuous employment, and twenty for an employee who has completed twenty-one or more years of continuous employment. An employee is eligible for their specific maximum number of days plus the possible five day carry over from the previous year. Once the maximum is accumulated, no further vacation days will be available or granted until September 1 of the next fiscal year.

Section 4 Payroll Deductions for Absences in Excess of Paid Leave

Should an employee be absent from work in excess of the employee’s accumulated sick leave or other paid leaves, the employee’s salary and fringe benefits (including the cost of premiums for group health insurance) shall be



reduced by the day or days of work missed on a per diem basis calculated using the number of days missed as the numerator, and the number of total days for the school year as the denominator.

Section 5 Unpaid Leaves

The district complies with laws that require leaves to be allowed, such as for FMLA leaves, military service and jury duty. Should an employee be absent from work in excess of the employee’s available paid leaves, the absence will be an unpaid leave except as may be required by law. The employee’s salary and fringe benefits (including the cost of premiums for group health insurance) may be subject to reduction for the day or days of work missed.

Section 6 Jury Duty Leave

An employee who is summoned for jury service must promptly notify the employee’s immediate supervisor. The employee will be allowed time off for jury duty. There will be no loss of salary or deduction in leave time for time spent in jury service. The district may (at its discretion) reduce salary by an amount equal to any compensation, other than expenses, paid by the court for jury duty.

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

Legal Reference:	§ 25-1640
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Section 7 Family and Medical Leave Act (FMLA)

Employee Rights and Responsibilities under the Family and Medical Leave Act

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

Basic Leave Entitlement. FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for your child after birth, or placement for adoption or foster care;
- To care for your spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes you unable to perform your job.

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

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

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a 12-month period. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred



in the line of duty on active duty that may render the service member medically unfit to perform his or her duties for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

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

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

Eligibility Requirements. An employee is eligible if he or she has been employed with Norfolk Public Schools for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of Norfolk Public Schools within 75 miles of your work location.

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

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

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

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

Employee Responsibilities. The employee must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform essential job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. The employee also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. The employee also may be required to provide a certification and periodic recertification supporting the need for leave.

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

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



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

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

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

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

For additional information you may refer to FMLA poster (Appendix “B”) or contact the U.S. Wage and Hour Division at:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

www.wagehour.dol.gov

To submit a request for use of FMLA, or to make arrangements for payment of benefits while on an FMLA leave, contact the business office, at (402) 644-2500.

Section 8 Military and Family Military Leave

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

Employees requesting to take military leave or family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days, and consult with their Building Principal to schedule the leave so as to not unduly disrupt operations of the District. For leaves of less than 5 days, the employee is to notify the Superintendent of the leave request as soon as practicable. Employees are to attach a copy of their orders to a leave request form when they prepare the request for military leave.

Legal Reference:	Neb. Rev. Stat. §§ 55-160 to 55-166 Neb. Rev. Stat. §§ 55-501 to 55-507 29 U.S.C. §§ 2611, et seq.; 29 CFR Part 825 (FMLA) 38 U.S.C. §§ 4301 to 4333; 20 CFR Part 1002 (USERRA)
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Section 10 Adoption Leave (Policy No. 4008)

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the same terms as the employee is permitted to take a leave of absence upon the birth of the employee’s child.

The adoptive parent leave of absence begins following the commencement of the parent-child relationship. The parent-child relationship commences, for purposes of adoption leave, when the child is placed with the employee for purposes of adoption. The employee shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Superintendent and the employee may otherwise agree. Advance notice of an anticipated adoption shall be provided by the employee to the Superintendent as early as possible.

Legal Reference:	§ 48-234
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Section 10 Subpoena to Testify Leave

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

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

In the event the subpoena involves a personal matter, the employee will be required to use available leave days. A subpoena will be considered to involve a personal matter whenever the employee or a family member or friend of the employee is a party to the legal proceeding, unless the employee's involvement in the legal matter is solely due to actions taken in connection with the employee's work duties, the actions of the employee were not inappropriate, and the district is not an opposing party in the legal matter.

Section 11 Crisis Response Team

Events such as the death of a teacher or student, natural or accidental disasters, and real or threatened violence may produce a crisis for students and faculty alike. The need to cope effectively is necessary. The purpose of the NPS Crisis Response Team is to evaluate crisis situations and plan intervention strategies based on district guidelines. More information about our district Crisis Response Team can be found on our website under the **Safety and Security** tab.

Article 4 – DUTIES AND RESPONSIBILITIES

Section 1 Time Clock

All hourly employees **must** use the building time clock at all times to record the start/end of the work day and the lunch period. Every time an hourly employee leaves the building for medical appointments or personal reasons, etc. they must clock out to properly account for duty time. Instruction on the proper use of the time clock is provided with "new hire" paperwork or upon request from the payroll office.

Exception Sheets: On rare occasions, and for special reasons **ONLY**, a *payroll exception sign in/sign out form* may be used. Exception sheets and absence forms must be received by payroll by the end of the current pay period. (*See Appendix F- "Payroll Exception Forms"*)

Section 2 Hours of Work & Meetings

Regular and dependable on site attendance at work is an essential function of a classified employee's employment position promoting consistency for students, staff, etc. Abuse of leave privileges affects the students, other staff, and the entire district and will not be tolerated.

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

Section 3 Arrival to Duty Assignments



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

Section 4 Leaving School

Employees are to be on duty at all times during the assigned work day. Employees may not leave school or their assigned area during duty hours without approval of the principal or their supervisor.

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

Section 5 School Procedures

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

- A. Use of Cell Phones. Employees are not to use personal cell phones for any non-school purpose during duty time. Employees are not to use electronic devices or otherwise engage in distracted driving while transporting students or using district vehicles. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies. Employees will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the district relating to driving a motor vehicle. Seat belts and child restraint systems are to be utilized by all occupants at all times.
- B. Checking Out of Equipment. All equipment must be checked out through the principal's office. School equipment may be used only for school purposes. School equipment and other resources may be used for personal purposes only as authorized by board policy or contract.
- C. Requisition of Equipment and Supplies. Books and supplies which are needed for instruction should be requested through the principal's office. Employees shall not make purchases on behalf of the district without prior approval of the appropriate administrator who will assign a purchase order number/budget code. When ordering supplies or materials through the Central Supply catalog, an electronic requisition form signed by the administrator/supervisor must be submitted to the business office at C.O. for processing. The requisitioner should specify item number, description, and budget code number and make a copy for his/her records.
- D. E-mail. Employees may be assigned a school e-mail address for purposes of intra-school and inter-school e-mail correspondence. Employees should check for e-mail throughout the duty day and respond to e-mails when possible, but avoid checking and responding to e-mails during instructional time. Use of the district's e-mail system for personal communications should be limited, and is subject to the rules governing overall computer usage found in board policy and this handbook.
- E. Employee Mail Box. Employees may be assigned a mailbox. Employees should check for mail upon arrival, in the course of the school day, if possible, and upon departure. If something requires an answer, employees are responsible for responding promptly. Employee mail boxes are to be limited to communications regarding school business.

Section 6 Supervision / Management of Students

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



Proper Supervision

- A. Report to all duty assignments on time.
- B. Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
- C. Be vigilant while supervising students. Never leave students unattended; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave students who you are supervising, request that another nearby staff member provide supervision for you, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students who you are to be supervising are doing.
- D. If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students, except with other staff who need to know the information to perform their jobs).
- E. Be careful with touching students. Touching students should be limited to that necessary to protect the student. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.
- F. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations.
- G. Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

Proper Instructions

- A. Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- B. Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
- C. When you go over safety rules with students, document this training.

Proper Maintenance of Buildings, Grounds, and Equipment

- A. Conduct periodic inspections of equipment under your control or in your area of supervision.
- B. If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the office so those repairs may be undertaken.
- C. Check your communication device (whether it be a school phone in your supervision area, a walkie-talkie, intercom, e-mail, cell phone or other means as applicable) periodically to make sure you can communicate with the office immediately in the event of an emergency.

Proper Warnings

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

Contact the Office for Assistance



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

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

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

Student Searches

Office administration should be contacted before performing searches of students or their belongings. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Student Rights

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

Student Discipline:

Student discipline is everyone's responsibility. It begins with each student being responsible for his/her own behavior and understanding the consequences it may cause. Each employee is responsible for understanding and supporting classroom and building expectations at the beginning of the school year, implementing these expectations on a consistent basis, and being familiar with the student handbook. Staff are responsible for all students in the hallways, in the rest rooms, at assemblies, at pep rallies, in other open spaces and during lunch. If applicable, consequences will be in accordance with the Student Code of Conduct.

The following guidelines will assist in maintaining appropriate student conduct and complying with the process required for student discipline.

1. Students will be made aware of classroom / building expectations. These expectations should be in writing.
2. It is important to document student behavior as needed.
3. If, after attempts to improve student behavior, problems continue, talk to the student’s teacher/ sponsor or the building principal about possible alternatives in discipline procedures. Be attentive and respond to “bullying” immediately.
4. If a student continues to cause problems, inform the teacher or sponsor. Be sure to state the problem clearly and expectations in terms of assistance. At times, the student’s and adult’s stories



- may be different. Be prepared to provide documentation. Refer students with continued and significant behavioral problems to the teacher/sponsor or principal.
4. Talk with other staff members about the behavior management techniques they use to establish positive relationships with students. A large repertoire of behavior management techniques is encouraged.
 5. Read and understand the student handbook and the student Code of Conduct to assist with consistency of expectations.
 6. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations. **Corporal punishment is prohibited in the District and is not to be used.** Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.
 7. Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the teacher/sponsor or building Principal so this law may be followed.

Section 7 Dispensing Medication (Policy No. 6910)

Employees are not permitted to give any medication to students unless trained under the Medication Aid Act (Neb. Rev. Stat. §71-6718 to 71-6743). To ensure the proper care of our students, employees who are asked to take the medication training and administer medications shall do so.

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

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

Section 8 Reporting Child Abuse (Policy No. 5402)

Nebraska State Law and school policy mandates school officials to promptly make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when there is reasonable cause to believe that a child has been abused or neglected, or a child is in a situation which would reasonably result in abuse or neglect. According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

- A. Placed in a situation that endangers his or her life or physical or mental health;
- B. Cruelly confined or cruelly punished;
- C. Deprived of necessary food, clothing, shelter, or care;
- D. Left unattended in a motor vehicle if such minor child is six years of age or younger;
- E. Sexually abused; or
- F. Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.



Employees are to promptly inform their principal or supervisor that they intend to make a report. Administrative staff may sometimes choose to make the report for an employee. However, informing a principal or supervisor does not end the employee's responsibility; employees are obligated to make certain a report was made if they do not do it themselves.

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

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in minimizing further risk to the child by allowing the police or Child Protective Services workers to promptly interview the child. A counselor or an administrator will assist you as needed.

Section 9 Funds

Receipts:

- A. No assessments against students (other than fines) shall be made until permission is secured from the building principal and/or the Superintendent. New organizations requiring payment of dues, fees, or assessments may not be organized without permission of the building principal and/or the Superintendent.
- B. Certain monies collected by Middle School instructors, Junior High instructors or Senior High instructors shall be checked in to their respective secretaries.
- C. Secretaries shall give a receipt for all money paid to them, showing to what fund the same is credited.

The office secretary shall make a monthly report for all subsidiary accounts to persons concerned if requested to do so. These funds cannot be drawn on except through the secretary under the direction the authorized persons concerned and with the approval of the building principal or the Superintendent of Schools.

No money shall be kept in the offices, library, teacher's desks, or in file cabinets overnight. During the day, such funds should be kept under lock and key.

Fundraising (Policy No. 4029)

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

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

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

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

Article 5 – PERSONAL AND PROFESSIONAL CONDUCT



Section 1 Professional Ethics Standards

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

Principle I - Commitment as a School Employee:

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

In fulfillment of the employee's professional responsibilities, the employee:

- A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- B. Shall not discriminate on the basis of race, color, national or ethnic origin, religion, disability, age, sex, veteran status, marital status pregnancy, childbirth or related medical condition, sexual orientation or gender identity or other protected category.
- C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence personal decisions.
- D. Shall not make any fraudulent statement or fail to disclose a material fact for which the employee is responsible.
- E. Shall not exploit school relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- F. Shall not sexually harass students, parents or school patrons, employees, or board members.
- G. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of job duties.
- H. Shall report to the Superintendent (or his or her designee) any known violation of paragraphs B or E above.
- I. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:

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

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

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

Principle III - Commitment to the Public:

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

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



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

Principle IV - Commitment to Classified Position Employment Practices:

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

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

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

Competent Performance

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

Therefore, each employee shall:

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

Each employee shall:

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

Each supervisor shall:

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



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

- A. Utilize information and materials that are relevant to the designated task;
- B. Use language and terminology which are relevant to the designated task;
- C. Use language which reflects an understanding of the ability of the individual or group;
- D. Assure that the designated task is understood;
- E. Use feedback techniques which are relevant to the designated task;
- F. Consider the entire context of the statements of others when making judgments about what others have said;
- G. Encourage each individual to state his ideas clearly.

Management techniques: The employee shall:

- A. Resolve discipline problems in accordance with law, board policy, and administrative regulations and policies;
- B. Maintain consistency in the application of policy and practice;
- C. Develop and maintain positive standards of conduct.

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

- A. Shall allow others who hold and express differing opinions or ideas to freely express such ideas;
- B. Shall not knowingly misinterpret the statement of others;
- C. Shall not show disrespect for or lack of acceptance of others;
- D. Shall provide leadership and direction for others by appropriate example;
- E. Shall offer constructive criticism when necessary;
- F. Shall comply with reasonable requests and orders given by and with proper authority;
- G. Shall not assign unreasonable tasks;
- H. Shall demonstrate self-confidence and self-sufficiency in exercising authority.

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

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

Obligations: Employees shall adhere fully to the terms of the assignment or appointment.

Section 2: Role Model

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

Classified staff members provide valuable assistance in the educational process and allow teachers and administrators to carry out their responsibilities in a more efficient and effective manner. Administrators/teachers must maintain the role of leadership and responsibility for the students, with the classified staff in a supportive role.

Section 3 Professional Boundaries between Employees and Students

Policy 4025

It is important for teachers to maintain an effective working relationship with the administration and all co-workers, including other teachers and support staff. Teachers are also to maintain appropriate relationships with students. Appropriate relationships are established by extending social courtesies, following through on commitments and



promises, complying with administrative directives and board policies, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

Professional Boundaries between Employees and Students

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action. Discipline for a violation of this policy may include termination, the loss of credentials, and referral to the Department of Health and Human Services and law enforcement.

Engaging in sexual activity, a romantic relationship, or dating a student while the student attends the school where the employee works and for one year after the student graduates or otherwise ceases enrollment.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a students. **In addition, repeatedly engaging in any of these activities or a combination of these activities are examples of grooming as defined in this policy.**

- A. Using e-mail, text messaging, instant messaging or social networking sites (such as Twitter) to discuss with a student a matter that does not pertain to school-related activities. (School related activities include items such as the student's homework, class activity, school sport or club, or other school-sponsored activity.) Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- B. Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children.
- C. Employees shall not "friend" or "follow" students on any social networking site.
- D. Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise ~~is~~ leaving the district.
- E. Making any sexual advance – verbal, written, or physical – towards a student. **Or responding in a positive manner to a student's sexual advance.**
- F. Showing sexually inappropriate materials or objects to a student.
- G. Discussing with a student sexual topics that are not related to a specific curriculum.
- H. Telling sexual jokes to a student.
- I. Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- J. Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- K. Being overly "touchy" with a specific student.
- L. Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- M. Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- N. Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- O. Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- P. Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Q. Going to the student's home when the student's parent or a proper chaperone is not present.
- R. Giving gifts of a personal nature to a specific student.



- ~~S. Discussing alcohol, tobacco or other illicit drugs in a non instructional setting, such as describing a party that the employee attended.~~
- ~~T. Discussing another student's or an employee's personal matters when it is not appropriate outside of the instructional setting.~~
- ~~U. "Grooming," (as defined in this policy), which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.~~
- ~~V. Providing alcohol or illegal or unauthorized drugs or medication to a student.~~
- ~~W. Any other behavior which could exploit the unique position of trust and authority between a student and employee.~~

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

Exceptions to these prohibitions may include:

1. Communicating with your own child or another student with whom there is personal relationship that exists independent of that child being a student at the same school where the employee works such as when the student is a relative, neighbor or fellow member of a group or organization outside of the school or school sponsored setting when such communications pertain to such a group or organization.
2. An emergency or concern for that student's immediate health or safety.
3. A singular chance encounter at a public place provided the encounter provided there is no additional violation of this policy

Allowing students to view an educator's social media postings is not a preferred method of communication. Educators are responsible for any social media postings that is viewed by students when such posting violates the standards of professional conduct.

Permissible ways to engage with students when the employee has concerns about the student's well-being:

1. Contact the guidance counselor and ensure the student's parent or guardian is aware of your concerns.
2. Contact the student's parents or guardian if the concern is not with the parent or guardian.
3. If you believe the student is in immediate danger, contact the Nebraska Department of Health and Human Services child abuse hotline or contact law enforcement.

Section 4 Relationships

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

Section 5 Civility



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

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

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

Section 6 Notification of Arrest, etc.

Employees must notify the Superintendent (or his or her designee) by the next business day after:

- A. Arrest or Criminal Charges. The employee is arrested, ticketed, or issued a criminal charge where:
 - 1. The maximum penalty for the crime equals or exceeds six months incarceration;
 - 2. The crime relates to abuse, neglect or endangerment of a minor, a minor was allegedly a victim or a witness, or the crime involves alleged sexual misconduct;
 - 3. Conviction would impact performance of employee's job responsibilities, including offenses that:
 - a. Would impact the responsibility to be a role model for students or relations with other employees of the district;
 - b. Would impact the employee's ability to operate a motor vehicle if the employee's work duties include driving; or
 - c. Would impact the employee's Commercial Driver's License if the employee's job requires that the employee have a CDL.
 - 4. The arrest or the alleged criminal activity occurred while the employee was on duty, on district property, or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.
 - 5. Employees must also promptly report to the Superintendent whenever the employee has been sentenced to be incarcerated for any period of time, even if the offense is not otherwise reportable.
- B. Certificate or License. The employee becomes aware that a complaint has been filed against the employee that could affect a certificate or license required for the employee's position.
- C. Child Abuse. The employee becomes aware that a report of child abuse or neglect has been made against the employee under the Child Protection Act.

Further, employees must give full disclosure of any Child Protection Act investigation that resulted in an "inconclusive" determination that occurred at any time. Current employees must give such disclosure within ten days following receipt of this handbook.

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

Legal documents relating to the proceedings shall be treated and maintained as part of the employee's confidential criminal background file. Failure to notify as required under this policy may subject the employee to disciplinary action, up to and including termination.

Section 7 Injury Leave

Policy 4031



A District employee who believes that they have been physically injured within the employee's scope of employment by another individual who intentionally, knowingly, or recklessly causes bodily injury to such employee must report such injury to the employee's administrator as soon as practical. An administrator will then investigate the circumstances to determine if the employee qualifies for paid injury leave. The employee may be required to provide confirmation from a physician regarding the causation and the period of time for which an employee is unable to work. If the administrator determines that the employee qualifies for paid injury leave, then the employee will receive up to seven calendar days of paid injury leave to cover the amount of time that the employee was otherwise scheduled to work. Such paid injury leave will not count against the employee's other available leave.

If the administrator determines that the employee does not qualify for paid injury leave, then the employee may be required to use other available leave. There is no appeal process for an employee who has been denied a request for paid injury leave.

Section 8 Evaluations

Evaluations of employees will be conducted in accordance with the district's evaluation policy. Supervisors reserve the right to observe, appraise or evaluate employees more frequently than required by policy on an "as-needed" basis. Employees are expected to make themselves available for evaluation on request, to participate constructively and positively in the evaluation process, and to accept and implement constructive suggestions and improvement strategies developed by the administration. In the event of a job performance warning there shall be a conference between the employee and the supervisor. The supervisor and employee shall cooperatively examine the results of the warning and determine if further action is warranted.

Section 9 Employee Complaints or Concern

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

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

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

The district will not tolerate unlawful retaliation against an employee for engaging in legally protected activity. A protected activity includes an employee's act of opposing an unlawful practice prohibited by employment discrimination or other laws that protect the conduct in question. Any act of unlawful retaliation by a supervisor or



other employee may result in serious disciplinary action up to and including termination. Any employee may file a complaint with the Superintendent or appropriate coordinator if the employee feels that they have experienced unlawful retaliation in any form.

Section 10 Attire

It is important for employees to project a professional image to students, parents and co-workers. Appropriate attire and grooming is one of the means of projecting a professional image. Employees are expected to maintain conservative and professional attire and grooming when on duty. Staff members shall dress appropriately, presenting a neat, clean, professional appearance conducive to the learning environment of the students. As a general guideline, appropriate, professional attire is to dress “Business Casual.” The general guidelines for “business casual” are: dress pants or khakis, a reasonable length dress or skirt, or dressy capris combined with a dress shirt, polo or sweater; dress shoes/sandals. Fridays will be designated as Spirit Days across the district and staff are encouraged to show their school spirit by wearing approved attire on those days. Neat, clean jeans may be allowed by your building principal on Spirit Days if they are accompanied by approved attire. The administration may establish more detailed guidelines for individual employees should that be necessary.

Section 11 Outside Employment

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

Section 12 Media Requests

Norfolk Public School employees are to refer all media requests to the Superintendent and/or Director of Communications. Employees are not authorized to speak on behalf of the district regarding school/student news without the Superintendent’s approval. The only exception is coaches, during/following a competition.

Article 6 – USE OF SCHOOL FACILITIES AND EQUIPMENT

Section 1 Drug-Free Workplace

The district has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held.

The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the workplace. The possession, use or distribution of illicit drugs or alcohol, the use of glue or aerosol paint or any other chemical substance for inhalation, and being under the influence of illicit drugs, alcohol, or inhalants, is prohibited in any place while employees are on duty time. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on an employee in the workplace or on duty time shall be a violation of the drug-free workplace. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, employees are expected to serve as role models for students and will be considered to have violated the district’s expectations in the event the employee commits a criminal drug or alcohol offense off the work place or during off duty time.



As a condition of employment, employees will abide by the district's drug-free workplace policies and notify the Superintendent (or his or her designee) of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the district's drug-free workplace policies. Sanctions may include the requirement that the employee complete an appropriate rehabilitation program, a reprimand, and/or termination of employment. Drug and alcohol counseling and rehabilitation and reentry programs are available through local health agencies.

Section 2 Smoke and Tobacco-Free Workplace

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

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

Section 3 Weapon-Free Workplace

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

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

- A. Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
- B. The frame or receiver of any object described in the preceding example;
- C. Any firearm muffler or silencer;
- D. Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device;
- E. Any bludgeon, sand club, metal knuckles, or throwing star;
- F. Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2-1/2 inches or more is a prohibited weapon. A switch-blade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
- G. Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun;
- H. An employee may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes and shall not be considered as possession of a weapon. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. An employee who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action;



- I. An employee may possess an item which may be considered a weapon where such item is used for instructional purposes and the employee has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed; and
- J. Any other object that is designed for or intended for use as a destructive or injurious device.

The phrase “possession of a weapon” includes, without limitation, a weapon in an employee's personal possession, as well as in an employee’s motor vehicle, desk, locker, briefcase, backpack, or purse.

Section 4 Use of District Computer Network and Internet

Employees have access to the district’s computer network and the Internet for the enhancement and support of student instruction and performance of their duties. Such access is subject to the following computer acceptable use policy:

- A. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources as made available by the district. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the Internet.
- B. Access and User Agreements. Use of the district’s technology resources is a privilege and not a right. The Superintendent or his/her designee may develop appropriate user agreements and require that employees sign such user agreements as a condition of access to the technology resources. The technology resources are not a public forum. The district reserves the right to restrict any communications and to remove communications that have been posted.
- C. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the district’s mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.
- D. Unacceptable Uses. The following are unacceptable uses of the technology resources:
 - 1. Personal Gain: Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
 - 2. Personal Matters: Technology resources shall not be used, and no person shall authorize its use, for personal matters.
 - 3. Incidental personal use is not prohibited by this provision. This exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time.
 - 4. The exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the Internet for personal use; or sending an e-mail related to one’s own private consulting business.
 - 5. Campaigning: Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
 - 6. Technology-Related Limitations: Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation,
 - a. Users shall not use another person’s name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
 - b. Users shall not erase, remake, or make unusable another person’s computer, information, files, programs or disks.
 - c. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.



- d. Users shall not engage in “hacking” to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
 - e. Users shall not copy, change, or transfer any software without permission from the network administrators.
 - f. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer’s memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
 - g. Users shall not engage in any form of vandalism of the technology resources.
 - h. Users shall follow the generally accepted rules of network etiquette. The administrator or designees may further define such rules.
 1. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any district policy or any applicable law. Without limitation, this means that technology resources may not be used:
 - a) To access any material contrary to the district’s Internet Safety Policy; or to create or generate any such material.
 - b) To engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
 - c) To engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the district is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
 - d) To promote or tolerate violations of student conduct rules.
 - e) To engage in illegal activity, such as gambling.
 - f) In a manner contrary to copyright laws.
 - g) In a manner contrary to software licenses.
7. Disclaimer. The technology resources are supplied on an “as is, as available” basis. The district does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The district is not responsible for the integrity of information accessed, or software downloaded from the Internet.
8. Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the district may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed district training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Administrator. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

9. Monitoring. Use of the technology resources, including but not limited to Internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the



users. Users have no privacy rights or expectations of privacy with regard to use of the district's computers or Internet system.

Sanctions. Violation of the policies and procedures concerning the use of the district's technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Section 5 Use of School Facilities

An employee who is issued school keys is expected to not lose their keys and to not allow others to have access to or to use their keys. Employees are permitted to have access to school facilities during non-school time provided such access is for work-related purposes and the principal or supervisor has given permission for such access. When employees leave the building, they are to close all windows, lock doors, and make sure that the entry door is fully closed and locked. This is especially important when employees are using the school facilities prior to the beginning of the school year and during any weekend or evening usage. Employees are responsible for the replacement costs of lost keys.

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

Section 6 Care of School Property

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

Section 7 Use of Telephone

Personal telephone calls shall not be made during duty time except in the event of an emergency. Employees will need to promptly log long distance calls according to building procedures and be responsible for any charges which are for personal use.

Section 8 Visitors

Employees are not to have visitors while on duty other than as appropriate for the performance of their duties except on a short-term basis and only with permission of the principal or supervisor. Included in the definition of visitors are family members of the employee. Employees are responsible for ensuring that their visitors follow procedures for being on district property, including checking in. Employees are not to bring their children to work with them in lieu of taking them to childcare.

Section 9 Salespersons



Employees need not allow, and should not permit, any salesperson or representative or agent of any commercial enterprise or theatrical presentation to contact the employee while engaged in the employee's duties except for such times as may be designated by the Superintendent or his/her designee.

Employees must not use classrooms, buildings or other school property for personal use or profit without specific approval from the Superintendent or his/her designee. Employees must not use time for which the employee is on duty or paid by the district to engage in any activity for personal financial profit. Any violation of these restrictions will be considered to be willful insubordination.

Section 10 Security of Desks and Lockers

Offices, employee desks, lockers, file cabinets and other such storage device are owned by the school and are to be properly cared for and maintained. Appropriate security measures should be used to protect school and personal property kept in storage devices from theft or vandalism and to protect confidential student and staff records.

The district exercises exclusive control over school property and reserves the right to search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file. School-related documents or records must remain readily available to administration and other appropriate school staff. Any personal items an employee wants to have kept private should be kept in a separate personal storage device, such as a brief case, purse or backpack.

The district is not responsible for any personal property employees may bring to school. Employees are cautioned not to bring large amounts of money or items of significant value to school.

Section 11 Video Surveillance

The Board of Education has authorized the use of video cameras on district property to ensure the health, welfare and safety of all staff, students and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on district property. In the event a video surveillance recording captures a building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the building user and may also be provided to law enforcement agencies.

Section 12 Bulletins and Web Page

Bulletin boards and electronic media (web page) and other communication devices are maintained for the purposes of conveying information about the district's activities and programs and for educational purposes related to such activities and programs. The district's communication devices are designated as non-public forums, meaning that the devices are not open for public use.

Information posted or displayed on the district's communication devices may not include political advertising, communications promoting particular religious beliefs, controversial topics or positions not consistent with the mission of the district, or communications that promote activities not suitable for school-age children.



Any website links on the district’s web page that are permitted to be posted shall not be considered to be endorsed or sponsored by the district. The district makes no representations or warranties of any kind with regard any such links.

Section 13 Copyright and Fair Use Policy

It is the district’s policy to follow the federal copyright law. Employees are reminded that, when using school equipment and when performing school duties, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The “fair use” doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the “fair use” of a copyrighted work, including reproduction “for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research” is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted “fair use,” rather than an infringement of the copyright:

- A. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- B. the nature of the copyrighted work;
- C. the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- D. the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is “fair.” Employees should seek assistance from administration if there are any questions regarding what may be copied.

Section 14 Lost and Found

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

Section 15 School Safety

Safety Programs and Safety Teams

Student and staff safety is a paramount priority. The district has established a Safety and Security Management Plan which includes our **Standard Response Protocol**. This plan also includes other safety and security measures and procedures, including specific plans and actions to address emergency and crisis situations. Employees are expected to be familiar with and to comply with the district’s **Standard Response Protocol** (or SRP). Information about the **Standard Response Protocol** is available under the Safety and Security tab on the school website. Information about the Safety and Security Management Plan may be obtained for review from the principal or the Superintendent.

The district also has several active safety teams in place to address employee accidents, injuries and work place conditions as well as threat assessments and various safety and security items. Representatives who serve on these teams are generally appointed by the administration. Staff can make suggestions and/or report concerns to the safety teams by contacting members of the safety teams or their building principal.



Safety Practices

Guidelines for safe work practices for employees include the following:

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

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

Section 16 Safe Driving

Employees who drive school vehicles to transport students must have a valid driver's license and proof of insurance. Employees will be given instruction on emergency evacuation and first aid and provided a Driver's Certification form following successful completion of the district driving class.

Employees who drive school vehicles are responsible for following safe driving practices. All employees who drive school vehicles must successfully complete the district defensive driving class. Employees are to abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the district relating to driving a motor vehicle. Seat belts and child restraint systems will be utilized by all occupants. Failure to do so could result in personal liability. When transporting students or using a school vehicle, employees are not to use electronic devices or otherwise engage in distracted driving. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies. Employees are prohibited from transporting students in their personal vehicle.

Accidents

Every accident which results in a personal injury must be reported to the principal or supervisor immediately. In the event the injury involves a student, the employee who is responsible for the supervision of the student is responsible for making the report. If the injury occurs in the presence of the employee, the employee is also responsible for making a report.

Section 17 Workers Compensation

Employees are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork in accordance with district procedures.



Section 18 Classroom Environment

At all times, teachers are expected to organize, maintain and ensure that their classroom is in a safe, orderly and clean condition for student learning. Classrooms should be free from distractions (such as inappropriate or unprofessional posters or other displays) and other apparatus that may cause student health problems (such as essential oils and/or essential oil diffusers).

Article 7 – STATE AND FEDERAL PROGRAMS

Section 1 Anti-discrimination, Anti-harassment and Anti-retaliation

~~Purpose: Norfolk Public Schools is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students or other persons is prohibited. In addition, the Norfolk Public Schools will try to protect employees and students from reported discrimination or harassment by non-employees or others in the work place and educational environment.~~

~~For purposes of this policy, discrimination or harassment based on a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status is prohibited. The following are general definitions of what might constitute prohibited harassment.~~

~~In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected category constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.~~

~~Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.~~

~~Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment. Sexual harassment may exist when:~~

- ~~○ Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;~~
- ~~○ Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time;~~
- ~~○ The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.~~
- ~~○ Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.~~



Complaint and Grievance Procedures:

~~Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or classroom teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision. In the case of a student, the Principal would be the next (or alternative) person to contact.~~

~~If the employee or student's complaint is not resolved to his or her satisfaction within five (5) to ten (10) calendar days, or if the discrimination or harassment continues, or if as a student you feel you need immediate help for any reason, please report your complaint to the Superintendent or his or her designee. If a satisfactory arrangement cannot be obtained through the Superintendent (or his or her designee), the complaint may be processed to the Board of Education.~~

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

A. Elimination of Discrimination.

The Norfolk Public Schools hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. The district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The Norfolk Public Schools does not discriminate on the basis of sex, disability, race, (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Director of Student Services—512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Employees and Others: Human Resources Director—512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office of Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.

1. Purpose:

The Norfolk Public Schools is committed to offering employment and educational opportunities to its employees in a climate free of discrimination. Accordingly, unlawful discrimination, harassment or retaliation of any kind by



District employees, including, coworkers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race, (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, , sexual orientation or gender identity or other protected status that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race, (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective



action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

Employees should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or to the compliance coordinator designated to handle complaints of discrimination. If the employee is uncomfortable in presenting the problem to the supervisor, or if the supervisor or teacher is the problem, the employee may report the alleged discrimination, harassment or retaliation to the designated coordinator.

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators. Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

Section 2 Notice of Nondiscrimination

The Norfolk Public School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, **sexual orientation or gender identity** or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

There shall be no discrimination by school officials against any employee because of membership or activity in an employee organization or because of protected free speech activities.

The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

Students: Erik Wilson, Director of Student Services: 512 Philip Avenue, Norfolk, NE 68701, (402) 644-2500.



Employees and Others: Angie Baumann, Director of Human Resources and Accreditation, 512 Philip Ave., Norfolk, NE 68701 (402)644-2500

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR (816) 268--550 (voice), FAX (816) 268-0599, (800) 877-8339 (telecom. device for the deaf), or ocr.kansascity@ed.gov.

Section 3 Designation of Coordinators

Policy 4003

Any person having inquiries concerning the district’s compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinator is: Norfolk Public Schools, 512 Philip Avenue, Norfolk, NE 68702, (402) 644-2500.

Law, Policy or Program	Issue or Concern	Coordinator
Title VII	Discrimination or harassment based on race, color, or national origin; harassment	Director of Student Services
Title IX	Discrimination or harassment based on sex; gender equity	Director of Student Services
Section 504 of the Rehabilitation Act Americans with Disability Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	504: Director of Student Services ADA: Associate Superintendent of Business Services
Homeless student laws	Children who are homeless	Director of Student Programs
Safe and Drug Free Schools and Communities	Safe and drug free schools	Associate Superintendent of Business Services

Section 4 Grievance Procedure for Persons with a Disability

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

- A. Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the complainant’s disability prevents such, in which event the complaint can be made verbally.
- B. Complaints shall set forth: (a) the name of the complainant, (b) the address and telephone number or other such information sufficient to enable the coordinator to contact the complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the complainant.
- C. Complaints shall be investigated by the coordinator or the coordinator’s designee. Investigations shall be thorough, but informal, and the complainant shall be given a full opportunity to submit evidence relevant to the complaint.
- D. The coordinator shall make a decision on the complaint within 30 days of the filing of the complaint, unless such time period is extended by agreement with the complainant or a longer period is reasonably necessitated by the circumstances. The decision shall be made in writing, shall set forth the coordinator’s proposed resolution of the complaint, and shall be forwarded to the complainant.
- E. The complainant shall have 10 days from the date the coordinator’s decision is sent to the complainant to accept or reject the coordinator’s proposed resolution. The complainant shall be deemed to have accepted the proposed resolution unless the complainant rejects the proposed resolution within such time period.
- F. In the event the complainant rejects the proposed resolution, the complainant shall be given the opportunity to



file a request for reconsideration within 10 days from the date the coordinator's decision is sent to the complainant. The request for reconsideration shall be filed with the coordinator. Upon receipt of the request for reconsideration, the coordinator shall promptly forward the request for reconsideration and all evidence received by the coordinator in connection with the complaint to a third person for review (either an administrator or other employee of the district, or members of the Board of Education or committee of the board).

- G. A decision on the request for reconsideration shall be made within 10 days after the request for reconsideration was filed unless the board or committee of the board is the reviewer, in which event the decision shall be made within 30 days of the filing of the request for reconsideration, unless such time period is extended by agreement with the complainant or a longer period is reasonably necessitated by the circumstances.

Section 5 Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and board policy. Employees may have access to only those education records in which they have a legitimate educational interest, unless the parent has given written and dated consent for the access. An employee who violates this restriction shall be subject to disciplinary action up to and including termination. Further information about FERPA and the district's policies under FERPA are found in board policy and in the student handbook.

Section 6 Disclosure of Student Information to Military Recruiters and Colleges (Policy No. 5001)

The **Every Student Succeeds Act** (ESSA) requires the district to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the school not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written consent. Employees are expected to follow these requirements.

Section 7 Breakfast and Lunch Programs

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

Section 8 Confidentiality of Protected Health Information (HIPAA)

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

Section 9 Student Privacy Protection (Policy No. 5419)

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



1. Student surveys created by and administered by either the United States Department of Education or a third party (a group or person other than the District)—give parent/guardian the opportunity to inspect the survey upon request before the survey is administered or distributed to the students;
2. Student surveys which involve “sensitive” matters—make suitable arrangements to protect student privacy (that is, do not include the name or other identifying information about a particular student) and give parents and family members the opportunity, in advance, to “opt-out” their child from the survey. Sensitive matters include:
 1. Political affiliations or beliefs of the student or the student’s parent;
 2. Mental or psychological problems of the student or the student’s parent;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating or demeaning behavior;
 5. Critical appraisals of other individuals with whom the student has close family relationships;
 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 7. Religious practices, affiliations, or beliefs of the students or the student’s parent;
 8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
3. Instructional materials—permit parents and family members upon reasonable request to inspect any instructional material used as part of the educational curriculum for their child. The term “instructional materials” does not include academic tests or academic assessments for purposes of this parent inspection requirement. If you receive such a request, direct the parent to contact your building principal and also inform the building principal yourself about the request to get instructions.
4. Collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information—the District policy is to not gather such information for such purposes.

Mental Health Assessment or Service

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

Section 10 Parental and Community Involvement (Policy 6400)

General - Parental/Community Involvement in Schools

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

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



5. assure that testing occurs to assure proper measurement of each child's educational progress and achievement;
6. permit parents and family members to excuse their child from testing, classroom instruction and other school experiences when possible and educationally appropriate;
7. notify parents and family members of student surveys in accordance with district policy, obtain parental permission for surveys where required by District policy or law, and allow parents and family members to opt-out of such surveys in accordance with District policy and law; and
8. encourage parents and family members to express their concerns, share their ideas and advocate for their child's education.

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

Section 11 Homeless Students (Policy No. 5418)

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



Appendix A

Norfolk Public Schools 2021-2022 School Calendar Information

August 2021 	January 2022
September 2021 	February 2022
October 2021 	March 2022
November 2021 	April 2022
December 2021 	May 2022

Key:	No school for students or teachers
	Teacher Work Day/Students-No School
	Teacher Work Day/Students-No School (a.m. only)
	End Quarter
	2:00 p.m. dismissal for students K-12
	11:30 a.m. dismissal for students K-12
	Make-up Snow Days (if needed)



Norfolk Public Schools 2021-2022 Staff Calendar

August	3-6 Orientation - New teaching staff 9-11 Orientation - All teaching staff
September	12 First Day - First Half Students K-12 13 First Day - Second Half Students K-12 16 All Day - K-12 6 Labor Day - No School
October	13 K-12 End First Quarter 18-21 K-12 Parent-Teacher Conferences 18 - K-8 P-T Conferences, 4:00-7:00 19 - K-4, 9-12 P-T Conferences, 4:00-7:00 20 - 5-12 P-T Conferences, 4:00-7:00 21 - K-12 Students - 11:30 a.m. dismissal (K-12 P-T Conferences, 1:00-4:00) 22 K-12 Students - No School (K-12 Teachers - Comp. Day - No Duty) 25 K-12 Staff - Prof. Development - No School for Students
November	24-25 Thanksgiving Break - No School
December	22 K-12 End Second Quarter/First Semester 23-31 Winter Break - No School
Jan	K-4 5-6 7-8 9-12 1 44.0 44.0 44.0 44.0 August 12 - October 13 2 44.5 44.5 44.5 44.5 October 14-December 22 88.5 88.5 88.5 88.5 3 43.5 43.5 43.5 43.5 January 5 - March 8 4 44.5 44.5 44.0 44.0 March 9 - May 218 88.0 88.0 87.5 87.5

January	1-3 Winter Break - No School 3 K-12 Staff - Prof. Development - No School for Students 4 K-12 School Resumes 17 K-12 Staff - Prof. Development ESU Speaker - No School for Students
February	7-10 K-12 Parent-Teacher Conferences 7 - K-8 P-T Conferences, 4:00-7:00 8 - K-4, 9-12 P-T Conferences, 4:00-7:00 9 - 5-12 P-T Conferences, 4:00-7:00 10 - K-12 Students - 11:30 a.m. dismissal (K-12 P-T Conferences, 1:00-4:00) 11 K-12 Students - No School (K-12 Teachers - Comp. Day - No Duty)
March	8 K-12 End Third Quarter 11 K-12 No school - Spring Break 14 Make - Up Snow Day (if needed due to 4 snow days) 15 Make - Up Snow Day (if needed due to 3 snow days) 16 K-12 School Resumes
April	15-18 No School - Spring Break 19 K-12 School Resumes 21 Grades 9-12 - 11:30 a.m. dismissal PM- SH Track Meet 22 No School - District Musi/JH Speech Staff Development Day
May	4 K-12 Staff Appreciation Day 5 Grades 7-8 - 11:30 dismissal PM/JH Track Meet 15 Graduation 18 Students Last Day/End Fourth Quarter K-12-11:30 a.m. dismissal (End of 4th Quarter) 19 Last Teacher Work Day

176.5	Student Days, Grades K-4
176.5	Student Days, Grades 5-6
176.0	Student Days, Grades 7-8
176.0	Student Days, Grades 9-12

188/192 Veteran/New Teacher Contract Days

Updated - 10/21/2020

Published by:
Director of Human Resources
Norfolk Public Schools
612 Philip - PO Box 139
Norfolk, Nebraska 68702-0139
402-644-2600

Note: All dates and times subject to change.



Appendix B

Norfolk Public Schools
Classified Employee Exception Sheet

CO USE ONLY	
Posted	<input type="text"/>

**PAYROLL EXCEPTIONS
MISSING PUNCH FORM**

Employee Name Building

Date	Missing Time	a.m.	p.m.
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Employee's Signature Date

Supervisor's Signature Date

(Original to Payroll Office. If you want copies you need to make them.)



Appendix C

Norfolk Public Schools - Certified/Classified Acknowledgement Form

Norfolk Public Schools' District Website: <http://www.norfolkpublicschools.org/>

NPS Certified/Classified Handbooks

I am aware that the *Certified Staff Handbook* and the *Classified Staff Handbook* are on the district website, and I have (or will) read the appropriate handbook for my assignment. I also understand that a print copy is available in each school's office area.

Acceptable Use of Computers and Networks

The "Acceptable Use of Internet and Other Electronic Resources Policy" is on the district website. In order to make sure that all members of the NPS community understand and agree to the rules of conduct for the use of e-mail and Internet systems of the school district, the NPS District asks that you, as an administrator, faculty member, or staff member, sign the following statement: I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by NPS, and I understand and will abide by those district guidelines and conditions for the use of the facilities of NPS and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken. I agree not to hold NPS, any of its employees, or any institution providing network access to NPS responsible for the performance of the system or the content of any material accessed through it.

Drug-Free School and Workplace Policy

The "Drug-Free School and Workplace Policy" is on the district website. I have (or will) read it. I also understand that a print copy is available in each administrator's office and the Media Center. I have received a copy of and understand district policies declaring it is illegal, and therefore, absolutely prohibited for any employee of the district to:

- 1) Engage in the unlawful manufacture, possession, use, or distribution of illicit drugs;
- 2) Possess, use, or distribute alcohol on school premises;
- 3) Be under the influence of illicit drugs and/or alcohol while directly supervising student activities off school property, or as a part of any of the schools' activities held on school property.

By signing this form I acknowledge that I understand that it is unlawful, and therefore, an absolute prohibition of the district for any employee of the district to engage in any of the activities listed in the NPS Drug-Free Workplace Policy, and/or as defined by the board policy or administrative directive. I understand that disciplinary sanctions up to and including termination of my employment and referral of me for criminal prosecution may be imposed upon me for any violation of these standards. I further understand that compliance with these standards is mandatory and is a material term and condition of my employment by the district.

Bloodborne Pathogens

Bloodborne Pathogens information is available on the district's website. I have (or will) read it. I know that if I have questions I should see the School Nurse.

Attack on Asthma – Asthma and Anaphylaxis: A Primer for Schools

The Attack on Asthma information is available on the district's website. I have (or will) read it. I know that if I have questions I should see the School Nurse.

Name (Please Print): _____

Signature: _____

School(s): _____

Date: ____/____/____



Norfolk Public Schools
Classified Employee Handbook Receipt Page

**RECEIPT OF THE 2021-2022 CLASSIFIED HANDBOOK
OF NORFOLK PUBLIC SCHOOLS**

This signed receipt acknowledges receipt of the 2021-2022 Classified Employee Handbook for Norfolk Public Schools. This receipt acknowledges that it is understood that I am to read and be familiar with the handbook, that I understand the handbook contains a disclaimer of contract and that I understand that the handbook includes the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination.

Date:

Employee Signature:

Please return the signed document to:

Director of Human Resources
Norfolk Public Schools
512 Philip Avenue
Norfolk, NE 68701

Cc: Building Principal



2021-2022

Substitute Teacher

Handbook

Published by:
Norfolk Public Schools
Office of Human Resources and School Accreditation
512 Philip - P.O. Box 139
Norfolk, Nebraska 68702-0139
Phone: 402-644-2500

Introduction

A substitute teacher is an extremely valuable and critical resource to our schools and the job can often be challenging; even under the most favorable conditions. As a substitute teacher in the Norfolk Public Schools system, you are a very important person and we greatly appreciate your commitment to our students and staff.

Whether your stay in our buildings is only for a day (or continues over an extended period of time) we expect your best and we want you to feel supported in your role. Each time you enter one of our classrooms to teach, you are responsible for our most valuable commodity: our children. Your service to our district is very important and we are confident that you will provide a positive learning experience for all students.

This handbook is intended to be a resource for you so that you can find answers to some frequently asked questions, become aware of some standardized expectations and procedures across buildings, and gain a deeper understanding of district operations. The handbook deals with items that should assist you in having a successful year working for our school district.

On behalf of the Norfolk Public Schools Board of Education and our entire staff, I would like to extend a very cordial welcome to you, our substitute teacher! Thank you again for being an important part of our team and we hope that you will enjoy working with us.

Sincerely,

Angie L. Baumann

Director of Human Resources and Accreditation

Notice of Nondiscrimination

The Norfolk Public School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, **sexual orientation or gender identity** or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

Students: Erik Wilson, Director of Student Services: 512 Philip Avenue, Norfolk, NE 68701, (402) 644-2500.

Employees and Others: Angie L. Baumann, Director of Human Resources and Accreditation; 512 Philip Avenue, Norfolk, NE 68701, (402) 644-2500.

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR (816) 268--550 (voice), FAX (816) 268-0599, (800) 877-8339 (telecom. device for the deaf), or ocr.kansascity@ed.gov.

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Norfolk Public Schools
2021-2022
Substitute Handbook
FOREWORD

Section 1 Intent of Handbook

Welcome to Norfolk Public Schools! This handbook is intended to be used by substitute employees to provide general information about the district and to serve as a guide to the district's policies, rules, and regulations, benefits of employment, and performance expectations.

Each substitute is responsible for understanding the contents of this handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise.

In reading this handbook, please understand that where a direct conflict exists; state or federal law, the Negotiated Agreement, and NPS Board of Education policies and regulations adopted after this handbook, will be referenced for decision making.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the district.

This handbook will be in effect for the 2021-2022 school year and subsequent school years unless replaced by a later edition.

Section 1 Information About Norfolk Public Schools

Norfolk Public Schools serves approximately 4,300 students in pre-kindergarten through twelfth grade. All-day kindergarten is available in all seven elementary schools. Little Panthers Preschool is located at 2500 Norfolk Ave and serves our students ages 3 and 4. Lincoln Elementary also offers a K-4 Montessori Program. For the upper grades, Norfolk Middle School serves grades 5-6, Norfolk Junior High serves grades 7-8, and Norfolk Senior High serves grades 9-12. In addition, Alternatives for Success (AFS) is a specialized program that provides an alternative, flexible learning environment for 9th through 12th grade students. Career Academies are also in place at the high school to provide additional career exploration opportunities. Finally, our High Ability Learner (HAL) program serves intellectually gifted students and our comprehensive special education (SPED) program provides a wide variety of services for our students with special needs.

The district covers 68.8 square miles in Madison, Pierce, Stanton, and Wayne Counties. Norfolk Public Schools exceeds accreditation requirements of the Nebraska Department of Education. Norfolk Senior High School also outperforms accreditation standards set forth by the AdvancED Commission.

Norfolk Public Schools believes that quality education begins with a quality staff and collaborative partnerships with local businesses and community agencies. Since the first graduating class in 1889, Norfolk Public Schools, in cooperation with the community, have prepared students for the world beyond the walls of the schools.

Section 2 School Vision and Mission Statement

The mission of Norfolk Public Schools is to: *prepare all students to pursue their goals for the future.*

The Vision of Norfolk Public Schools *is to be a top-performing school that provides outstanding educational opportunities for every student and is a source of pride and an asset to our community.*

Section 3 Members of the Board of Education

Name	Contact Information
Brenda Carhart	brendacarhart@npsne.org
Jake Claussen	jakeclaussen@npsne.org
Tammy Day (Vice President)	tammyday@npsne.org
Jenna Hatfield-Waite	jennahatfield@npsne.org
Bruce Mitchell	brucemitchell@npsne.org
Sandy Wolfe (President)	sandywolfe@npsne.org

Section 4 Administrative Staff

Name	Position
Dr. Jami Jo Thompson	Superintendent of Schools
Dr. William Robinson	Associate Superintendent of Business Services
Angela Baumann	Director of Human Resources /School Accreditation
Beth Nelson	Director of Teaching and Learning
Mary Luhr	Director of Student Programs / Special Education
Erik Wilson	Director of Student Services and School Safety
Derek Ippensen	Principal: Norfolk Senior High School/Alternatives for Success
John Erwin	Interim Assistant Principal/Activities Director: Norfolk Senior

	High School
Jason Settles	Assistant Principal: Norfolk Senior High School
Paige Hastings	Interim Assistant Principal: Norfolk Senior High School
David Nelson	Dean of Students: Norfolk Senior High School
Jennifer Robinson	Principal: Norfolk Junior High School
Beau Viergutz	Assistant Principal, Norfolk Junior High School
Tyler Beranek	Dean of Students / Assistant Activities Director: Norfolk Junior High School
Chuck Hughes	Principal: Norfolk Middle School
Amy Brown	Assistant Principal: Norfolk Middle School
Trisha Andreasen	Principal: Bel Air Elementary School
Troy Berryman	Principal: Grant Elementary School
Haeven Pedersen	Principal: Jefferson Elementary School
Angie Hausmann	Principal: Lincoln Montessori Elementary School
Melissa Jantz	Principal: Little Panthers Preschool
Ryan Specht	Principal: Washington Elementary
Tracy Lichty	Principal: Westside Elementary
Bruce Strong	Principal: Woodland Park Elementary

Certification Requirements

Substitute teachers in the Norfolk Public Schools must have a current Nebraska Teaching, Substitute, or Local Substitute Certificate. All certificates are issued by:

Nebraska Department of Education
Office of Certification
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
Phone: (402) 471-0739
<http://www.education.ne.gov/TCERT/>

IMPORTANT CERTIFICATION INFORMATION

*Effective February 1st, 2012, all teaching certificates currently in force will expire August 31st of the year indicated. Therefore, certificate expiration dates on active certificates will be changed in the Teacher Certification system as follows: those expiring **January 1st to August 30th** will change to August 31st of the same year; and those with an expiration date of **September 1st to December 31st** will move back to August 31st of that same year. Replacement certificates will not be mailed and do not need to be registered again.*

*You can view your revised teaching certificate at www.education.ne.gov/TCERT. Under searches: select **Current Certificates & HR Training Lookup**.*

Nebraska Teaching/Substitute Certificates:

- √ **Initial/Standard/Professional** - The holder of an Initial, Standard, or Professional Nebraska Teaching Certificate is eligible to substitute an unlimited number of days in all school districts in Nebraska.
- √ **Substitute** - The holder of a Substitute Nebraska Teaching Certificate is eligible to substitute an unlimited number of days in all school districts in the state.
- √ **Local Substitute** - The holder of a Local Substitute Teaching Certificate may substitute for the Norfolk Public Schools in all grades, subjects, fields, and areas of specialization on an intermittent basis up to 90 days per school year. *(It is the local substitute teacher's responsibility to keep track of the number of days worked.)* To obtain a Local Substitute Certificate an applicant must complete sixty (60) hours of college credit (*official transcripts required*); get pre-approval from the Norfolk Public Schools' Director of Human Resources; and meet all guidelines established by the State Department of Education. A Local Substitute Teaching Certificate is valid for three (3) years.
- √ **Wayne State College Student Teachers and Professional Development Students (PDS)** - WSC student teachers may serve as substitutes following the guidelines outlined by Wayne State College and the Nebraska Department of Education. PDS students may serve as local substitutes during their first semester in the district, and during the second (*student teaching*) semester. PDS students may serve as substitutes following the Wayne State College guidelines.

Certificate Renewal:

- √ **Initial/Standard/Professional** - Please follow the established procedures outlined on the Nebraska Department of Education website.
- √ **Substitute** - To renew this certificate, the Nebraska Office of Certification requires you substitute a minimum of fifty days in the preceding five years (*the Office of Certification now keeps a record of this information so they can confirm that you qualify*) or an official transcript with three hours of pre-approved college credit. Please follow renewal procedures outlined on the Nebraska Department of Education website. Proof you have taken the Human Relations Training is also required for this certificate.

√ Local Substitute - Please follow procedures outlined on the Nebraska Department of Education website.

Newly Retired Teachers



Teachers who retired at the end of the last school year must be careful not to jeopardize their retirement. The following is a quote from **LB 147**:

“A member shall not be deemed to have terminated employment if the member subsequently provides service to any employer participating in the retirement system provided for in the School Employees Retirement Act within one hundred eighty days after ceasing employment unless such service is:

Bona fide unpaid voluntary service or substitute service, provided on an intermittent basis. For purposes of this subdivision, (A) intermittent basis means service provided on a day-to-day basis that is not greater than eight days of service during a calendar month and (B) day of service means any length of substitute service or unpaid voluntary service provided during a single calendar day;”

It is the responsibility of newly-retired teachers to protect their retirement benefits.

The following guidelines are established to not jeopardize retirement funds:

- 1) You cannot work on a regular basis for the school district for 180 days following your last day of employment with the district.
- 2) You cannot show a “pattern” of substituting.
- 3) You can substitute in an emergency situation only with administrative approval.
- 4) You cannot be a long-term substitute until the 180-day rule is met. *(We estimate the 180-day rule will end by the start of second semester, depending on actual retirement date.)*

Application Procedure



New/Returning Substitutes - Any person who wishes to substitute for the Norfolk Public Schools should complete/update the online application available through the district website at <http://www.norfolkpublicschools.org/>. Click on “Employment,” and “Substitute Teacher for (School Year)” to access the application. Please call Human Resources at (402) 644-2500 if you need more information. You must reapply each year.

It is your responsibility to maintain a current Nebraska teaching certificate and to be sure that your certificate is on file with the Human Resources Office. The Human Resources Office must register and photocopy the teaching certificate issued by the Nebraska Department of Education.

A substitute can be added to the district “Substitute Teacher List” **and begin working** only when the following checklist has been fully completed:

- √ An online “Substitute Teacher Application” and all other requested information has been submitted on the NPS district website for the current school year
- √ A current Nebraska Teaching Certificate has been registered/copied by the Human Resources Office
- √ W-4 has been completed.
- √ I-9 *(with two approved forms of identification)* has been completed.
- √ Direct deposit form *(with account information attached)* completed.
- √ Annuity form *(optional)* completed.
- √ Completed the NPS substitute teacher workshop or viewed the substitute teacher presentation *(call Human Resources at (402) 644-2500 to schedule an appointment).*
- √ Substitute has met with payroll office or Human Resources staff to complete paperwork.
- √ A photo ID has been processed.

Substitute Address/Status Change

Substitute teachers are responsible for notifying the **Human Resources Office (402) 644-2500** of any **permanent** changes in their availability, phone number, etc., and we will update changes in our sub management system.

Substitute Daily Rate Pay

		Teaching Certificate		
Assignment	Duration	Retired NPS Teacher	Initial/Standard/Professional/ Substitute Rate	Local Substitute* Rate
Short Term	Daily	\$147.151/day	\$137-141/day	\$117.121/day
Long Term	Day 21**	\$203.205/day - Days 1-20 are retroactive to the long term daily rate**	\$198-200/day - 1/188 th of base pay and days 1-20 are retroactive to the base salary**	Not available
Long Term - Half (.5) Time	Day 21**	\$101.50 102.50/day - Days 1-20 are retroactive to the long term daily rate**	\$99.100/day - One-half 1/188 th of base pay and days 1-20 are retroactive to one-half the base salary**	Not available
Bonus	20 Days	\$150 awarded for 20 days worked per semester. Does not include those who qualify for the long term teacher sub pay.		

*Limited to 90 days in a school year

**Days must be consecutive in the same teaching assignment

Substitutes are paid on (or before) the 18th of the month by direct deposit based on the schedule below:

2021 - 2022 Payroll Cut-Off Dates

Monthly Pay Periods	Pay Date
July 18 – August 21, 2021**	September 17, 2021
August 22 – September 18, 2021	October 18, 2021
September 19 - October 16, 2021	November 18, 2021
October 17 - November 20, 2021**	December 17, 2021
November 21 – December 18, 2021	January 18, 2022
December 19 - January 22, 2022**	February 18, 2022
January 23 - February 19, 2022	March 18, 2022
February 20 - March 19, 2022	April 18, 2022
March 20 - April 16, 2022	May 18, 2022
April 17 - May 21, 2022**	June 17, 2022
May 22 – June 18, 2022	July 18, 2022
June 19 - July 16, 2022	August 18, 2022
July 17- August 20, 2022**	September 16, 2022

**Indicates a five-week pay period

You will receive a pay stub by mail indicating the amount deposited in your designated account(s). In accordance with the federal and state statutes and rules of the Board of Education, deductions are made from the substitute teachers' salaries for social security and income tax, but no deductions are made for retirement. Temporary substitute teachers, by state regulations, are not classified as regular teachers and thus have no pension or tenure rights.



Annuity Option: Substitute teachers are eligible to designate a portion of their salary to an annuity with a company from an approved list provided by the Business Office. Appropriate forms and signatures will be required before funds will be deposited into an annuity. (**Note:** A deposit will not be made to an annuity if the substitute's pay for that month does not equal or exceed the designated amount.)



Substitutes should keep track of the dates, locations, and times they substitute and verify this information on their pay stub when it arrives. (*Again, Local Substitutes are to monitor their 90 day limit.*) To prevent delay in receiving your pay stub, address changes must be sent to the **Human Resources Office** as soon as possible. If you have any questions regarding your pay please call (402) 644-2500 and ask for “payroll.”

Long-Term Substitutes

We are required under the **Every Student Succeeds Act (ESSA)** to notify all parents if we have a substitute teacher for four weeks or more. The letter should be sent by the principal as soon as he/she realizes the substitute will be teaching four weeks or more. Substitute teachers with an Initial, Standard, Professional, or Substitute Teaching Certificate are eligible for long-term substitute positions.

- 1) Definition of Long-Term Substitute: A substitute who remains in the same teaching assignment for twenty-one or more consecutive days.
- 2) Long-Term Substitute Pay: On day twenty-one, the daily rate moves to the teacher’s salary schedule - **Step I, Column A** - and substitutes are paid the balance of this amount retroactively for the first 20 days.
- 3) Long-Term Half-Day Substitute: The same process is followed for a long-term half-day (.5) substitute, however, the salary is adjusted accordingly.
- 4) Long-Term Substitute Sick Leave or Bereavement Leave: Any substitute teacher who is teaching a long-term assignment is entitled to one (1) paid sick or bereavement day. The substitute teacher must have taught at least ten (10) consecutive days before the sick or bereavement day can be used. If the substitute teacher uses the one sick or bereavement day any time after teaching at least ten (10) consecutive days their time will NOT be counted as being interrupted. However, if a substitute uses sick or bereavement time for more than one workday during a long-term teaching assignment the following will occur:
 - a) The second sick or bereavement day will be without pay with salary remaining the same (*no interruption*);
 - b) The third sick or bereavement day will be without pay and the substitute will revert back to the daily rate and needs to once again start accumulating consecutive days.
- 5) Sick Leave for long-term half-day substitutes will be pro-rated.

Local Substitutes: Long-term substituting is not allowed.

Substitutes and Building Assignments



Our online sub procurement system Absence Management (Aesop) is used to contact substitutes for the Norfolk Public Schools. The web address to access the system is: <https://www.aesoponline.com/>

All substitute teachers should receive account and log in information for access to this system at the time payroll paperwork is completed.

As a general rule, when substitutes are needed due to illness or family emergencies, they are contacted beginning after 6:00 a.m. The building principal should secure long-term substitute teacher assignments in consultation with the Human Resources Office.

As a safety measure, all substitute teachers are required to have a **photo ID** and it is to be worn whenever you are in a school building. Those substitutes working at Norfolk Senior High will also be given a **parking pass**, available in the Senior High office the first time you substitute at that building. The pass will be distributed by office staff upon arrival.

The regular teacher schedule and typical substitute teacher schedule:

Level	Check-In Time	Check-Out Time	Students in Session
Elementary (<i>Grades K-4</i>)	7:45 a.m.	3:45 p.m.	8:05-3:15
Middle School (<i>Grades 5-6</i>)	7:45 a.m.	3:45 p.m.	8:00-3:20

Junior High* (Grades 7-8)	7:45 a.m.	3:45 p.m.	8:00-3:25
Senior High (Grades 9-12)	7:45 a.m.	3:45 p.m.	8:00-3:25

**Please Note: The east office doors at the Junior High are the only doors unlocked during the school day.*

The typical workday is eight hours. If the school you are substituting in needs you earlier, the time can be adjusted. For example, if the Senior High asks you to be there 15 minutes early, your workday is completed 15 minutes early.

There are two categories which constitute a “half-day”:

- 1) Typically, a half-day is from 7:45 a.m. to 12:00 p.m. or 12:00 p.m. to 3:45 p.m.
- 2) A second type of half-day is four hours that may span both morning and afternoon - for example, 11:00 a.m. to 3:00 p.m.

* Please understand that the specific job assignment may not be exactly four hours. It could be slightly more or less depending on individual school circumstances.

Substitutes who are on the teacher’s “preferred sub” list will generally be contacted first. For the sake of accurate record keeping and to ensure proper credit for substitute time, please do not accept a teaching assignment from a staff member without contacting (and receiving confirmation from) the attendance secretary. An attempt is made to give all substitutes an opportunity to work as often as possible; however, teacher and principal requests for specific substitutes are honored.

School Dress

Substitutes shall dress appropriately, presenting a neat, clean, professional appearance conducive to the learning environment of the students. As a general guideline, appropriate, professional attire is to dress “Business Casual.” The general guidelines for “Business Casual” are: dress pants or khakis, a reasonable length dress or skirt, or dressy capris combined with a dress shirt, polo or sweater; dress shoes/sandals. Fridays will be designated as Spirit Days across the district and subs are encouraged to show their school spirit by wearing a Panther Polo on those days. Neat, clean jeans may be allowed by your building principal on Spirit Days if they are accompanied by a Panther Polo.

The Substitute and the Principal

Unless you are notified of an assignment later in the morning, you are expected to arrive at your assigned school on time. Go directly to the main office for any special instructions or revised assignments. Review the lesson plans with the building administrator (*or his/her designee*) if possible to clarify assignment information. Check with the attendance secretary (or building administrator) in regard to extra duty assignments (i.e. detention duty, hall duty, study hall duty, playground duty, lunch duty, etc.). Check the teacher's mailbox as needed for additional materials or information. Take anything from the mailbox pertinent to your teaching day, but leave personal or United States mail in the mailbox. Inquire where your teaching assignment is located and go to that area immediately to familiarize yourself with the schedule and room layout. If you have not received lesson plans from the teacher or as an attachment in the Absence Management (Aesop) program, immediately contact the attendance secretary or a building administrator. If no plans are located, please inform the building principal (*or his/her designee*) immediately.



The substitute teacher should also be introduced to a staff member who may be of assistance if the principal is not available for consultation.

Responsibilities of the Regular Teacher

Even though they may never meet, the substitute and the regular teacher have a responsibility to each other to provide for a productive day of learning. The regular teacher is responsible for the attitude that his/her pupils display toward the substitute teacher. That attitude should be one of helpfulness and courtesy as would be accorded any invited guest of the school.

Hopefully, most or all information needed to carry on the regular classroom lessons will be available to you when you arrive at your teaching assignment. If adequate lesson plans or specific teacher instructions are located, please follow those plans as closely as possible. Additionally, there are other things you should have to make



your assignment as productive as possible. It is expected that the teacher will provide current seating charts with student pictures, notification of special schedules (assembly, field day, etc.) identify special student needs (hard of hearing, visually impaired, etc.) and a list of student and staff helpers and their assignments. You should also be provided recess schedules, bell schedules, bus schedules, special seating for assemblies, safety information, and instructions to follow in case of a student accident or illness.

Responsibilities of the Substitute Teacher

Unless otherwise directed, the substitute teacher should perform all the work of the teacher who is absent including playground, hall and lunch duties, and other similar school-related tasks such as grading papers.

The substitute teacher will be responsible for taking attendance. The substitute teacher should follow the plans and assignments of the regular teacher unless the principal or assisting teacher gives permission to do otherwise after a consultation on the subject.



A dignified, businesslike, sensitive, warm, and respectful attitude toward students usually merits the respect a teacher deserves. If there are students who become major discipline problems and/or disrupt the teaching atmosphere to the extent you cannot carry on your duties, know the specific building procedures to use in contacting administration to have the student removed from the class. In all normal teaching situations, the substitute is expected to handle routine discipline problems and any other normal behavior exhibited by students.

These policies are general, but very important, and they pertain to all Norfolk Public School buildings. Individual schools may also have more specific and detailed policies.

- ✓ Substitute teachers are **NOT** to use teacher computers for personal reasons; the computers are for official school business only. Accessing personal/home e-mail accounts on school computers is classified as unauthorized use and could result in revocation of your Norfolk Public Schools' substituting privileges.
- ✓ Substitutes are **NOT** to use personal cell phones (*or any other personal communication devices*) while supervising students. However, these devices may be used while on lunch break, etc.
- ✓ Classroom materials and supplies should be used with discretion, properly cared for during the day, and left in an orderly fashion at the end of the day.
- ✓ All money collected in the classroom for any reason should be removed from the classroom as soon as possible and turned in to the principal's office in accordance with specific building procedures.
- ✓ If a person not connected with the school wants information about a child or permission to take a child from the room, refer that person to the principal's office and immediately alert the office. Under no circumstances should a child be released from your care without proper approval.
- ✓ In the event of major discipline problems, contact administration immediately. At no time are you to administer corporal punishment. Do not put your hands on students or physically force them to do anything.
- ✓ Students are never to be released from the school building without written permission from the school principal's office.
- ✓ Students are not to be kept after school by a substitute without the principal's approval.
- ✓ All cases of accidents or illnesses are to be reported immediately to the school office.
- ✓ Information concerning students, such as health information, etc., which may be confidential in nature should be kept confidential by the substitute. Additionally, this information should not be left out where others can view it. Confidential student information should remain in the sub folder after you use it as intended by the teacher.
- ✓ The substitute is responsible for learning the instructions for all emergency procedures in each building where he/she is teaching and they should be trained in the district's **Standard Response Protocol or SRP**. This SRP information is located on the school website under the

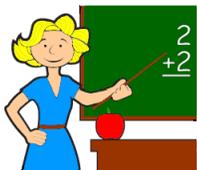
“Safety and Security” tab. A copy of the district SRP is also located in the appendix at the end of this document.

- ✓ At no time are substitute teachers to dispense medication to students. If a substitute has playground/recess duty, they should know which playground/recess person has medical supplies.
- ✓ When you leave the classroom at the end of the day, please see that it is in an orderly fashion, the windows are closed and locked, and that the room is locked. When you have completed your work for the day, check out with the school secretary. Document information regarding the day (discipline issues, student questions, etc.) and submit the information to the building principal or his/ her designee. You should make a brief written summary of each class session. This would include any problems encountered, areas of study not adequately covered, assignments made, etc. Basically, a general evaluation of what happened during the instructional period. The written summary should be turned in to the building administrator at the end of the day. If a substitute works only one or two days, there should be a daily summary. If a substitute serves several consecutive days this summary should be made at the end of the substitute's service. (A “Substitute Summary” is included in the back of this handbook.)



The Substitute Teacher and the Students

The students are expected to share the responsibility of making the day's work effective despite the absence of the regular teacher. A substitute teacher should expect the full cooperation of all students in the room and should help ensure such cooperation by planning to make the day worthwhile and productive.



A strong teacher takes time to start the day right. They are proactive in their preparation and alert to see that the class is in order and that all materials are ready. Be aware that the confidence of the pupils may be won or lost in the first ten minutes. By using an updated seating chart (complete with student pictures), the substitute may soon learn the students' names. To help with introductions and clarity of information, the substitute's name should be prominently displayed and pronounced for the students. If you have a question about a student's name (pronunciation, etc.), please ask the student to privately clarify the name (if possible) before publicly announcing the information.

It is wise for the substitute to avoid talking too much and waste time. Remain on task and focus on the objectives and learning targets of the lesson at all times. Brief directions given with animation will save time and prevent disorder. No teacher should use threats to obtain the desired reaction from students. A teacher's skill lies in their ability to engage the pupils' interest and willingness to cooperate without using undue pressure. Consult the substitute folder for the names of reliable students who can be a source of help and information during the day.

Educational consultant, Robert Defruyn, has identified seven ways a teacher can be more influential and have a more effective impact on their students. This information can be applied to substitute teaching as well. The behavior styles we operate from are “Child, Parent, and Adult.” The “Adult” role serves (*substitute*) teachers best. As a (*substitute*) teacher apply these steps whenever possible when you are working with students. Be mindful of the “Adult” role when working with students. Seven steps to assist success with students are as follows:

- 1) Use action to establish support rather than power. Power builds walls and support tears them down. The goal must be to know students as individuals – to let them know we understand the challenges and problems they face and respect them as individuals.
- 2) Relax! You will have a hard time developing positive relationships with students if you are uptight or appear so busy that you couldn't possibly have an interest in them. You will build effective relationships with students if you are easy to talk to, are ready to listen, and appear to be in their corner. The goal is to remove the achievement blocks and smooth the way for student success – not to make it more difficult.
- 3) Always tell students precisely what you expect. In every classroom, the (*substitute*) teacher establishes the rules. If you want to build effective relationships with students, these rules

must be known to students and be consistently and fairly enforced. To be fair, you must also be flexible. Things are not always “black and white” and “fair doesn’t always mean equal”. Know your “hot buttons” and emotional triggers.

- 4) Be polite, friendly, and genuine. You will not build effective student relationships with manipulation. Young people can spot phony behavior quickly and easily. They mimic it. They poke fun at it. They dislike it. When you are dealing with resistance, remain positive and polite.
- 5) Don’t make students always come to you. Go to the students. Meet them where they are. Follow this practice in and out of school. If students falter in class, be the positive initiator. If you see them in the hall or in the supermarket, go out of your way to acknowledge them and visit with them. The more you learn about them and what they do outside of the classroom, the more you will establish credibility and trust.
- 6) Always act as if you are pleased to see students. Whenever you encounter them, smile and greet them warmly, immediately. And never, under any circumstances, indicate that you don’t have time to see them.
- 7) Look for both the joy and pain in students. When students are experiencing success, be the first to help them enjoy and celebrate. On the other side, if they are experiencing pain, be there for them. Anytime you show them you care; you are building stronger relationships.



Supervision / Management of Students

Proper supervision of students is an important responsibility for all staff. Employees responsible for student supervision are expected to meet the four “P’s” for student supervision and safety. All employees of the school should be familiar with these principles, to the extent they may be involved in supervision of students or interacting with students.

Proper Supervision

Report to all duty assignments on time.

Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.

Be vigilant while supervising students. **Never leave students unattended**; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave students who you are supervising, request that another nearby staff member provide supervision for you, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students who you are to be supervising are doing.

If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students, except with other staff who need to know the information to perform their jobs).

Be careful with touching students. Touching students should be limited to that necessary to protect the student. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.

Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations.

Be careful with your language. Profanity or abusive language should not be used by you.

Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

Proper Instructions

Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students

Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.

When you go over safety rules with students, document this training.

Proper Maintenance of Buildings, Grounds, and Equipment

Conduct periodic inspections of equipment under your control or in your area of supervision.

If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the office so those repairs may be undertaken.

Check your communication device (whether it be a school phone in your supervision area, a walkie-talkie, intercom, e-mail, cell phone or other means as applicable) periodically to make sure you can communicate with the office immediately in the event of an emergency.

Proper Warnings

If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the office so that additional warnings may be given if needed and actions can be initiated to fix the issue.

Contact the Office for Assistance

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

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

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

Student Searches

Substitutes may not search students. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present (remember to maintain "eyes on" vigilance with the student as this happens), or to follow you to the office if you can leave your assigned area without causing risk of harm to others or leave other students unsupervised. Contact building administration as soon as possible if you believe that a student

has a dangerous item, etc. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Student Rights

Treat students fairly and consistently without consideration of race, color, religion, gender, or disability. Students who need special accommodations are to be given those accommodations as needed for them to participate in school and school activities. Follow IEP, 504, behavioral, and other plans as applicable for the students for whom you are responsible. Be attentive and respond to “bullying” behaviors immediately. Maintain the confidentiality of student records. Student record information should be shared only with other school staff with a need to know the information to perform their duties. Student information is not public information.

Student Discipline:

Student discipline is everyone's responsibility. It begins with each student being responsible for his/her own behavior and understanding the consequences it may cause. Each substitute is responsible for understanding and supporting classroom expectations and consistently implementing these expectations.

The following guidelines will assist in maintaining appropriate student conduct and complying with the process required for student discipline.

1. Students will be made aware of classroom / building expectations. These expectations should be communicated in writing from the regular teacher.
2. Document student behavior as needed. This can be done on paper or in a digital format.
3. Be attentive and respond to “bullying” immediately.
4. If a student continues to cause problems after you have tried to utilize normal classroom management techniques such as proximity control, redirection, offering choices, etc. please send the student to the office or request additional administrative or staff support to assist with the situation. Be sure to state the problem clearly and expectations in terms of assistance. At times, the student’s and adult’s stories may be different. Be prepared to provide documentation. Refer students with significant behavioral problems (such as physical or verbal aggression, threats, property damage, etc.) to the building administration as soon as possible.
4. Talk with other staff members about the behavior management techniques they use to establish positive relationships with students. A large repertoire of behavior management techniques is encouraged.
5. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations. **Corporal punishment is prohibited in the District and is not to be used.** Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.
6. Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the teacher/sponsor or building Principal so this law may be followed.

The following information is from a philosophy called “Teaching with Love and Logic” developed by Charles and Jim Fay.

Helping students solve their own problems:

- 1) Provide empathy and listen
- 2) Ask, “What do you think you are going to do?”
- 3) If they shrug their shoulders, ask “Would you like to hear what some other kids try?”
- 4) Give them two or three possible choices or solutions. After each, ask, “How will that work for you?”
- 5) Allow them to learn from the happy or sad consequences of their choices.



Discipline Considerations

- 1) Good teachers offer students lots of small choices that will not cause a problem for anyone. The more students feel they can make a choice, the more cooperative they become.
 - √ For each choice, give two options - make sure you like both options.
 - √ Give choices before there is resistance - not after.
- 2) Traditional techniques like lectures, punishments, and rewards many times make the problems worse.
- 3) The fastest way to erode your authority in the classroom is by telling a potentially resistant student what to do. Example:
 - Teacher - "Get to work."
 - Student - "You can't make me."It took the student, and a few seconds for the teacher, to lose whatever power he/she might have had and the relationship immediately deteriorates.

Dispensing Medication to Students (Policy No. 6910)

Substitutes are not permitted to give any medication to students unless they are trained under the Medication Aid Act (Neb. Rev. Stat. §71-6718 to 71-6743). To ensure the proper care of our students, employees who are asked to take the medication training and administer medications shall do so.

Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the nurse's office - with the exception of students who have a diabetes self-management or asthma self-management plan.

Medical procedures are not to be administered in the classroom except in accordance with the district's Safety and Security Management Plan and the district's emergency protocols (asthma/anaphylaxis protocol).

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

Reporting Child Abuse (Policy No. 5402)

Nebraska State Law and school policy mandates school officials to promptly make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when there is reasonable cause to believe that a child has been abused or neglected, or a child is in a situation which would reasonably result in abuse or neglect. According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

- A. Placed in a situation that endangers his or her life or physical or mental health;
- B. Cruelly confined or cruelly punished;
- C. Deprived of necessary food, clothing, shelter, or care;
- D. Left unattended in a motor vehicle if such minor child is six years of age or younger;
- E. Sexually abused; or
- F. Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Substitutes are to promptly inform building administrators or office staff about child abuse allegations or suspicions. Administrative staff may sometimes choose to make the report for an

employee. However, informing a principal or supervisor does not end the employee's responsibility; employees are obligated to make certain a report was made if they do not do it themselves.

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

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in minimizing further risk to the child by allowing the police or Child Protective Services workers to promptly interview the child. A counselor or an administrator will assist you as needed.

Legal Aspects of Substituting

- √ Supervision of Students: The substitute has a duty to keep children safe and orderly. The standard is the reasonable use of professional judgment for the safety and orderly education of students.
- √ Due Care and Caution: A teacher is required to exercise due care and caution for the safety of the students in his/her charge. Essentially, this means acting reasonably and with safety in mind, being able to explain circumstances and your actions, and following school safety policies and procedures.
- √ Release of Children: Children should not be allowed to leave the building during the school day without express consent from the office.
-  √ Administering Medication: Medication should only be administered by the school nurse or other appropriate health personnel.
- √ Confidentiality: It is unprofessional and against the law to disclose confidential information about your students. Avoid comments about individual students that convey private information, i.e., grades, medical condition, learning or discipline problems, etc. Please remember that confidentiality about students remains in place even after a substitute leaves the classroom. Do not discuss student issues or disclose confidential student information in public.
- √ Anecdotal Records: Maintaining notes on particular incidents in the classroom can protect you in problematic situations. If you feel that a classroom occurrence might be questioned, note the date and time, the individuals involved, the choices for action considered, and the actions taken.
- √ Discipline Policies: The school district's policy is NO CORPORAL PUNISHMENT. When sending a student to the principal due to discipline matters, the substitute teacher maintains the duties of supervision and due care of both the individual child and the remainder of the class. Send a child to bring someone from the office to intervene, or have another teacher watch your class.
- √ Dangerous Situations: A substitute teacher is responsible for making sure the learning environment is safe, such as the arrangement of desks so as not to block exits, and proper supervision is in place during the use of potentially dangerous classroom equipment. Planned activities in a physical education, science, shop, or home economics class may be uncomfortable for the substitute teacher. In such cases, the substitute teacher may choose to do an alternative activity which they feel they can conduct safely. Notify the principal in advance if lesson plans are changed.

School Based Vocabulary Terms:

To communicate better and more precisely, educators have developed names for school programs and processes. Listed below are some terms you might find to be helpful.

- √ Alternatives for Success (AFS): This is the high school alternative program located across the street west of the high school.

- √ ESSA – Every Student Succeeds Act: This is the nation's main education law for all public schools. The law holds schools accountable for how students learn and achieve. ESSA aims to provide an equal opportunity for students who get special education services
- √ IEP: Individualized Education Plan: This is a written document that is developed for each public school child who is eligible for special education.
- √ SAT: Student Assistance Team: is a school-based group of people whose purpose is to provide additional Tier II support to students who are experiencing difficulties that are preventing them from benefiting from general education, because they are either performing below or above expectations.
- √ MTSS: Multi- Tiered Systems of Support: This is a comprehensive school wide framework used to provide targeted support for all learners.
- √ Wonders: A language arts program for students in grades K-5.
- √ Envisions: A math program for students in grades 3-8.
- √ Journaling: The actual writing of ideas, thoughts, etc., by students. Typically these are personal writings intended, 1) to provide additional writing opportunity, 2) to allow students to organize their thoughts and ideas, and 3) to provide reflection time.
- √ Literature Circles: A guided reading strategy in which the teacher works with a small group of students who have like reading skills.
- √ Proficiency Scales: These scales measure a student's current understanding of various content or topics in subjects like reading, math, or science. It communicates smaller, more specific skills and abilities the student must demonstrate to accomplish the learning target.
- √ Learning Targets: These are concrete goals written in student-friendly language that clearly describe what students will learn and be able to do by the end of a class, unit, project, or even a course.
- √ Manipulatives: Actual items (*beads, blocks, beans, etc.*) that assist students in seeing various mathematics proportions.
- √ MAP (Measures of Academic Progress) – A standardized, norm-referenced test of Reading, Language Usage, and Mathematics.
- √ Multicultural Program: The process of infusing information about, and respect for, other cultures that have contributed to the growth of the United States. Norfolk's multicultural program focuses on Native Americans, Hispanic Americans, African Americans, Asian Americans, and European Americans.
- √ NSCAS: The Nebraska Student-Centered Assessment System (NSCAS), pronounced "en-skass," is a statewide assessment system that embodies Nebraska's holistic view of students and helps them prepare for success in postsecondary education, career, and civic life. It uses multiple measures throughout the year to provide educators and decision makers at all levels with the insights they need to support student learning. 
- √ Rubric: A rating scale that provides specific descriptors that guide both teacher and student through levels of performance for a task – such as writing.
- √ Six Trait Writing: Student writing is assessed in six areas. They are: Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency, and Writing Conventions.
- √ Time Out/Quiet Room: A place to send a student who is disruptive. The purpose of this room (*or space*) is to allow the student to “settle down” and, when ready, return to the classroom.
- √ Writer's Workshop: A process of writing whereby students compose a written paper over an extended period of time. The process moves from generating ideas to rough draft to editing to final copy.
- √ IXL – A software based program that supplements grammar and mechanics instruction in Language Arts and math concepts.

Substitute Teachers and Their Professional Responsibilities

It is a mark of professional ethics for a substitute teacher to refrain from criticizing the work of the regular teacher or the work of the school.

Inclement Weather



In the event that Norfolk Public Schools close due to inclement weather, substitutes are not to report to work and will not be paid. If school closes during the morning, substitutes will be paid for a half-day; and if school closes during the afternoon, substitutes will be paid for a full day. School closing information is available on local media outlets as soon as the information is released.

Substitutes who are working more than ten consecutive days in the same position are to follow the same procedures for inclement weather as provided for regular teachers.

Drug-Free Schools and Work Place

Norfolk Public Schools is committed to providing an employment environment that is safe and provides a creative and productive work force. To this end, the district unequivocally endorses the philosophy that the workplace should be free from the detrimental effects of illicit drugs and alcohol. It is unlawful and, therefore, absolutely prohibited for any employee (*or substitute*) of the district to:

- ✓ Engage in the unlawful manufacture, possession, use, or distribution of illicit drugs.
- ✓ Possess, use, or distribute alcohol on school premises.
- ✓ Be under the influence of illicit drugs and/or alcohol while directly supervising students' activities off school property, or as a part of any of the schools' activities held on school property.

Inappropriate conduct outside the school environment could also be grounds for removal as a substitute teacher for the Norfolk Public Schools.

Smoke-Free/ Vaping Free Environment



- ✓ Tobacco smoke is linked with heart, lung and respiratory diseases. Nonsmokers are harmed by the secondhand smoke. The hazards range from immediate to long-term serious effects. Some employees already suffer from respiratory diseases, heart diseases, or allergies where they may be at risk when smoke is present.
- ✓ Nonsmoking is the policy in all school buildings, on all school grounds, and in all school vehicles.
- ✓ Vaping in all forms is also not permitted in school buildings, on school grounds, or in school vehicles.
- ✓ It is the intent of the Board of Education to maintain a smoke/vaping-free environment within the district. Our employees are one of our most valuable resources and we promote the health, safety, and well being of each individual.
- ✓ Employees, substitutes, and visitors are also expected to honor the non-smoking/vaping designation. Visitors will be asked to quit smoking/vaping or leave the school grounds.
- ✓ Employees/Substitutes who violate this no smoking/vaping policy will be subject to the same disciplinary actions that accompany infractions of other school rules, up to and including termination.

Weapon-Free Workplace

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

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

- A. Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
- B. The frame or receiver of any object described in the preceding example;
- C. Any firearm muffler or silencer;
- D. Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device;
- E. Any bludgeon, sand club, metal knuckles, or throwing star;
- F. Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2-1/2 inches or more is a prohibited weapon. A switch-blade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
- G. Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun;
- H. An employee may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes and shall not be considered as possession of a weapon. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. An employee who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action;
- I. An employee may possess an item which may be considered a weapon where such item is used for instructional purposes and the employee has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed; and
- J. Any other object that is designed for or intended for use as a destructive or injurious device.

The phrase "possession of a weapon" includes, without limitation, a weapon in an employee's personal possession, as well as in an employee's motor vehicle, desk, locker, briefcase, backpack, or purse.

Classroom Environment

At all times, teachers are expected to organize, maintain and ensure that their classroom is in a safe, orderly and clean condition for student learning. Classrooms should be free from distractions (such as inappropriate or unprofessional posters or other displays) and other apparatus that may cause student health problems (such as essential oils and/or essential oil diffusers).

Elementary Substitute Hints and Suggestions for Success

1. Know the teacher who is next door. Introduce yourself so you can call on someone to answer your questions about schedules or material for the class.
2. When students need to go to the restroom or the library, send only one student at a time. When the first one returns, a second one may go.
3. If there is no seating chart left by the teacher, quickly make one. It is much easier to maintain discipline when you can call a student by name and not just refer to them as "the student in the blue shirt."
4. Let students know it is better to have the correct names so the wrong student doesn't get in trouble with the permanent teacher.
5. Do not let students start any name calling or rude behavior to other students. It is much easier to stop a disagreement by talking before it gets to pushing or a fight.
6. Try to get out into the hallway between classes. It is a good idea to stand in the doorway so you can keep one eye on the hallway traffic and one eye on the students coming into the

classroom. If students are aware of a teacher's physical presence and active supervision, they are less likely to engage in inappropriate behavior.



7. Have a couple of extra pens or pencils with you for those who have "forgotten" and would rather go to their lockers and walk the halls than be in class.
8. If you do give a student a pen or pencil and you would like it back, be sure to ask the student for their lunch card, or something of value that they will be sure to remember they want back. Many students will just plain forget that it isn't their pen.
9. Try to have the names of one or two trustworthy students who will tell you the truth and help out in the class.
10. Never let a class go early for lunch or to the next class unless the teacher or the next door teacher says it is okay. Some schools have very strict rules about the number of students in the cafeteria at a time.
11. Make your rules and expectations very clear at the beginning of the day.
12. Do not touch the blood of a bleeding child. Use a napkin, towel, or a cloth to cover the cut. Have the student put his hand on the cut until you can get to some first aid or the nurse.
13. Do not discuss the teacher's class with other people, especially outside of school. You are a professional and shouldn't discuss individual students or problems.
14. If you need to talk to someone about a problem, talk to the principal.
15. Be neat in your appearance.
16. Follow the lesson plans the teacher has left. Incorporate your own ideas if there is extra time.
17. Correct the students' work for the day if possible.
18. Even though a few students can upset your plans, try to find out the names of the students who have been good or helpful and let the teacher know about them as well.
19. Most students will respect your leadership, but there may be some who will question your plans or authority. It is better not to argue. Instead say, "I know this may not be the way your regular teacher does it, but this is the plan for today." Avoid power struggles.
20. If you are not sure how the teacher wants an assignment done, ask another teacher to develop your own plan. Be sure to leave a note for the permanent teacher explaining what you assigned.
21. Be assertive so the students don't feel they can manipulate your decisions and authority. You can use statements such as:
 - ✓ I need you to start reading now.
 - ✓ I want everyone to pass their papers forward.
 - ✓ I don't need . . .
 - ✓ I don't want . . .



Secondary Substitute Hints and Suggestions

1. Know the teacher who is next door. Introduce yourself so you can call on someone to answer your questions about schedules or material for the class.
2. When students need to go to the restroom or the library, send only one student at a time. When the first one returns, a second one may go. Have students sign out when they leave and sign in when they return so you'll always have a record of where they are and how long they've been gone.
3. If there is no seating chart left by the teacher, quickly make one. It is much easier to maintain discipline when you call a student by name and not just refer to them as the "student in the blue shirt."
4. If a student doesn't respond when you call them by name, you may suspect the students have switched seats. Let students know it is better to have the correct names so the wrong student doesn't get in trouble with the permanent teacher.
5. Do not let students start any name calling or rude behavior to other students. It is much easier to stop a disagreement by talking before it gets to pushing or a fight.
6. Try to get in the hallway between classes. It is a good idea to stand in the doorway so you can keep one eye on the hallway traffic and one eye on the



students coming into the classroom. If the students are aware of a teacher's physical presence and active supervision, they are less likely to engage in disruptive behavior.

7. Have a couple of extra pens or pencils with you for those who have "forgotten" and would rather go to their lockers and walk the halls than be in class.
8. If you do give a student a pen or pencil and you would like it back, be sure to ask the student for an ID, driver's license, or something of value that they will be sure to remember they want back. Many students will just plain forget that it isn't their pen.
9. Try to have the names of one or two trustworthy students who will tell you the truth and help out in the class.
10. Never let a class go early for lunch or the next class unless the teacher or the next door teacher says it is okay. Some schools have very strict rules about the number of students in the cafeteria at a time.
11. Make your rules and expectations very clear at the beginning of the class.
12. Do not discuss the teacher's class with other people, especially out of school. You are a professional and shouldn't discuss individual students or problems.
13. If you need to talk to someone about a problem, talk to the principal.
14. Be neat in your appearance.
15. Follow the lesson plans the teacher has left. Incorporate your own ideas if there is extra time.
16. Correct the students' work for the day if possible.
17. Even though a few students can upset your plans, try to find out the names of the students who have been good or helpful and let the teacher know about them also.
18. Most students will respect your leadership, but there will be some who will question your plans or authority. It is better not to argue. Instead say, "I know this may not be the way your regular teacher does it, but this is the plan for today." Avoid power struggles.
19. If you are not sure how the teacher wants an assignment done, ask another teacher to develop your own plan. Then be sure to leave a note for the permanent teacher explaining what you assigned.
20. Be assertive, yet understanding so the students don't feel they can manipulate your decisions and authority. You can use statements such as:
 - √ I need you to start reading now.
 - √ I want everyone to pass their papers forward.
 - √ I don't need . . .
 - √ I don't want . . .
21. Don't let any student possess a knife or any other weapon. Safely confiscate the item if possible. If a student has a nail file and jabs it at another student, consider that a weapon and safely confiscate the item as soon as possible.
22. If a teacher has classroom sets that are used by the students, be sure to have them all returned before the entire class can leave. It is easier to locate one book or calculator in a class of 30 than trying to find one in the whole school. Hopefully, the calculators or books are numbered and have been assigned to be given out in order so you know who has the missing book.



Additional General Classroom Strategies:

K-W-L: Know, Want, Learn:

A major challenge of substitute teaching, particularly in the upper grades, is trying to teach a subject which you know absolutely nothing about. One method of providing a meaningful learning experience in such a situation is the utilization of a KWL chart. KWL stands for "what do I know," "what do I want to know," and "what have I learned?" A KWL chart provides an outline for having the students teach you. As you are being taught, the students will be teaching each other, and clarifying concepts in their own minds.

A lesson using KWL would begin by the teacher listing the letters K, W, and L across the top of the board. Under the appropriate letter would be written, "What do I know?" "What do I want to know?" and "What have I learned?"

The teacher then lists facts which they know about the subject in the first column. In the second column, the teacher list things they want to know or understand. A brief look at a student text-book will help to list "want to know" topics and ideas which students will be capable of addressing. The students are then asked to help answer and explain the items listed in the "W" column. Encouraging students to refer to their textbooks and other resources to answer your questions will help ensure that correct principles are being taught and explained.

At the end of the class period or lesson, the teacher completes the final column listing what they have learned during the class from the students. Students will be checking to make sure the "learned" information is correct.

An example K-W-L Chart that could be used for learning about volcanoes:

K What do I Know ?	W What do I Want to know?	L What have I Learned ?
1. Lava comes out of volcanoes. 2. There are volcanoes in Hawaii. 3. Volcanoes erupt. 4. The lava from volcanoes is hot. 5. Volcanoes can be dangerous	1. What is lava? 2. Where does lava come from? 3. Where are most of the volcanoes in the world? 4. Why do volcanoes erupt? 5. Etc.	1. Lava is melted rock. 2. When lava is still under ground, it is called magma. 3. Etc. 

An adaptation of this teaching method is to have the students complete individual KWL charts. This works well with assignments such as reading science chapters or watching videos. Before the activity, students write down what they know and what they want to/think they will learn during the activity. At the end of the activity, they complete the third column. A class discussion of the information students list in the third column will help to clarify any confusing points and provide a review of the material covered.

**Material from Utah State University, Substitute Teacher Training Institute*

Verbs Often Used to Promote Higher Level Thinking

Level of Thinking	Typical Verbs Used	Examples of Teacher Questions
Knowledge	Define Draw Repeat Record Receive Identify Label List Name	<u>Name</u> the author of the book.
Comprehension	Classify Compare Contrast Translate Explain Summarize Give examples	<u>Compare</u> the weather today with the weather yesterday.

Application	Apply Complete Illustrate Solve Predict	Calculate Demonstrate Practice Use Show	<u>Complete</u> the sentence using a vocabulary word from the lesson.
Analysis	Analyze Discuss Explain Inspect	Classify Divide Infer	<u>Explain</u> why it is important to have classroom rules.
Synthesis	Arrange Construct Design Generalize Plan Categorize	Combine Create Develop Organize Predict Rearrange	<u>Predict</u> what would happen if a law was passed which made commercials on TV illegal.
Evaluation	Assess Estimate Judge Rate Test Justify	Critique Evaluate Rank Recommend Value	What requirements for hiring a new teacher would you <u>recommend</u> to the principal? 

Appendices:

Appendix: 1

Norfolk Public Schools Instructional Model

The image below is our district instructional model. This graphic is in every classroom in our district and it visually demonstrates the expectations our district has for classroom instruction.

The graphic is titled "NPS INSTRUCTIONAL MODEL STRATEGIES FOR SUCCESS" and features a stylized red star logo. It lists seven instructional strategies, each with a definition and associated student/teacher reflection questions.

Strategy	Definition	Student Reflection	Teacher Reflection
SPARK	Spark is a short, focused and intentional beginning activity that is intended to spark ideas, ignite thinking, make connections, motivate, or warm up.	"AM I ENGAGED IN THE LESSON'S INSTRUCTION?"	"HOW CAN I ENGAGE MY STUDENTS IN LEARNING?"
OBJECTIVE	The objective identifies what students will know and be able to do as a result of the instruction.	"WHAT AM I GOING TO LEARN FROM THIS LESSON?"	"WHAT DO I WANT THE STUDENTS TO LEARN?"
STUDENT-FOCUSED INSTRUCTION	Student-focused instruction includes research-based instructional strategies and reliable classroom management skills. Professional discretion determines purposeful and intentional strategies catered to student needs and addresses learning objectives.	"HOW AM I INVOLVED IN THE LEARNING PROCESS?"	"HOW CAN I ENSURE ALL STUDENTS ARE LEARNING?"
ASSESSMENT	Assessments are formative and summative activities which monitor and evaluate student learning of standards. Formative assessment provides for ongoing feedback, and summative assessment documents levels of proficiency at designated intervals.	"HOW AM I DOING?"	"HOW WILL I MEASURE THE STUDENTS' LEARNING?"
CLOSURE	Closure is a focused and intentional ending activity linked to the instructional objective(s). The learner is asked to show an understanding of or reflect on what was taught and/or what they learned.	"WHAT DID I LEARN TODAY?"	"DID I MEET MY OBJECTIVES?"
TECHNOLOGY INTEGRATION	Technology Integration is the purposeful use of technology for best practices in teaching and learning. The use of technology is intentionally embedded in teaching and learning to appropriately meet the learning objectives established for each lesson.		"HOW CAN I INCLUDE THE USE OF TECHNOLOGY TO ENHANCE MY STUDENTS' UNDERSTANDING OF THIS TOPIC?"
PROFESSIONAL PRACTICES	A true professional educator in the Norfolk Public Schools district reflects on his or her teaching, maintains accurate records, communicates with families, participates in a professional learning community, commits to growing and developing professionally, builds positive relationships and culture, and shows professionalism at all times.		"AM I DEVELOPING AS A PROFESSIONAL EDUCATOR?"

NORFOLK PUBLIC SCHOOLS

Appendix 2

Norfolk Public Schools: Standard Response Protocol (SRP):

Listed below is a graphic of the procedures our district employees and students use in emergency situations.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
if possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

Appendix: 3

Blood-borne Pathogens and Universal Precautions Information



Hepatitis B (HBV): In the United States, approximately 300,000 people are infected with HBV annually. Of these cases, a small percentage are fatal.

"Hepatitis" means "inflammation of the liver," and, as its name implies, Hepatitis B is a virus that infects the liver. While there are several different types of hepatitis, HBV is transmitted primarily through "blood to blood" contact. HBV initially causes inflammation of the liver, but it can lead to more serious conditions such as cirrhosis and liver cancer.

There is no "cure" or specific treatment for HBV, but many people who contract the disease will develop antibodies which help them get over the infection and protect them from getting it again. It is important to note that infection with HBV will not stop someone from getting another type of hepatitis.

The hepatitis B virus is very durable, and can survive in dried blood for up to seven days. For this reason, this virus is the primary concern for custodians. Knowledge of blood-borne pathogens is an important factor for the safety of Norfolk Public School employees and its students.

Symptoms of HBV: The symptoms of HBV are very much like a mild "flu." Initially there is a sense of fatigue, possible stomach pain, loss of appetite, and even nausea. As the disease continues to develop, jaundice (*a distinct yellowing of the skin and eyes*) and a darkened urine will occur. However, people who are infected with HBV will often show no symptoms for some time. After exposure, it can take one to nine months before symptoms become noticeable. Loss of appetite and stomach pain, for example, commonly appear within 1-3 months, but can occur as soon as two weeks or as long as 6-9 months after infection

Transmission

Infected blood can enter your system through open sores, cuts, abrasions, acne, and any sort of damages or broken skin such as sunburn or blisters. Bloodborne pathogens may also be transmitted through the mucous membranes of the eyes, nose, and mouth.

Human Immunodeficiency Virus (HIV): AIDS, or Acquired Immune Deficiency Syndrome, is caused by a virus called the Human Immunodeficiency Virus or HIV. Once a person has been infected with HIV, it may be many years before AIDS actually develops. HIV attacks the body's immune system, weakening it so that it cannot fight other deadly diseases. AIDS is a fatal disease and while treatment for it is improving, there is no known cure.

Norfolk Public Schools custodians and employees who clean restrooms or assist with toileting procedures must be aware of HBV and HIV modes of transmission.

HIV is very fragile and will not survive very long outside of the human body. It is primarily of concern to employees providing first aid or medical care in situations involving fresh blood or other potentially infectious materials. It is estimated that the chances of contracting HIV in a workplace environment are only 0.4%. However, because it is such a devastating disease, all precautions must be taken to avoid exposure.

HIV infection essentially occurs in three broad stages. The first stage happens when a person is actually infected with HIV. After the initial infection, a person may show few or no signs of illness for many years. Eventually, in the second stage, an individual may begin to suffer swollen lymph glands or other lesser diseases which begin to take advantage of the body's weakened immune system. The second stage is believed to eventually lead to AIDS, the third and final stage. In this stage, the body becomes completely unable to fight off life threatening diseases and infections.

Symptoms of HIV infection can vary, but often include weakness, fever, sore throat, nausea, headaches, diarrhea, a white coating on the tongue, weight loss, and swollen lymph glands.

Modes of Transmission

HBV and HIV can be transmitted through:

- ✓ Sexual contact
- ✓ Sharing of hypodermic needles
- ✓ From mothers to their babies at or before birth
- ✓ Accidental puncture from contaminated needles, broken glass, or other sharps
- ✓ Contact between broken or damaged skin and infected body fluids
- ✓ Contact between mucous membranes and infected body fluids
- ✓ Saliva (in dental procedures)
- ✓ Any body fluid that is visibly contaminated with blood

Appendix 3: cont. **Universal Precautions**

Universal precautions are simple infection control measures that reduce the risk of transmission of blood-borne pathogens through exposure to blood or body fluids. Under the “universal precaution” principle, blood and body fluids from all persons should be considered as infected with HIV, regardless of the known or supposed status of a person. Infected blood can enter your system through open sores, cuts, abrasions, acne, and any sort of damages or broken skin such as sunburn or blisters. Blood-borne pathogens may also be transmitted through the mucous membranes of the eyes, nose and mouth. Some infections that can be transmitted through contact with blood and body fluids include:

- | | |
|---------------------|---|
| √ HIV | √ Measles |
| √ Hepatitis A, B, C | √ Chicken Pox |
| √ Strep Infections | √ Gastroenteritis-Salmonella and Shigella |
| √ Pneumonia | √ Herpes |
| √ Syphilis | √ Urinary tract infections |
| √ TB | √ Blood infections |
| √ Malaria | |

What do “Universal Precautions” look like to me in school?

For the most part, the use of universal precautions will consist of the use of gloves when handling blood or body secretions. Make sure that you have gloves available to you, and they should be worn when there is potential for mucous membrane, hand, or skin contact with blood, body fluids containing visible blood, other body fluids, other potentially infectious material, or items and surfaces contaminated with these materials. Gloves should be worn any time a provider (that’s you):

- √ Has an open lesion on the hands;
- √ Handles contaminated disposable items such as tissues, diapers, clothing;
- √ Has any hand contact with blood or body fluids;
- √ Especially when providing clean up of body fluid spills such as vomit, blood, feces, urine, when rendering first aid and diapering assistance.



Remember to remove your soiled gloves and wash your hands before touching any cabinets, doorknobs, or items other people may come in contact with.

Avoid accidental injuries by sharp items. Puncture resistant containers marked with the biohazard symbol should be used for the disposal of used needles, syringes, and other sharp items. Red trash bags must be used and disposed of properly for any items containing blood or other body fluids.

Begin by attending to the injured person:

- √ Whenever blood and body fluids are present, a barrier (latex rubber gloves, thick layer of paper towels, or cloth) should be used to minimize exposure of the attending person while the injury is cleansed and/or dressed.



- √ Wear face protection (face shield) during procedures that are likely to generate droplets of blood or body fluid to prevent exposure to mucous membranes of the mouth, nose and eyes.
 - √ Wear protective body clothing when there is a potential for splashing of blood or body fluids.
 - √ Soiled clothes of the injured person must be bagged to be sent home.
 - √ Place waste in a plastic bag for disposal.
 - √ Remove gloves, dispose and secure in a plastic bag.
 - √ Change clothing if another person’s blood or body fluid gets onto your clothes.
- √ Immediately apply soap.
 - ≈ Thoroughly wash hands with soap by rubbing hands together (avoid scrubbing hands).
 - ≈ Pay particular attention to fingertips, nails, and jewelry.
 - ≈ Rinse with fingers pointing downward
 - ≈ If running water and soap are not immediately available, a waterless antiseptic cleaner or moist towelette may be used until hands can be thoroughly washed (use of antiseptic cleaner or towelette is NOT a substitute for hand washing). WASH HANDS AS SOON AS POSSIBLE.

Clean and disinfect environmental surfaces:

- ✓ Whenever cleaning and disinfecting environmental surfaces in which blood and body fluids are present, a barrier (rubber utility gloves durable enough to withstand environmental cleaning and disinfecting, thick layer of paper towels, or cloth) should be placed between the blood and the attending person. Use disposable paper towels or other disposable materials to remove blood and body fluids.
- ✓ Disinfect the affected area(s) and cleaning tools with a commercial tuberculocidal disinfectant (mixed according to manufacturer's specifications) or bleach solution (approximately 1/4 cup common household bleach per gallon of tap water, mixed fresh daily). The affected surface being disinfected should remain wet for several minutes.
- ✓ Secure all waste in a plastic bag for disposal.



Wash your hands:

- ✓ Before drinking or eating
- ✓ Before handling clean utensils, equipment or food
- ✓ After going to the bathroom
- ✓ After contact with any body secretions
- ✓ After handling any soiled diapers, garments or equipment
- ✓ After caring for kids - especially those with any body secretion discharges

What else can I do to protect myself from contracting infectious disease at school?

- ✓ *Avoid rubbing or touching your eyes;*
- ✓ *Refrain from kissing or being kissed; and*
- ✓ *Use your own personal care items such as drinking glasses and utensils (unless shared items are properly cleaned).*
- ✓ *If you are working in an area where there is reasonable likelihood of exposure, you should never eat, drink, smoke, apply cosmetics or lip balm, or handle contact lenses.*

Appendix 4
Substitute Summary/ Feedback Sheet

Office of Director of Human Resources and Accreditation
Norfolk Public Schools

Substitute Summary Sheet

Please complete this summary for the period of time you substituted. Turn this form in to the building office before you leave this assignment.

Substitute Name: _____ Date: ____/____/____

For whom were you substituting today? _____

Yes	No	NA	Please check the correct response to these questions in the boxes to the left.
			Was the teacher's manual available?
			Did the teacher leave a copy of the class roster?
			Did the teacher leave enough information to cover the entire class period?
			Did the teacher leave information regarding classroom procedures?
			Was the office staff helpful during the day?
			Was the administration helpful during the day?
			Did you have any trouble finding your way around the building?

Where were the lesson plans located? _____

Please give your thoughts on the clarity and organization of the lesson plans left for you:

Please list any problems you had with student behavior: _____

Please rate your experience today substituting for the Norfolk Public Schools:

___-Excellent ___-Pleasant ___-Satisfactory ___-Poor

Thanks for your help!

Appendix: 6 2021-2022 School Calendar for Staff

This "Parent Calendar" is also available on the district website at www.norfolkpublicschools.org/



Norfolk Public Schools 2021-2022 Staff Calendar

<p>August 2021 1</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>Sa</th></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </table> <p>September 2021 2</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>Sa</th></tr> <tr><td></td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </table> <p>October 2021 3</p> <table border="1" style="width: 100%; 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Key:

- No school for students or teachers
- Teacher Work Day/Students-No School
- ◻ Teacher Work Day/Students-No School (a.m. only)
- └ End Quarter
- * 2:00 p.m. dismissal for students K-12
- └ 11:30 a.m. dismissal for students K-12
- + Make-up Snow Days (if needed)

August

3-5 Orientation - New teaching staff
 9-11 Orientation - All teaching staff
 12 First Day - First Half Students K-12
 13 First Day - Second Half Students K-12
 16 All Day- K-12

September

6 Labor Day - No School

October

13 K-12 End First Quarter
 18-21 K-12 Parent-Teacher Conferences
 18 - K-8 P-T Conferences, 4:00-7:00
 19 - K-4, 9-12 P-T Conferences, 4:00-7:00
 20 - 5-12 P-T Conferences, 4:00-7:00
 21 - K-12 Students - 11:30 a.m. dismissal (K-12 P-T Conferences, 1:00-4:00)

22 K-12 Students - No School (K-12 Teachers - Comp. Day - No Duty)

25 K-12 Staff - Prof. Development - No School for Students

November

24-26 Thanksgiving Break - No School

December

22 K-12 End Second Quarter/First Semester
 23-31 Winter Break - No School

January

1-3 Winter Break - No School
 3 K-12 Staff - Prof. Development - No School for Students
 4 K-12 School Resumes
 17 K-12 Staff - Prof. Development ESU Speaker - No School for Students

February

7-10 K-12 Parent-Teacher Conferences
 7 - K-8 P-T Conferences, 4:00-7:00
 8 - K-4, 9-12 P-T Conferences, 4:00-7:00
 9 - 5-12 P-T Conferences, 4:00-7:00
 10 - K-12 Students - 11:30 a.m. dismissal (K-12 P-T Conferences, 1:00-4:00)
 11 K-12 Students - No School (K-12 Teachers - Comp. Day - No Duty)

March

8 K-12 End Third Quarter
 11 K-12 No School - Spring Break
 14 Make - Up Snow Day (if needed due to 4 snow days)
 15 Make - Up Snow Day (if needed due to 3 snow days)
 16 K-12 School Resumes

April

15-18 No School - Spring Break
 19 K-12 School Resumes
 21 Grades 9-12 - 11:30 a.m. dismissal PM- SH Track Meet
 22 No School - District Musio/ JH Speech Staff Development Day

May

4 K-12 Staff Appreciation Day
 5 Grades 7-9 - 11:30 dismissal PM/JH Track Meet
 15 Graduation
 18 Students Last Day/End Fourth Quarter
 K-12 - 11:30 a.m. dismissal (End of 4th Quarter)
 19 Last Teacher Work Day

Quar.	K-4	5-6	7-8	9-12	Dates
1	44.0	44.0	44.0	44.0	August 12 - October 13
2	44.5	44.5	44.5	44.5	October 14-December 22
	88.5	88.5	88.5	88.5	
3	43.5	43.5	43.5	43.5	January 5 - March 8
4	44.5	44.5	44.0	44.0	March 9 - May 218
	88.0	88.0	87.5	87.5	

176.5 Student Days, Grades K-4
 176.5 Student Days, Grades 5-6
 176.0 Student Days, Grades 7-8
 176.0 Student Days, Grades 9-12

188/192 Veteran/New Teacher Contract Days

Updated: 10/21/2020

Published by:
 Director of Human Resources
 Norfolk Public Schools
 612 Philip - PO Box 139
 Norfolk, Nebraska 68702-0139
 402-644-2600

Note: All dates and times subject to change.

Appendix: 7

Administrative Directory 2021-2022

Central Office Administrators

(402) 644-2500

- *Dr. Jami Jo Thompson, Superintendent*
- *Dr. Bill Robinson: Associate Superintendent of Business Services*
- *Angie L. Baumann, Director of Human Resources and Accreditation*
- *Beth Nelson: Director of Teaching and Learning*
- *Mary Luhr: Director of Student Programs*
- *Erik Wilson: Director of Student Services and Safety*

Building Administrators

Administrator	Title	Building	Address	Work Phone
Derek Ippensen	Principal	Senior High	801 Riverside Blvd.	644-2529
John Erwin	Assistant Principal	Senior High	801 Riverside Blvd.	644-2529
Jason Settles	Assistant Principal	Senior High	801 Riverside Blvd.	644-2529
David Nelson	Dean of Students	Senior High	801 Riverside Blvd.	644-2529
Ben Ries	Activities Director	Senior High	801 Riverside Blvd.	644-2529
Jennifer Robinson	Principal	Junior High	510 Pasewalk Ave.	644-2516
Beau Viergutz	Assistant Principal	Junior High	510 Pasewalk Ave.	644-2516
Tyler Beranek	Dean of Students/AD	Junior High	510 Pasewalk Ave.	644-2516
Chuck Hughes	Principal	Middle School	1221 N. First Street	644-2569
Amy Brown	Assistant Principal	Middle School	1221 N. First Street	644-2569
Trisha Andreasen	Principal	Bel Air	1101 N. Eighteenth	644-2539
Troy Berryman	Principal	Grant	1106 Philip Ave.	644-2544
Haeven Pedersen	Principal	Jefferson	406 Cottonwood	644-2546
Angela Hausmann	Principal	Lincoln/ Montessori	310 S. Third St.	644-2550
Melissa Jantz	Principal	Little Panthers Pre-School	2500 Norfolk Ave.	644-2501
Ryan Specht	Principal	Washington	1205 S. Second St.	644-2557
Tracy Lichty	Principal	Westside	1703 Philip Ave.	644-2561
Bruce Strong	Principal	Woodland Park	611 Meadow Lane	644-2565

Other Phone Numbers:

Human Resources Office: 644-2500 Ext: 1112

Payroll Office: 644-2500 Ext: 1106

Appendix: 8 Substitute Teacher Job Description



Norfolk Public Schools Job Description

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

JOB TITLE: SUBSTITUTE TEACHER

***NOTE:** *This is a generalized job description.* Specific science teaching assignments may vary somewhat in essential functions and requirements. Applicants should be made aware of specific requirements prior to employment.

Norfolk Public Schools will conduct a back-ground check on all substitute candidates.

LOCAL SUBSTITUTE TEACHER REQUIREMENTS:

Completion of 60 credit hours of college credit with at least one course in professional education.
Evidence of Human Relations training
Valid/registered Nebraska Local Substitute Permit
Completion of the application procedure and orientation
Such alternatives to the above qualifications as the Board of Education may find appropriate

STATE SUBSTITUTE TEACHER REQUIREMENTS:

Bachelors Degree from an accredited university or college
Valid/registered Nebraska Teaching/Substitute Certificate
Successful teaching and/or practice teaching experience
Completion of the application procedure and orientation
Such alternatives to the above qualifications as the Board of Education may find appropriate

REPORTS TO: Building Administrator

RECEIVES GUIDANCE FROM: Building Administrator

JOB GOAL: A certified instructor who teaches students in a school in the absence of the regular teacher, carrying out the lessons plans of the teacher for whom he/she is substituting, and meeting the duties of teaching as outlined in current laws and policies

TERMS OF EMPLOYMENT: Substitutes are not considered employees of the Norfolk Public Schools, so their service to our district is on an as-needed basis.

EVALUATION: Performance will be evaluated on an as-needed basis by building administration with input from staff.

NOTE: *Long-term substitute teachers are held to the same standards as a classroom teacher.*

ESSENTIAL FUNCTIONS:

- Respect personal privacy and maintain confidentiality regarding students and staff
- Meet with the principal/staff regarding any questions and concerns about lesson plans or rules and regulations of the school
- Comply with all building procedures and schedules
- Adhere to school and administrative procedures
- Keep accurate attendance record
- Follow the regular lesson plan of the absent teacher
- Display a confident and positive attitude to encourage student engagement
- Establish and maintain order in the classroom; maintain a classroom environment conducive to effective learning
- Communicate with students in a clear and understandable manner
- Maintain high standards of education
- Provide guidance and advice to students; show interest in a student's progress
- Encourage critical thinking, analytical and creative skills
- Update records and promptly submit reports as appropriate
- Take all necessary and reasonable precautions to protect students, materials, equipment, and facilities
- Never leave students unsupervised
- Monitor behavior of students and report to the principal any flagrant issues or problems
- Report evidence of suspected child abuse to building administrator
- Supervise non-classroom activities when assigned
- Cooperate with all school personnel
- Prepare and submit a daily summary of work on designated building forms
- Update the regular teacher of situations or problems encountered
- Perform other responsibilities as assigned

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Central Administration Office
512 Philip Avenue
P.O. Box 139
Norfolk, NE 68701-0139



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Fax: (402)644-2506
jamijothompson@npsne.org
www.norfolkpublicschools.org
Twitter: @npspanthers

July 22, 2021

Dr. Matthew Blomstedt, Commissioner of Education
State Board of Education
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509-4987

Dr. Blomstedt and Members of the Nebraska State Board of Education,

After reviewing the current (first) draft of the proposed health education standards and considering the feedback of our constituents (including parents, grandparents, community members, and concerned citizens) we would like to reiterate the need for a second draft of these standards devoid of the current sex education standards and other sensitive topics over which you have received countless complaints. We believe that these topics are best taught by parents or guardians, within the context of family values, and we oppose their inclusion in the Nebraska State Standards.

Thank you for listening to the feedback of your constituents as you proceed to work on a new draft. The Norfolk Public School Board of Education believes that the primary responsibility for educating students on human reproduction, gender identity, sexual orientation, and sexuality belongs to parents. Please remove these aspects from the standards in your second draft. This is imperative in order to restore the faith of our patrons in the Nebraska State Board of Education and Nebraska Public Schools.

Respectfully,

Sandy Wolfe, NPS Board President

Tammy Day, NPS Board Vice President

Bruce Mitchell, NPS Board Member

Jake Claussen, NPS Board Member

Brenda Carhart, NPS Board Member

Dr. Jenna Hatfield, NPS Board Member

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Copy of email sent to Dr. Jami Jo Thompson
July 20, 2021

This letter is to announce that I am resigning from the Norfolk Public Schools Board of Education effective July 31,2021.

I have truly enjoyed my time on the Board working with others dedicated to our future. From current and past board members, administration, staff and everyone that makes the District go I want to say a big Thank You. It takes an army and we have a good one.

I am proud of the work the board and administration have done to put Norfolk Public Schools in the strongest position it could be in for the future. I am also proud of the fact we have been able to keep the focus on student learning. We have been able to give them and the staff many opportunities while also protecting the taxpayers. From dual credit to Career Academies to AP classes we have tried to set students up with all of the tools needed to be successful and the next level they choose to pursue.

I will be moving out of the District and County which is why I have to resign.

I challenge my colleagues to always put the majority first by weighing both sides and continue the tradition of Norfolk Public Schools.

Sincerely, Bruce Mitchell