

Agenda

1. Date Public Notice Appeared in the Norfolk Daily News:
2. Call to Order
 - 2.1. Roll Call
 - 2.2. Declaration of a Legal Meeting
3. Pledge of Allegiance
4. Public Comments & Communication
5. Information and Discussion Items
 - 5.1. Finance & Facilities Report
 - 5.2. Teaching & Learning Report
 - 5.3. Student Programs Report
 - 5.4. Student Services Report
 - 5.5. Human Resources & Accreditation Report
 - 5.6. Superintendent's Report
6. Committee Reports
 - 6.1. Facilities & Finance Committee Report
 - 6.2. Policy Committee Report
 - 6.3. Norfolk Public Schools Foundation Committee Report
7. Approve Consent Agenda
 - 7.1. Minutes of Previous Meetings
 - 7.2. Personnel
 - 7.2.1. Contract Approval
 - 7.2.2. Resignations
 - 7.3. Claims
8. Action Items
 - 8.1. Discuss, consider and take action to approve compensation for student-teachers beginning 1st semester of the 2022-2023 school year.
 - 8.2. Discuss, consider and take action to approve compensation for cooperating teachers beginning 1st semester of the 2022-2023 school year.
 - 8.3. Discuss, consider and take action to approve the second and final reading of Board Policy 9141 related to Board Member attendance
 - 8.4. Discuss, consider and take action to approve the second and final reading of Board Policies:
1211 related to Title IX Complaints of Sexual Harassment, 3132 related to Internal Controls, 3540 related to Bidding Construction Projects, 4009 related to Drug and Substance Use and Abuse, 4133 related to Substitute Teachers, 6600 related to Special Education, 8343 related to Agenda

Construction and Control, 8346 related to Public Participation at Board Meetings and 9340 related to Board Minutes.

- 8.5. Discuss, consider and take action to approve the 2022-2023 Certified Staff Handbook
- 8.6. Discuss, consider and take action to approve the 2022-2023 Classified Staff Handbook
- 8.7. Discuss, consider and take action to approve the 2022-2023 Substitute Teacher Handbook
- 8.8. Discuss, consider and take action to approve the updated COVID-19 Return to In-Person Instruction Plan
9. Future Meetings
10. Executive Session -- If Needed to Protect the Interest of the District or to Prevent Needless Injury to the Reputation of an Individual
 - 10.1. Convene Executive Session -- If Needed to Protect the Interest of the District or to Prevent Needless Injury to the Reputation of an Individual.
 - 10.2. Reconvene Meeting from Executive Session
 - 10.3. Approval of Any Action Deemed Necessary as a Result of Executive Session
11. Adjournment

NORFOLK PUBLIC SCHOOLS
INTERIM COMBINED STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS
ALL FUNDS
For Month Ending June 30, 2022

Fund/Account	2021-2022 Beginning Balance	Monthly Receipts	Monthly Disbursements	Ending Balance	
QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND (2)	\$2,565,221.22	\$159,983.43	\$35,871.00	\$2,689,333.65	
SPECIAL BUILDING FUND (3)	\$7,672,137.68	\$269,306.13	\$89,656.76	\$7,851,787.05	
DEPRECIATION RESERVE FUND (3)	\$8,070,229.41	\$3,014.53	\$5,796.02	\$8,067,447.92	
ACTIVITIES ACCOUNT (2)	\$703,008.20	\$43,881.01	\$84,101.88	\$662,787.33	
SUBSIDIARY ACCOUNT (2)	\$338,669.38	\$180,687.95	\$201,066.27	\$318,291.06	
GENERAL FUND (1)	\$17,616,096.24	\$7,755,316.48	5,042,563.87	\$20,328,848.85	
PAYROLL ACCOUNT (2)	\$4,463.70	\$3,931,676.30	\$3,931,797.89	\$4,342.11	
SCHOOL LUNCH FUND (2)	\$1,553,505.48	\$230,813.43	\$292,109.21	\$1,492,209.70	
BOND FUND (3)	\$1,081,502.09	\$841.84	\$0.00	\$1,082,343.93	
COOPERATIVE FUND (2)	\$266,982.58	\$39,777.58	\$31,912.68	\$274,847.48	
EMPLOYEE BENEFIT FUND (2)	\$3,765.78	\$0.15	\$0.00	\$3,765.93	
ATHLETIC FIELD COOPERATIVE FUND (2)	\$426,669.75	\$8.78	\$0.00	\$426,678.53	
CONVENIENCE FEE FUND (2)	\$11,226.48	\$10.13	\$2.59	\$11,234.02	
STUDENT FEE FUND (2)	\$447,919.61	\$988.44	\$1,279.05	\$447,629.00	
TOTAL ALL FUNDS	\$40,761,397.60	\$12,616,306.18	\$9,716,157.22	\$43,661,546.56	
BALANCES CLASSIFIED BY DEPOSITORY					
(1) BANK FIRST				\$20,328,848.85	
(2) ELKHORN VALLEY BANK				\$6,331,118.81	
(3) MIDWEST BANK				\$17,001,578.90	
TOTAL BALANCES				\$43,661,546.56	

JUNE 2022 SENIOR HIGH ACTIVITY FUND EXPENDITURES

1	BADER, DEVON	BUILDERS OF THE FUTURE	13 2900 610 2 593 001	\$300.00
2	BADER, DEVON Total			\$300.00
3	BARNHILL ENTERPRISES LLC	AUDIO CABLE	13 2900 610 2 597 001	\$20.00
4		WEIGHT ROOM CORD	13 2900 610 2 597 001	\$25.00
5	BARNHILL ENTERPRISES LLC Total			\$45.00
6	BAUMANN, TAE LIN	BOOSTER	13 2900 610 2 591 001	\$750.00
7		POST PROM	13 2900 610 2 591 001	\$250.00
8	BAUMANN, TAE LIN Total			\$1,000.00
9	BELTZ, AHNIKA	BOOSTER CLUB	13 2900 610 2 591 001	\$750.00
10		POST PROM	13 2900 610 2 591 001	\$500.00
11	BELTZ, AHNIKA Total			\$1,250.00
12	BLANK, HAILEY	LIONS CLUB	13 2900 610 2 591 001	\$300.00
13	BLANK, HAILEY Total			\$300.00
14	BOVEE, HALEY	POST PROM	13 2900 610 2 591 001	\$250.00
15	BOVEE, HALEY Total			\$250.00
16	BROWN, ANNA	SCHOLARSHIP	13 2900 610 2 568 001	\$250.00
17	BROWN, ANNA Total			\$250.00
18	BRYANT, MADELINE	LIONS CLUB	13 2900 610 2 591 001	\$300.00
19	BRYANT, MADELINE Total			\$300.00
20	BSN SPORTS,	22/23 EQUIPMENT	13 2900 610 2 279 001	\$105.34
21			13 2900 610 2 536 001	\$105.35
22		22/23 WARMUPS	13 2900 610 2 531 001	\$518.00
23		BASEBALLS/TANNER TEES/TRAINING	13 2900 610 2 530 001	\$1,830.55
24		BULLET SCREEN COMBO	13 2900 610 2 529 001	\$688.85
25		CAPTAIN BANDS & SOCCER BALLS	13 2900 610 2 540 001	\$590.91
26		CAPTAIN BANDS/SOCCER BALLS	13 2900 610 2 533 001	\$584.92
27		MOUTHGUARDS	13 2900 610 2 537 001	\$117.67
28		POLE VAULT STANDARDS	13 2900 610 2 554 001	\$1,109.99
29		SCOREBOOKS	13 2900 610 2 538 001	\$48.40
30			13 2900 610 2 545 001	\$27.42
31		STOPWATCH/ANKLE BANDS/TAPE	13 2900 610 2 546 001	\$609.45
32		STOPWATCH/TAPE MEASURE/SPIKE	13 2900 610 2 535 001	\$253.03
33		STOPWATCH/XBAR/SPIKE PYRAMID	13 2900 610 2 542 001	\$271.60

34		YOUTH CAMP VOLLEYBALLS	13 2900 610 2 561 001	\$1,187.08
35	BSN SPORTS, Total			\$8,048.56
36	BUCHANAN, LAYLA	SCHOLARSHIP	13 2900 610 2 266 001	\$500.00
37	BUCHANAN, LAYLA Total			\$500.00
38	CARD SERVICES	ARBY'S-SUPERVISION MEAL	13 2900 610 2 540 001	\$12.04
39		BANQUET SUPPLIES	13 2900 610 2 514 001	\$118.50
40		CHICK-FIL-A-G.TENNIS MEAL	13 2900 610 2 529 001	\$220.70
41		CROWN AWARDS-END OF YEAR	13 2900 610 2 550 001	\$109.89
42		DISTRICT MEAL	13 2900 610 2 535 001	\$347.60
43			13 2900 610 2 540 001	\$147.20
44		DISTRICT TEAM MEAL	13 2900 610 2 533 001	\$297.37
45		DOMINO'S-DISTRICT MEAL	13 2900 610 2 532 001	\$91.43
46		DQ-COLLEGE CLUB SUPPLIES	13 2900 610 2 266 001	\$79.98
47		ELITE SPORTSWEAR-CAMP APPAREL	13 2900 610 2 517 001	\$672.48
48		ETSY-BOWS	13 2900 610 2 517 001	\$171.20
49		FAIRPLAY-PRACTICE ROUNDS	13 2900 610 2 532 001	\$150.00
50		GO FAN-STATE TICKETS	13 2900 610 2 542 001	\$23.00
51		GODFATHERS-DISTRICT MEAL	13 2900 610 2 530 001	\$240.00
52		GOODCENTS-DISTRICT MEAL	13 2900 610 2 542 001	\$338.88
53		HAC WORKER MEAL	13 2900 610 2 535 001	\$106.53
54			13 2900 610 2 542 001	\$106.53
55		HENRY DOORLY ZOO-FIELD TRIP	13 2900 610 2 563 001	\$120.00
56		HUHOT-NSAA AWARD RECEIPT MEAL	13 2900 610 2 597 001	\$65.00
57		HYVEE-BUNS	13 2900 610 2 502 001	\$40.56
58		HYVEE-END OF YEAR SOCIAL	13 2900 610 2 564 001	\$67.16
59		HYVEE-HAC COACH SUPPLIES	13 2900 610 2 535 001	\$12.99
60			13 2900 610 2 542 001	\$12.99
61		HYVEE-INDUCTION SUPPLIES	13 2900 610 2 614 001	\$52.29
62		HYVEE-INVITE DONUTS	13 2900 610 2 532 001	\$23.98
63		HYVEE-SUPPLIES	13 2900 610 2 551 001	\$78.16
64		JIMMY JOHNS-CUSTODIAL MEAL	13 2900 610 2 266 001	\$131.62
65		JUICE STOP-STATE TREATS	13 2900 610 2 550 001	\$24.84
66		MENARDS-END OF YEAR SUPPLIES	13 2900 610 2 276 001	\$11.98
67		MENARDS-WATER CATCH	13 2900 610 2 276 001	\$57.57

68		MICHAEL'S-ACTIVITY WORKER MEAL	13 2900 610 2 532 001	\$50.00
69		NATIONAL HONOR SOCIETY-	13 2900 610 2 614 001	\$60.00
70		PAPA JOHNS-G. TENNIS MEAL	13 2900 610 2 529 001	\$169.35
71		PARK ENTRANCE LICENSES	13 2900 610 2 231 001	\$75.00
72		PIZZA RANCH-G.TRACK TEAM MEAL	13 2900 610 2 529 001	\$689.00
73		PTULA-CAMP APPAREL	13 2900 610 2 517 001	\$885.98
74		SPAGHETTI WORKS-FIELD TRIP	13 2900 610 2 563 001	\$353.49
75		STATE CONF LODGING	13 2900 610 2 276 001	\$1,246.00
76		STATE MEALS	13 2900 610 2 532 001	\$104.48
77			13 2900 610 2 535 001	\$533.18
78			13 2900 610 2 541 001	\$108.23
79			13 2900 610 2 542 001	\$379.24
80		STATE TICKETS	13 2900 610 2 516 001	\$39.70
81		STATE TICKETS & MEAL	13 2900 610 2 512 001	\$77.33
82		STATE TICKETS & MEALS	13 2900 610 2 514 001	\$224.17
83		WALMART-COACH MEAL	13 2900 610 2 513 001	\$23.44
84		WALMART-COLLEGE CLUB MTG	13 2900 610 2 266 001	\$16.94
85		WALMART-CONES	13 2900 610 2 513 001	\$11.88
86	CARD SERVICES Total			\$8,979.88
87	COLER, AIDAN	CLASS OF 1970	13 2900 610 2 591 001	\$400.00
88	COLER, AIDAN Total			\$400.00
89	COLLEGE BOARD	AP EXAMS	13 2900 610 2 576 001	\$1,983.00
90	COLLEGE BOARD Total			\$1,983.00
91	COLUMBUS LAKEVIEW HIGH	CAMP REGISTRATION	13 2900 610 2 528 001	\$525.00
92	COLUMBUS LAKEVIEW HIGH Total			\$525.00
93	CUSTOM SPORTS	BAGS	13 2900 610 2 556 001	\$120.00
94		CAMP SHIRTS	13 2900 610 2 512 001	\$672.00
95			13 2900 610 2 513 001	\$1,475.00
96			13 2900 610 2 517 001	\$1,490.00
97			13 2900 610 2 547 001	\$1,212.00
98			13 2900 610 2 558 001	\$1,340.00
99		COACH APPAREL	13 2900 610 2 547 001	\$180.00
100		EXTRA CAMP SHIRTS	13 2900 610 2 512 001	\$156.00
101		INDOOR LEAGUE SHIRTS	13 2900 610 2 514 001	\$368.00

102	CUSTOM SPORTS Total			\$7,013.00
103	DOELE, DELANEY	BOOSTER	13 2900 610 2 591 001	\$750.00
104		POST PROM	13 2900 610 2 591 001	\$250.00
105	DOELE, DELANEY Total			\$1,000.00
106	DOUG BROWN MEMORIAL SUMMER	REGISTRATION	13 2900 610 2 547 001	\$550.00
107	DOUG BROWN MEMORIAL SUMMER Total			\$550.00
108	ERIC ARMIN INC	CALCULATORS	13 2900 610 2 586 001	\$148.60
109	ERIC ARMIN INC Total			\$148.60
110	FISCHER, CHARLI	LIONS CLUB	13 2900 610 2 591 001	\$300.00
111	FISCHER, CHARLI Total			\$300.00
112	FROHBERG, RYLEE	LIONS CLUB	13 2900 610 2 591 001	\$300.00
113	FROHBERG, RYLEE Total			\$300.00
114	GODFATHERS PIZZA NORFOLK	CONCESSION PIZZA	13 2900 610 2 502 001	\$396.00
115	GODFATHERS PIZZA NORFOLK Total			\$396.00
116	GREATER AMERICA	MILK MACHINE MAINTENANCE	13 2900 610 2 509 001	\$568.70
117	GREATER AMERICA Total			\$568.70
118	HAUFF SPORTS	STARTER PISTOL BLANKS	13 2900 610 2 542 001	\$226.90
119	HAUFF SPORTS Total			\$226.90
120	HINRICHS, LAUREN	POST PROM	13 2900 610 2 591 001	\$250.00
121	HINRICHS, LAUREN Total			\$250.00
122	HOFF, TONYA	CAMP REFUND	13 2900 610 2 562 001	\$40.00
123	HOFF, TONYA Total			\$40.00
124	HOWIES ATHLETIC TAPE	TRAINER SUPPLIES	13 2900 610 2 597 001	\$2,845.69
125	HOWIES ATHLETIC TAPE Total			\$2,845.69
126	JURGENSEN, ALEX	SCHOLARSHIP	13 2900 610 2 266 001	\$500.00
127	JURGENSEN, ALEX Total			\$500.00
128	LONG, ABBIGAIL	BOOSTER	13 2900 610 2 591 001	\$750.00
129	LONG, ABBIGAIL Total			\$750.00
130	LOVE SIGNS, INC	RECORD BOARD UPDATE	13 2900 610 2 529 001	\$390.00
131	LOVE SIGNS, INC Total			\$390.00
132	MARATHON PRESS INC	GRAD INVITES	13 2900 610 2 619 001	\$84.00
133		GRAD PROGRAMS	13 2900 610 2 619 001	\$162.00
134		REPRINTED PROGRAMS	13 2900 610 2 619 001	\$81.00
135	MARATHON PRESS INC Total			\$327.00

136	MEDCO SUPPLY, INC	TRAINER SUPPLIES	13 2900 610 2 597 001	\$757.84
137	MEDCO SUPPLY, INC Total			\$757.84
138	MILLARD SOUTH HIGH SCHOOL	CAMP REGISTRATION	13 2900 610 2 558 001	\$650.00
139	MILLARD SOUTH HIGH SCHOOL Total			\$650.00
140	MILLER, EMILY	CAMP REFUND	13 2900 610 2 547 001	\$30.00
141	MILLER, EMILY Total			\$30.00
142	MOORE, RAYUNNA	SCHOLARSHIP	13 2900 610 2 266 001	\$500.00
143	MOORE, RAYUNNA Total			\$500.00
144	MUSIC THEATRE	MUSICAL PERFORMANCE FEE	13 2900 610 2 523 001	\$3,608.14
145	MUSIC THEATRE Total			\$3,608.14
146	NASSP	22/23 AFFILIATION RENEWAL	13 2900 610 2 568 001	\$95.00
147		22/23 AFFILIATION RENEWAL NHS	13 2900 610 2 503 001	\$385.00
148	NASSP Total			\$480.00
149	NORFOLK SOCCER CLUB	REGISTRATION FEE	13 2900 610 2 514 001	\$475.00
150	NORFOLK SOCCER CLUB Total			\$475.00
151	NPS GENERAL FUND	21/22 SUB PAY REIMB	13 2900 610 2 266 001	\$2,584.63
152		ACTIVITY WORKERS	13 2900 610 2 523 001	\$145.93
153			13 2900 610 2 530 001	\$3,611.36
154			13 2900 610 2 533 001	\$977.03
155			13 2900 610 2 535 001	\$2,940.74
156			13 2900 610 2 540 001	\$677.67
157			13 2900 610 2 542 001	\$2,940.74
158			13 2900 610 2 554 001	\$2,192.69
159		COACH PAYMENTS FOR CLUB	13 2900 610 2 561 001	\$3,874.72
160		EXPENSES FOR COLLEGE VISITS	13 2900 610 2 266 001	\$3,684.95
161		G.SCHURMANN'S OFFICIAL	13 2900 610 2 543 001	\$150.00
162		SPONSOR	13 2900 610 2 582 001	\$822.68
163	NPS GENERAL FUND Total			\$24,603.14
164	NPS-FOUNDATION	UNUSED 21/22 FOUNDATION GRANTS	13 2900 610 2 280 001	\$561.99
165	NPS-FOUNDATION Total			\$561.99
166	POLE VAULT UNLIMITED	POLE & CROSS BARS	13 2900 610 2 535 001	\$844.00
167	POLE VAULT UNLIMITED Total			\$844.00
168	PULIDO, ALEXA	LIONS CLUB	13 2900 610 2 591 001	\$300.00
169	PULIDO, ALEXA Total			\$300.00

170	QUILL CORPORATION	OFFICE SUPPLIES	13 2900 610 2 503 001	\$9.39
171	QUILL CORPORATION Total			\$9.39
172	RANSEN, LUCAS	CLASS OF 1970	13 2900 610 2 591 001	\$400.00
173	RANSEN, LUCAS Total			\$400.00
174	REGENCY PORTRAITS	WALL OF FAME	13 2900 610 2 529 001	\$528.00
175	REGENCY PORTRAITS Total			\$528.00
176	RUTH, DALTON	20/21 BOOSTER SCHOLARSHIP	13 2900 610 2 591 001	\$375.00
177	RUTH, DALTON Total			\$375.00
178	SCHOOL SPECIALTY, LLC	COOP SUPPLIES	13 2900 610 2 281 001	\$55.62
179			13 2900 610 2 597 001	\$6.44
180	SCHOOL SPECIALTY, LLC Total			\$62.06
181	STADIUM SPORTS	CAMP SHIRTS	13 2900 610 2 561 001	\$1,715.00
182	STADIUM SPORTS Total			\$1,715.00
183	SYNCB/AMAZON	COFFEE MAKER	13 2900 610 2 502 001	\$283.24
184		CREDIT TENNIS BALL NOT	13 2900 610 2 541 001	-\$391.96
185		EQUIPMENT TOTE	13 2900 610 2 557 001	\$51.49
186		REPLACEMENT BOOKS	13 2900 610 2 579 001	\$31.97
187		STAFF SUPPLIES	13 2900 610 2 266 001	\$230.73
188		STEAM PRESS	13 2900 610 2 559 001	\$299.99
189		TENNIS BALLS	13 2900 610 2 541 001	\$831.76
190	SYNCB/AMAZON Total			\$1,337.22
191	TEECO INC	WATER COOLER	13 2900 610 2 503 001	\$128.50
192	TEECO INC Total			\$128.50
193	TEST, TYSON	LIONS CLUB	13 2900 610 2 591 001	\$300.00
194		SCHOLARSHIP	13 2900 610 2 266 001	\$500.00
195	TEST, TYSON Total			\$800.00
196	UNK FOOTBALL	CAMP REGISTRATION	13 2900 610 2 528 001	\$465.00
197	UNK FOOTBALL Total			\$465.00
198	WINNERS CIRCLE	CAMP AWARDS	13 2900 610 2 514 001	\$46.00
199			13 2900 610 2 549 001	\$46.00
200	WINNERS CIRCLE Total			\$92.00
201	YOST, RYAN	LIONS CLUB	13 2900 610 2 591 001	\$300.00
202	YOST, RYAN Total			\$300.00
203	Grand Total			\$78,759.61

JUNE 2022 JUNIOR HIGH ACTIVITY FUND EXPENDITURES

1	CARD SERVICES	FOUNDATION GRANT GREENHOUSE	14 2900 610 2 830 002	\$656.81
2		TRACK MEET SUPPLIES #24	14 2900 610 2 857 002	\$378.53
3		TRACK MEET SUPPLY #24	14 2900 610 2 857 002	\$36.56
4	CARD SERVICES Total			\$1,071.90
5	JEWISH FEDERATION	ANTI BIAS TRAINING	14 2900 610 2 827 002	\$150.00
6	JEWISH FEDERATION Total			\$150.00
7	MARATHON PRESS INC	YEARBOOKS	14 2900 610 2 865 002	\$3,310.00
8	MARATHON PRESS INC Total			\$3,310.00
9	NPS GENERAL FUND	PAYROLL FOR WORKERS	14 2900 610 2 835 002	\$228.89
10			14 2900 610 2 840 002	\$17.60
11			14 2900 610 2 857 002	\$525.88
12	NPS GENERAL FUND Total			\$772.37
13	TEECO INC	WATER FILTER FOR STAFF	14 2900 610 2 840 002	\$38.00
14	TEECO INC Total			\$38.00
15	Grand Total			\$5,342.27

JUNE 2022 SUBSIDIARY EXPENDITURES

1	BARNHILL ENTERPRISES LLC	BAND SUPPLIES	05 2900 610 0 050 000	\$899.00
2		KEYBOARDS W/BENCHES	05 2900 610 0 050 000	\$1,550.00
3	BARNHILL ENTERPRISES LLC Total			\$2,449.00
4	BOAT HOUSE RECREATION, LLC	WELLNESS SPONSORED STAFF	05 2900 610 0 060 000	\$1,020.00
5	BOAT HOUSE RECREATION, LLC Total			\$1,020.00
6	BRAINPOP LLC	DAHLKOETTER GRANT MONEY	05 2900 610 0 076 000	\$175.00
7	BRAINPOP LLC Total			\$175.00
8	CARD SERVICES	AWARD PRIZES #9	05 2900 610 0 063 000	\$89.70
9		BOWLING #14	05 2900 610 0 069 000	\$42.00
10		COFFEE SUPPLIES #14	05 2900 610 0 065 000	\$169.78
11		CORK BOARD STRIP #14	05 2900 610 0 069 000	\$149.40
12		FITNESS RM PRIZES #13	05 2900 610 0 042 000	\$156.32
13		GOLF SIMULATOR #20	05 2900 610 0 060 000	\$33.00
14		PIZZA MSTV STUDENTS #13	05 2900 610 0 044 000	\$35.94
15		POPSICLES #13	05 2900 610 0 040 000	\$83.72
16		PRIZES #13	05 2900 610 0 045 000	\$212.14
17		READING ROOM SUPPLIES #14	05 2900 610 0 069 000	\$117.31
18		SAFETY PATROL PARTY #12	05 2900 610 0 073 000	\$178.94
19		SAFETY PATROL SUPPLIES #15	05 2900 610 0 061 000	\$29.32
20		SAFETY PATROL PARTY #9	05 2900 610 0 063 000	\$76.00
21		SCREWS #13	05 2900 610 0 040 000	\$10.70
22		SH WORKSHOP #2	05 2900 610 0 081 000	\$576.90
23		STAFF WATER #13	05 2900 610 0 043 000	\$17.16
24		STORAGE UNIT #22	05 2900 610 0 040 000	\$248.29
25		TRACK MEET T-SHIRTS #19	05 2900 610 0 073 000	\$191.78
26		WELLNESS GIFT CARDS #20	05 2900 610 0 060 000	\$255.95
27	WORKSHOP MEALS #2	05 2900 610 0 081 000	\$90.35	
28	CARD SERVICES Total			\$2,764.70
29	CULLIGAN OF NORFOLK	WATER	05 2900 610 0 061 000	\$23.00
30	CULLIGAN OF NORFOLK Total			\$23.00
31	ELF ENTERPRISES, INC	WORKBENCHES W/ SWIVEL DRAWERS	05 2900 610 0 050 000	\$13,590.00
32	ELF ENTERPRISES, INC Total			\$13,590.00
33	HALF-PINT KIDS, INC	CLASSROOM SUPPLIES	05 2900 610 0 069 000	\$475.20

34	HALF-PINT KIDS, INC Total			\$475.20
35	LAKESHORE LEARNING	WRITE AND WIPE BOARD SETS	05 2900 610 0 069 000	\$35.98
36	LAKESHORE LEARNING Total			\$35.98
37	LOVE SIGNS, INC	NEW MESSAGE DISPLAY	05 2900 610 0 073 000	\$21,877.78
38	LOVE SIGNS, INC Total			\$21,877.78
39	LUNCHTIME SOLUTIONS, INC.	DR. SEUSS DAY SUPPLIES	05 2900 610 0 063 000	\$535.60
40	LUNCHTIME SOLUTIONS, INC. Total			\$535.60
41	MADISON NATIONAL LIFE	BASIC LIFE RETIREES JUNE22	05 2900 610 0 090 000	\$460.16
42	MADISON NATIONAL LIFE Total			\$460.16
43	MIDWEST SCHOOL SERVICES,	STUDENT YEARBOOKS	05 2900 610 0 063 000	\$1,100.00
44	MIDWEST SCHOOL SERVICES, Total			\$1,100.00
45	NORFOLK SENIOR HIGH SCHOOL	COKE COMMISSION TO SH	05 2900 610 0 057 000	\$39.36
46	NORFOLK SENIOR HIGH SCHOOL Total			\$39.36
47	NPS GENERAL FUND	A.COLER PAYROLL JUNE22	05 2900 610 0 038 000	\$989.52
48	NPS GENERAL FUND Total			\$989.52
49	NPS-FOUNDATION	DUAL CREDIT TO FOUNDATION	05 2900 610 0 064 000	\$87,362.56
50	NPS-FOUNDATION Total			\$87,362.56
51	NPS-JUNIOR HIGH SCHOOL	COKE COMMISSION TO JH	05 2900 610 0 057 000	\$23.81
52	NPS-JUNIOR HIGH SCHOOL Total			\$23.81
53	PARAGON PRINT SYSTEMS INC	USB SCANNER KIT	05 2900 610 0 051 000	\$297.50
54	PARAGON PRINT SYSTEMS INC Total			\$297.50
55	ROBERG, JOANN	REFUND OF 1 LAPTOP	05 2900 610 0 095 000	\$100.00
56	ROBERG, JOANN Total			\$100.00
57	SYNCB/AMAZON	POST ITS/WONDERS PD	05 2900 610 0 081 000	\$124.14
58		SUPPLIES FOR TECH CENTER	05 2900 610 0 095 000	\$137.26
59	SYNCB/AMAZON Total			\$261.40
60	TEECO INC	LEASE RO W/PUMP	05 2900 610 0 050 000	\$49.00
61		WATER	05 2900 610 0 050 000	\$20.50
62		WATER BILL	05 2900 610 0 069 000	\$64.75
63	TEECO INC Total			\$134.25
64	WEST MUSIC COMPANY	DRUM PARTS	05 2900 610 0 098 000	\$15.44
65		MUSIC SUPPLIES	05 2900 610 0 098 000	\$22.20
66	WEST MUSIC COMPANY Total			\$37.64
67	Grand Total			\$133,752.46

Grading Admin Rule In Correspondence with Policy 6250

Standardized grading practices provide clarity and feedback for students, parents, teachers and administrators when best practices (based on educational research) are utilized consistently. These practices include the use of proficiency scales, which provide exceptional clarity regarding what students are expected to know and be able to do. Thus, NPS is incorporating their use across the district as we transition from a traditional grading system to standards-based grading. Ultimately, this transition will result in a shift in how reporting looks in the gradebook and on report cards.

NPS maintains the following expectations regarding grading, in all classes, regardless of whether a traditional or standards-based reporting system is utilized.

1. Grading practices and procedures must be clearly communicated to students and parents at the beginning of the course/class.
2. Proficiency scales will be used where developed to ensure consistency and rigor for appropriate grade level expectations.
3. Reported grades will primarily reflect evidence gathered through summative assessments that are aligned to priority standards and learning targets. Students will be given opportunities for intervention, relearning, and provided additional opportunities to demonstrate proficiency. This can include reassessment in multiple forms on both formative and summative assessments.
4. Formative assessment and practice will be recorded in the student information system and will serve as evidence of student learning.
 - Variances may occur while some grade levels and special courses are updated in Infinite Campus (our student information system reporting system).
 - When sufficient evidence of learning is demonstrated, a formative grade may replace a summative grade.
5. Final course/class grades will be based upon the following breakdown of formative and summative work:

a. K-2	100% Summative	0%	Formative
b. 3-4	90% Summative	10%	Formative
c. 5-12	85% Summative	15%	Formative
6. Meaningful homework is assigned for the purpose of addressing and reinforcing priority standards and may be graded according to the parameters of district course guidelines. See administrative rule on Definition & Guidelines for Homework and NPS [Homework Policy \(6240\)](#).
7. Teachers will provide frequent and timely feedback to students on both graded and ungraded work, so they are clear on their progress before moving onto the next step.
8. Teachers are to ensure all students are successful in core instruction and provide assistance and intervention at a core level before moving them onto another level of support outside of the classroom.
9. Teachers are not to award extra points or subtract points due to items that are considered behavior in nature, such as bringing snacks or kleenex, attendance, participation, or attitude. Such items can be reflected in the student's Life Skills (K-4) grade or the "N" ployability grade (5-12).
10. Formal grading reports are available at 9 weeks (progress report), 18 weeks (report card), 27 weeks (progress report) and 36 weeks (report card). Interim grade reports may be but are not required to be sent home as needed. Printed report cards are handled per function of the building

11. Asterisks are used to indicate not assessed or not addressed yet.

Special Education Addendum:

Identified students in the regular classroom instruction will participate in the instructional, grading, assessing and reporting practices as regular education with accommodations when needed as stated in the IEP. Students participating in pull out classroom instruction will participate in grade level instruction with an accommodated and prioritized amount of standards with corresponding proficiency scales and reported on those specified priority standards as determined by the Sped PLC team. Students participating in Life Programs will receive modified instruction, grading, assessing and reporting represented in the extended indicators.

**Admin Rule and Guidance for Policy 6300
Selection of Media Materials**

In accordance with Policy 6300, outlines the following selection guidelines and procedures for media materials for Norfolk Public Schools. The Board of Education is legally responsible for the operations of the school, the responsibility for Media Center Materials is delegated to the certified Library Media Specialists (Superintendent's designee).

In selecting media materials for school Library Media Centers, the certified Library Media specialists will use sound principles of selection based on the written procedures established here. The procedures will include evaluating the existing collections, assessing the curricular needs of the school, consulting reputable resources and professionally prepared selection aids, and examining the media. While the opportunity for recommending materials is extended to many groups, (including teachers, students, staff, administrators, and members of the community), the responsibility for coordinating the input from these groups and the final responsibility for the selection and purchase of resources for the library/media program, rests with the certified Library Media Specialist.

School libraries play a vital role in the education process by providing access to a variety of resources. NPS is committed to providing school libraries with up to date fiction and nonfiction books, reference materials and electronic information necessary to support effective educational programs, promote literacy, reading for pleasure and enable students to achieve academic success and become lifelong learners. All school library catalogs are made available on each school's media website.

School libraries must acquire the minimum number of materials identified by the Nebraska Department of Education Rule 10 Guidelines and recognize the Library Bill of Rights as drawn by the American Library Association.

The following criteria is a guide for considering purchase: (Selection Template at end of this document)

- Educational significance that supports in classroom instruction & student interest
- Stimulate growth-factual knowledge, practical skills, literary appreciation, aesthetic values, critical thinking
- Take into consideration readability, visual appeal, varied interests, and maturity levels of students
- Provide background information to make intelligent judgments on daily lives
- Represent multiple viewpoints and perspectives of controversial issues
- Materials represent a variety of religious, ethnic and cultural groups
- Consider timeliness or permanence
- Place principle above personal opinion and reason above prejudice in the selection of materials to assure a comprehensive collection for users of the library
- Consult reputable resources for reviews, summaries and recommendations of titles

Access to Online Books	<ul style="list-style-type: none">● Middle School, Junior High and Senior High buildings have access to Overdrive, an online repository of books.● This is a Nebraska Consortium that offers multiple titles to multiple schools.● Selection process for this is completed by the Content Specialist of Education Collection Development at Overdrive. The Content Specialist of Education
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	<p>Collection Development at Overdrive is Jodi Solomon.(2022)</p> <ul style="list-style-type: none"> ● Participating schools can make suggestions for selections and removal of selections. ● Students only have access to age appropriate, grade level spans of online books.
Hard Copy Books	
Reputable resources used for media book consideration	<ul style="list-style-type: none"> ● Perma Bound Book Company ● ABDO ● School Library Journal ● Kirkus Reviews ● Booklist ● American Library Association ● McNaughton Books ● Golden Sower Award Winners and Nominees ● Newbery Award Winners and Nominees ● Other reputable book review companies may be used ● Teacher, Administrator, student, parent/patron suggestions
Student/Teacher/Admin Input	<ul style="list-style-type: none"> ● A survey on student and teacher interest areas will be sent out by Media Specialists. A notification to parents about the survey will be sent via Infinite Campus before the survey is distributed. ● An effort to find selections that represent the top interest areas will be attempted and reviewed closely by media specialists for content using approved reputable resources. <ul style="list-style-type: none"> ● Listing of K-12 books existing and added to the library can be found on OPAC on the school's website. ● New listings to individual NPS Libraries will be linked on each school's Media Center webpage.
Appropriateness	<ul style="list-style-type: none"> ● Reading level/difficulty ● Interest level of students, maybe in a form of student request or student interest survey-where age appropriate ● Professional judgment based upon maturity of building level students ● Cross reference one external review and summary of title content, two where content could be questionable ● Media specialists will take the list to K-12 Media PLC for final review. If a selection does not meet the consensus of the group, it will be presented to the building principal which may be taken to administrative PLC's for final approval.
Free from Bias & Standard for Controversial Topic	<ul style="list-style-type: none"> ● Best practices in collection development assert that materials should not be excluded from a collection solely because the content or its creator may be

	<p>considered offensive or controversial. Refusing to select resources due to potential controversy is considered censorship, as is withdrawing resources for that reason. Libraries have a responsibility to defend against challenges that limit a collection's diversity of content. Challenges commonly cite content viewed as inappropriate, offensive, or controversial, which may include but is not limited to prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, scientific research, sexual content, and representation of diverse sexual orientations, expressions, and gender identities.</p> <ul style="list-style-type: none"> ● Intellectual freedom, the essence of equitable library services, provides for free access to varying expressions of ideas through which a question, cause, or movement may be explored. Library workers have a professional and ethical responsibility to be fair and just in defending the library user's right to read, view, or listen to content protected by the First Amendment, regardless of the creator's viewpoint or personal history. Library workers must not permit their personal biases, opinions, or preferences to unduly influence collection development decisions. ● <u>Diverse Collections: An Interpretation of Library Bill of Rights</u> ALA American Library Association ● <i>ALA Code of Ethics</i>, Article VII, adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; and January 22, 2008.
<p>Balance of topics, genres, and interest areas</p>	<ul style="list-style-type: none"> ● A balance of topics, genres, and interest areas will be attempted using the above detailed criteria. ● A collection analysis of library materials will occur annually and be reviewed at Media PLC.
<p>Maintenance, Removal and Deselection Procedures</p>	<ul style="list-style-type: none"> ● Run analytics on title circulation ● Poor physical condition of book ● Outdated content, use or accuracy ● Contains a poor portrayal of old stereotypes ● Mediocre or poor quality of information ● Revised or updated content ● Outdated illustrations or graphics

Challenges to media materials are outlined in the policy 6300.

Gifts/Donations: Gift materials will be evaluated in accordance with the criteria by which purchased materials are judged. Gifts and donations become the property of Norfolk Public Schools and may be retained or disposed as is deemed appropriate.

Infinite Campus Message to Parents:

Dear Parent or Guardian,

School libraries play a vital role in the education process by providing access to a variety of resources. NPS is committed to providing school libraries with up to date fiction and nonfiction books, reference materials and electronic information necessary to support effective educational programs, promote literacy, reading for pleasure and enabling students to achieve academic success and become lifelong learners. All school library catalogs are made available on each school's media website.

An interest survey will be sent to students on [DATE HERE] to gather data regarding student reading interests that will assist Media Specialists in library book selections.

Please encourage your student to give helpful feedback. Parents may request a copy of the survey questions by contacting the Media Specialist of their child's building.

Sincerely,

[Name of Media Specialists]

Board of Education Regular Meeting

Monday, June 13, 2022

5:30 PM: Business Meeting

Norfolk Public School Administration Building

P.O. Box 139

Norfolk, NE 68702-0139

Brenda Carhart: Present
Jake Claussen: Present
Tammy Day: Present
Jenna Hatfield: Present
Leann Widhalm: Present
Sandy Wolfe: Present

1. Date Public Notice Appeared in the Norfolk Daily News: June 6, 2022
2. Call to Order
The Norfolk Public School District's board of education meeting is called to order at 5:30 PM.
 - 2.1. Roll Call—See attendance above.
 - 2.2. Declaration of a Legal Meeting
3. Pledge of Allegiance
4. Public Comments & Communication
One community member spoke.
5. Information and Discussion Items
 - 5.1. Finance & Facilities Report
 - A. The total amount of claims to be approved on the consent agenda for the month of June, 2022 by specific fund are listed below:
 - **General Fund =\$1,124,709.38**
 - **Nutrition Services Fund =\$292,109.21**
 - **Cooperative Fund =\$20,468.37**
 - **Depreciation Fund =\$5,796.02**
 - **Special Building Fund =\$89,656.76**
 - **QCPUF = \$35,871.00**
 - **Student Fee Fund = \$1,279.05**
 - B. The total amount of claims for the month of May, 2022 in the Activities Fund is listed below:
 - **Activity Fund =\$86,922.24**
 - C. All of these claims were reviewed earlier today by the Finance and Facility Committee.
 - 5.2. Teaching & Learning Report
CURRICULUM, INSTRUCTION AND ASSESSMENT
 - A. The end of the year always has multiple tasks before we can say the year is over. The collection of end of year reports, scheduling of summer training, curriculum workshops, and data collection, are just a few of these things.
 - B. Our first workshop with a group of senior high teachers occurred on May 24th. John Eller was the speaker. The day was interactive and focused on understanding student behavior, brain development and professional practices that can

recognize and respond to student needs. The junior high will have the same speaker on June 15th with similar topics.

- C. Training for K-8 summer schoolteachers was held on May 31st. Summer school is well underway.

5.3. Annual Multicultural Report

- A. In compliance with the State Board of Education Rule 10 and LB 79-719 Norfolk Public Schools has completed multicultural education requirements for the school year 2021-22.
- B. The philosophy of the multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our nation and the world, and of the contributions made by diverse cultures and races and (b) the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races. The mission of the multicultural education program is to prepare students to: (a) value and respect their own culture and race and cultures and races other than their own and (b) eliminate stereotypes and different treatment of others based on culture and race. The mission shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.
- C. Total lessons in required reporting categories are as follows.
 - African Americans-1434
 - Hispanic Americans-1075
 - Native Americans-1069
 - Asian Americans-899
 - European Americans- 1635

5.4. Annual Americanism Report

RE: LB 399 Americanism Compliance Report June, 2022

- A. In compliance with Nebraska State School Law LB 399, the American Civics Bill, all building Americanism Compliance Reports have been submitted to the Director of Teaching and Learning Office. Teacher reports have been submitted to building administrators on American Civics and are filed within the building for review as needed.
- B. Compliance reports confirm that the building's social studies curriculum stresses the required patriotic themes. Above curriculum requirements, buildings have conducted appropriate patriotic exercises for the following observations as well as the senior high required American Civics Assignment: George Washington's birthday, Abraham Lincoln's birthday, Dr. Martin Luther King Jr.'s birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day.

5.5. Student Programs Report

- A. Special Announcement: Jill Hoffart will be presented with the Dr. Turk Excellence in Education Award at the Nebraska Commission for the Deaf and Hard of Hearing board meeting on June 17, 2022. Jill is the Coordinator for Northeast Nebraska Program for Children who are Deaf or Hard of Hearing.

- B. Special Education- Summer school is held June 1 through June 24, 2022, the following schools host the special education classes: Westside elementary for K-4 students, Middle School for 5-8 students and Senior high for 9-12 students.

5.6. Student Services Report

- A. We have completed a week and a half of summer school so far and will officially end summer school on June 24th. Our summer AFS graduation ceremony will be held at 6pm on June 16th at the Senior High Main Gym.
- B. On May 24th approximately 30 students and NPS staff participated in the Region 11 Emergency Management Hazmat event. We appreciate the partnership we have with local emergency responders. Learning together from training opportunities like these helps us all grow and be better prepared. On that same note, on June 8th and 9th I traveled to Lincoln with both our Activities Directors, Bobbi Risor our Region 11 Emergency Manager, and Captain Rieman from the Norfolk Police Department. Together we all participated in Sports Event Risk Management training. The training was to build capabilities for multi-agency collaboration pertaining to risk management for sports events. We all continue to work together to ensure our students, staff, and community are as safe as possible at school and community events.

5.7. Human Resources & Accreditation Report

HR Update:

On Tuesday, June 21 Norfolk Public Schools will host a job fair for classified staff here at Central Office from 4:00 - 6:00. Building principals will be available to talk with job seekers about available positions. Currently we are looking to hire classroom paraprofessionals, special education paraprofessionals, custodians, substitute paraprofessionals, and a building secretary. There are positions available at all levels, PK-12. Candidates can learn more about our available positions and complete applications on site. I encourage you to spread the word on the NPS Job Fair!

5.8. Superintendent's Report

- A. Summer Admin Retreat Topics: School Improvement, Strategic Planning, Principal Evaluation, Communication, Conflict Leadership, Emotional Intelligence, and Wellness
- B. School Nutrition Fund: It is anticipated that pandemic-related free meals will be discontinued by the USDA after summer school. There is also media speculation that Title IX requirements could be tied to nutrition funding, but we have not received any official notification about that topic.
- C. AFS Graduation: This Thursday, June 16th at 6:00 PM at the Senior High gym

6. Committee Reports

6.1. Facilities & Finance Committee Report

- A. The committee met at 12:00 today. The claims for the month of June and activity claims for May were reviewed. The committee then reviewed the following items:
 - Updates on current projects
 - Reviewed RFP for district insurance
 - Review of proposal for compensation of student teachers and Interns
 - Review of Debit card request by Midwest for using Panther Mascot on cards
 - Request to sell old coach bus, mini-van and truck
- B. The next meeting will be Monday, July 11th, at 12:00 noon.

6.2. Policy Committee Report

- A. The Policy Committee met on May 31st to discuss policy revisions recommended by our school attorney to ensure our policies are consistent with new state statutes. Those policies included:
 - 1211 related to Title IX Complaints of Sexual Harassment
 - 3132 related to Internal Controls
 - 3540 related to Bidding Construction Projects
 - 4009 related to Drug and Substance Use and Abuse
 - 4133 related to Substitute Teachers
 - 6600 related to Special Education
 - 8346 related to Public Participation at Board Meetings
 - 8343 related to Agenda Construction and Control
 - 9340 related to Board Minutes
 - B. The Board also discussed a new policy 9141 related to Board Member Attendance, which clarifies when and how a board member's absence is excused, as well as when a Board member's seat becomes vacant due to absenteeism.
- 6.3. Norfolk Public Schools Foundation Committee Report
- A. The Norfolk Public Schools Foundation Board of Directors met on May 16, 2022 at 4:30 p.m. Fourteen board members were present.
 - B. President Jake Claussen shared with the board that he and Callan Collins were at Honors Night on 5/12 to award 57 NPSF scholarships worth over \$72,000 to the NHS graduating class.
 - C. NPSF received 51 Classroom Grant applications from NPS staff that have been reviewed and scored. The NPSF selection committee will meet immediately following the board meeting for final selections. The committee will award over \$20,000 in grants for the 2022-2023 school year. Recipients will be notified in June if they have been selected.
 - D. The NPS Foundation's Dual Credit Scholarship application is now open. NPSF is again offering 125 Dual Credit Scholarships at \$100 each for tuition to Northeast Community College. Courtesy of the Margaret Robinson Memorial Endowment. Only NHS students enrolled in dual credit courses through NECC for the 2022-2023 school year are eligible to apply. The deadline to apply is 8/12/2022 at 10:00 p.m.

7. Approve Consent Agenda

Motion to approve the consent agenda at 5:55 PM passed with a motion by Tammy Day and a second by Jenna Hatfield.

Brenda Carhart:	Yea	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Leann Widhalm:	Yea
Tammy Day:	Yea	Sandy Wolfe:	Yea

- 7.1. Minutes of Previous Meetings
Minutes of the May 9, 2022 and May 23, 2022 meetings are attached.

7.2. Personnel

7.2.1. Contract Approval

Jessica Sherman

- 2022-2023, 3rd Grade Teacher, Woodland Park Elementary
- Bachelor's Degree, Early Childhood Education, University of Nebraska-Lincoln
- Jan.-May 2022, Long-term Substitute Teacher, Reading Title I teacher, Washington Elementary

- 7.2.2. Resignations
None at this time.

7.3. Claims

Attached are the claims for the month of June, 2022. These claims were reviewed earlier today by our Finance and Facility Committee. There are no conflict statements for this month that will need to be read before voting.

8. Action Items

- 8.1. Discuss, consider and take action to approve the purchase of curriculum materials for the senior high financial literacy course
 - A. With the addition of sections needed to teach the required financial literacy class, the senior high needs updated and an increased number of textbook resources. Teachers reviewed several publishers and found them all to be very similar in content. Two were chosen to pilot.
 - B. McGraw Hill's Personal Finance Fourteenth Edition was selected over Goodheart-Willcox Personal Finance 11th Edition due to the online functionality for teachers and students. I recommend the purchase of the personal finance textbook from McGraw Hill.

Motion to approve the purchase of the Personal Finance textbook and six year online subscription from McGraw Hill in the amount of \$51,166.68 at 5:59 PM passed with a motion by Jake Claussen and a second by Leann Widhalm.

Brenda Carhart:	Yea	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Leann Widhalm:	Yea
Tammy Day:	Yea	Sandy Wolfe:	Yea

- 8.2. Discuss, consider and take action to approve the purchase of curriculum materials for Advanced Placement English
 - A. NPS offers 2 advanced placement courses in the English department. AP Language and Composition and AP Literature and Composition. The purpose of an advanced placement course is two- fold. One, to allow senior high students an opportunity to experience and expand access to college level English Language Arts and two, to potentially earn college level ELA credit by passing the advanced placement examination.
 - B. Advanced placement courses are governed through the College Board. In order for schools to offer an advanced placement course, the school and teacher must submit a course syllabus for approval. An audit of course materials and syllabus are reviewed by college faculty to provide clear guidelines on curriculum and resources to ensure that the rigor meets or exceeds the expectations of a college and secondary school faculty for college-level courses.
 - C. Specific standards are required to be within the advanced placement courses. Those concepts are similar to senior high standards but are taught and practiced at a higher rigor with more mature and complicated text. The text chosen for the class meets the requirements expected from the AP course guide. It does include excerpts of stories that hold mature concepts but no pieces of explicit text are within the textbook.
 - D. Entire novel stories are taught in the AP Literature and Composition class. They are chosen based upon the provided guidance from the AP course guide which specifies novels referenced on the exam. Novel selections chosen by the College Board emphasizes exposure to different cultures and time periods. The novels used at Norfolk Senior High may change from year to year based upon the

teacher's discretion and availability of such novels in school. The specific novels used in 2021-2022 were, Frankenstein by Mary Shelley, All the Light We Cannot See by Anthony Doerr, and Their Eyes Were Watching God by Zora Neale Huston.

- E. The stories/novels in and of themselves can contain mature themes and sensitive topics but are used as a means to address the priority standards of the course. The priority standards in AP Literature and Composition are the function of the character, setting, plot, structure, narrator, word choice, imagery, symbols and comparisons, and to develop textually substantiated arguments to evaluate or interpret text. The priority standards in AP Language and Composition are rhetorical analysis, writing process, argumentative writing, and formatting and documentation.
- F. The advanced placement courses are electives and not required courses. Teachers and guidance counselors communicate with students the contents of the course and the rigorous expectations of AP courses. The course is intended for college ready students.
- G. Based upon the advanced placement guidance of the College Board and teacher's discretion, I recommend the following purchases:
 - Literature and Composition, Essential Voices, Essential Skills for AP Course Third Edition
 - Critical Thinking, Reading and Writing.

Motion to approve the purchase the listed text books at a total cost of \$6,700.68 at 6:14 PM passed with a motion by Tammy Day and a second by Jake Claussen.

Brenda Carhart:	Yea	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Leann Widhalm:	Yea
Tammy Day:	Yea	Sandy Wolfe:	Yea

- 8.3. Discuss, consider and take action to approve the 2022-2023 Middle School Student Handbook
See attachment.

Motion to approve the 2022-2023 Middle School Student Handbook at 6:18 PM passed with a motion by Tammy Day and a second by Brenda Carhart.

Brenda Carhart:	Yea	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Leann Widhalm:	Yea
Tammy Day:	Yea	Sandy Wolfe:	Yea

- 8.4. Discuss, consider and take action to approve the 2022-2023 Junior High Student Handbook.
See attachment.

Motion to approve the 2022-2023 Junior High Student Handbook at 6:19 PM passed with a motion by Jenna Hatfield and a second by Leann Widhalm.

Brenda Carhart:	Yea	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Leann Widhalm:	Yea
Tammy Day:	Yea	Sandy Wolfe:	Yea

- 8.5. Discuss, consider and take action to approve the 2022-2023 Senior High Student Handbook.
See attachment.

Motion to approve the 2022-2023 Senior High Student Handbook at 6:21 PM passed with a motion by Brenda Carhart and a second by Jake Claussen.

Brenda Carhart:	Yea	Tammy Day:	Yea
Jake Claussen:	Yea	Jenna Hatfield:	Yea

Leann Widhalm: Yea Sandy Wolfe: Yea

8.6. Discuss, consider and take action to approve the sale of district vehicles
The district currently has an old Setra coach bus, a 2000 Mini-Van and a 1977 Ford Truck. All of these vehicles need substantial work and it would not be cost effective for the district to continue to maintain them. If the vehicles do not sell, the district will take them in for salvage and get salvage prices for them. Someone who is a handy mechanic with access to older car or bus parts may be interested. These items, if approved for sale, will be listed for sale through the Daily News, which will list contact information if someone is interested.

Motion to approve the sale of district vehicles at 6:23 PM passed with a motion by Tammy Day and a second by Leann Widhalm.

Brenda Carhart: Yea Jenna Hatfield: Yea
Jake Claussen: Yea Leann Widhalm: Yea
Tammy Day: Yea Sandy Wolfe: Yea

8.7. Discuss, consider and take action to grant permission to seek RFPs for district insurance
Over the past several months, the Finance and Facilities Committee has had discussions about putting out an RFP (Request For Proposals) for district insurance services. It has been several years since the district has done this and the committee felt it was in the district's best interest to go through the process before renewing for 2023. Attached for Board members is the RFP that will come out if approved. The RFP will be for Property & Casualty, General Liability, Auto Liability, Professional Liability and Workers Compensation pursuant to Neb. Stat. 79-515. The process takes several months, which is why the request is being made this evening.

Motion to grant permission to seek RFPs for district insurance at 6:27 PM passed with a motion by Jake Claussen and a second by Jenna Hatfield.

Brenda Carhart: Yea Jenna Hatfield: Yea
Jake Claussen: Yea Leann Widhalm: Yea
Tammy Day: Yea Sandy Wolfe: Yea

8.8. Discuss, consider and take action to approve the first reading of Board Policy 9141 related to Board Member attendance

Motion to approve the first reading of Board Policy 9141 related to Board Member attendance at 6:32 PM passed with a motion by Jake Claussen and a second by Brenda Carhart.

Brenda Carhart: Yea Jenna Hatfield: Yea
Jake Claussen: Yea Leann Widhalm: Yea
Tammy Day: Yea Sandy Wolfe: Yea

8.9. Discuss, consider and take action to approve the first reading of Board Policies: 1211 related to Title IX Complaints of Sexual Harassment, 3132 related to Internal Controls, 3540 related to Bidding Construction Projects, 4009 related to Drug and Substance Use and Abuse, 4133 related to Substitute Teachers, 6600 related to Special Education, 8346 related to Public Participation at Board Meetings 8343 related to Agenda Construction and Control, and 9340 related to Board Minutes.

Motion to approve the first reading of the policies listed above 6:34 PM passed with a motion by Jenna Hatfield and a second by Leann Widhalm.

Brenda Carhart: Yea Jenna Hatfield: Yea
Jake Claussen: Yea Leann Widhalm: Yea
Tammy Day: Yea Sandy Wolfe: Yea

9. Future Meetings

A. The 2nd monthly meeting of the Board of Education will be held at noon on Thursday, June 23, 2022.

- B. The next regular meeting of the Board of Education will be held on Monday, July 11, 2022. There will not be a Study Session. The regular business meeting will start at 5:30 PM. All components of these meetings will be held at the NPS Central Administration Offices and will be open to the public unless an Executive Session is needed in order to protect the interest of the district or the reputation of an individual.
- 10. Executive Session -- If Needed to Protect the Interest of the District or to Prevent Needless Injury to the Reputation of an Individual
 - 10.1. Convene Executive Session -- If Needed to Protect the Interest of the District or to Prevent Needless Injury to the Reputation of an Individual.
No Executive Session was convened.
- 11. Adjournment
The meeting adjourned at 6:35 PM.

Chairperson

Superintendent

Board of Education 2nd Monthly Meeting

Thursday, June 23, 2022

12:00 PM: Business Meeting

Norfolk Public School's Central Administration Office

P.O. Box 139

Norfolk, NE 68702-0139

- Brenda Carhart: Present
- Jake Claussen: Present
- Tammy Day: Present
- Jenna Hatfield: Present
- Leann Widhalm: Present
- Sandy Wolfe: Absent

1. Date Public Notice Appeared in the Norfolk Daily News: June 18, 2022

2. Call to Order

The Norfolk Public School District's board of education meeting is called to order at 12:00 PM.

2.1. Roll Call—See attendance above.

Sandy Wolfe gave notice of her absence on July 16, 2022.

Motion to excuse the absence of Sandy Wolfe at 12:01 PM passed with a motion by Leann Widhalm and a second by Jake Claussen.

- | | | | |
|-----------------|-----|-----------------|--------|
| Brenda Carhart: | Yea | Jenna Hatfield: | Yea |
| Jake Claussen: | Yea | Leann Widhalm: | Yea |
| Tammy Day: | Yea | Sandy Wolfe: | Absent |

2.2. Declaration of a Legal Meeting

3. Discuss, consider and take action to approve contracts

~**Katherine Perrigan**

- 2022-2023, 3rd Grade Teacher, Woodland Park Elementary
- Bachelor of Arts, Elementary Education, Western Governor’s University, Salt Lake City, UT
- Nov. 2018-Present, Substitute Teacher, Long-Term Substitute Teacher, Summer School Teacher, Norfolk Public Schools

Motion to approve the contract as listed at 12:04 PM passed with a motion by Jake Claussen and a second by Jenna Hatfield.

- | | | | |
|-----------------|-----|-----------------|--------|
| Brenda Carhart: | Yea | Jenna Hatfield: | Yea |
| Jake Claussen: | Yea | Leann Widhalm: | Yea |
| Tammy Day: | Yea | Sandy Wolfe: | Absent |

4. Executive Session If Needed to Protect the Interest of the District or to Prevent Needless Injury to the Reputation of an Individual.

4.1. Convene Executive Session -- If Needed to Protect the Interest of the District or to Prevent Needless Injury to the Reputation of an Individual.

Motion to convene Executive Session to discuss a resignation to Prevent Needless Injury to the Reputation of an Individual at 12:05 PM passed with a motion by Brenda Carhart and a second by Jenna Hatfield.

- | | | | |
|-----------------|-----|-----------------|-----|
| Brenda Carhart: | Yea | Tammy Day: | Yea |
| Jake Claussen: | Yea | Jenna Hatfield: | Yea |

JULY 11, 2022

NORFOLK PUBLIC SCHOOLS
NORFOLK, NEBRASKA

GENERAL FUND

1	ACERS, MELISSA	PARENT MILEAGE	01 2712 332 1 004 000	\$108.81
2	ACERS, MELISSA Total			\$108.81
3	ADVANCE AUTO PARTS	FILTER SUPPLY	01 2650 610 1 001 000	\$30.00
4			01 2650 610 2 001 000	\$29.99
5		VEHICLE #15 SUPPLIES	01 2650 610 1 001 000	\$4.78
6			01 2650 610 2 001 000	\$4.78
7		VEHICLE #32 SUPPLIES	01 2650 610 1 001 000	\$24.14
8			01 2650 610 2 001 000	\$24.13
9		VEHICLE #35 FLOOR MATS	01 2650 610 1 001 000	\$155.57
10			01 2650 610 2 001 000	\$155.56
11		VEHICLE #46 SUPPLIES	01 2650 610 1 001 000	\$22.63
12			01 2650 610 2 001 000	\$22.62
13	VEHICLE SUPPLIES		01 2650 610 1 001 000	\$67.96
14			01 2650 610 2 001 000	\$67.96
15	ADVANCE AUTO PARTS Total			\$610.12
16	AED SUPERSTORE	AED REPLACEMENT PADS	01 2130 610 1 004 000	\$118.00
17			01 2130 610 2 004 000	\$118.00
18	AED SUPERSTORE Total			\$236.00
19	AGIREPAIR, INC	GLASS	01 1200 650 1 004 010	\$109.00
20	AGIREPAIR, INC Total			\$109.00
21	AGRI-CITY INSURANCE	NEW VEHICLE INSURANCE	01 2650 520 1 001 000	\$108.80
22			01 2650 520 2 001 000	\$108.80
23			01 2710 520 1 001 000	\$108.80
24			01 2710 520 2 001 000	\$108.80
25			01 2712 520 1 001 000	\$108.80
26	AGRI-CITY INSURANCE Total			\$544.00
27	APPEARA	MOPS	01 2610 431 1 001 000	\$174.12

28			01 2610 431 2 001 000	\$174.08
29		WORK SHIRTS	01 2610 431 1 001 000	\$314.74
30			01 2610 431 2 001 000	\$314.77
31			01 2620 431 1 001 000	\$78.70
32			01 2620 431 2 001 000	\$78.69
33	APPEARA Total			\$1,135.10
34	APPLE INC	IPAD	01 1200 650 1 004 009	\$749.00
35		IPAD CASE	01 1200 650 1 004 000	\$524.25
36			01 1200 650 2 004 000	\$524.25
37		IPADS	01 1200 650 1 004 000	\$4,410.00
38			01 1200 650 2 004 000	\$4,410.00
39	APPLE INC Total			\$10,617.50
40	ASBURY, CHRISTOPHER	ACTIVITY WORKIER	01 2190 120 2 001 000	\$1,642.50
41	ASBURY, CHRISTOPHER Total			\$1,642.50
42	ASCD	MEMBERSHIP RENEWAL	01 1100 610 1 104 010	\$59.00
43	ASCD Total			\$59.00
44	BAUER BUILT, INC	KUBOTA MOWER REPAIR	01 2630 610 1 001 000	\$48.50
45			01 2630 610 2 001 000	\$48.50
46		PARTS FOR MOWERS	01 2630 610 1 001 000	\$88.00
47			01 2630 610 2 001 000	\$88.00
48	BAUER BUILT, INC Total			\$273.00
49	BAUER, RACHEL	SIXPENCE MILEAGE	01 3541 333 1 004 000	\$55.93
50	BAUER, RACHEL Total			\$55.93
51	BLICK ART MATERIALS	ART SUPPLIES	01 1100 610 1 011 000	\$3,666.54
52		COOP SUPPLIES	01 1100 610 2 224 001	\$124.81
53	BLICK ART MATERIALS Total			\$3,791.35
54	BLOOM, JENNIFER	NURSING CONFERENCE	01 2130 580 2 004 000	\$46.56
55	BLOOM, JENNIFER Total			\$46.56
56	BOMGAARS SUPPLY	ADAPTER	01 2620 610 1 001 010	\$10.99
57		GREASE	01 2650 610 1 001 000	\$37.90
58			01 2650 610 2 001 000	\$37.90
59		IMPACT DRIVER	01 2610 610 1 001 000	\$6.50
60			01 2610 610 2 001 000	\$6.49
61		OSCILLATING SET, SCREWDRIVER	01 2620 610 1 001 000	\$22.79

62			01 2620 610 2 001 000	\$22.78
63		PICTURE HANGER,STRAP, RATCHET	01 2620 610 1 001 000	\$7.49
64			01 2620 610 2 001 000	\$7.49
65		SHOP SUPPLIES	01 2620 610 1 001 000	\$30.98
66			01 2620 610 2 001 000	\$30.98
67		SOCKETS	01 2620 610 1 001 000	\$9.49
68			01 2620 610 2 001 000	\$9.49
69		TROWEL	01 2620 610 1 001 010	\$9.99
70		WHEEL	01 2620 610 1 001 000	\$1.79
71			01 2620 610 2 001 000	\$1.79
72		WHEELS	01 2620 610 1 001 000	\$3.74
73			01 2620 610 2 001 000	\$3.73
74	BOMGAARS SUPPLY Total			\$262.31
75	BOYS TOWN	MAY 2022 SPED	01 1200 561 1 004 000	\$3,225.84
76			01 1200 890 1 004 000	\$614.16
77	BOYS TOWN Total			\$3,840.00
78	BRINK, BLAIR	NURSING CONFERENCE	01 2130 580 2 004 000	\$56.23
79	BRINK, BLAIR Total			\$56.23
80	BSN SPORTS,	FITNESS GRAM	01 1100 643 1 414 014	\$149.00
81		PE SUPPLIES	01 1100 610 1 818 009	\$200.27
82	BSN SPORTS, Total			\$349.27
83	CAPITAL BUSINESS SYSTEMS,	COPIERS/PRINTS	01 1100 340 1 104 010	\$8.10
84			01 1100 340 1 201 003	\$6.24
85			01 1100 340 1 302 004	\$1.96
86			01 1100 340 1 430 014	\$53.10
87			01 1100 340 1 602 005	\$6.92
88			01 1100 340 1 705 008	\$62.25
89			01 1100 340 1 819 009	\$14.90
90			01 1100 340 1 904 012	\$1.24
91			01 1100 340 2 016 001	\$8.00
92			01 1100 340 2 141 002	\$10.38
93			01 1100 340 2 209 001	\$178.63
94			01 1190 610 1 163 021	\$44.93
95			01 1200 610 1 004 000	\$71.65

96			01 1200 610 2 004 000	\$71.64
97			01 1300 610 1 001 008	\$11.84
98			01 1300 610 1 001 009	\$20.35
99			01 1300 610 1 001 014	\$8.37
100			01 1300 610 1 001 021	\$2.93
101			01 1300 610 2 001 001	\$17.77
102			01 2530 340 2 001 000	\$2,718.76
103			01 2620 431 0 001 000	\$2.51
104			01 2630 340 1 001 000	\$2,718.76
105	CAPITAL BUSINESS SYSTEMS, Total			\$6,041.23
106	CARRIKER, TONYA	STAFF MILEAGE	01 2151 333 1 004 000	\$1,604.52
107	CARRIKER, TONYA Total			\$1,604.52
108	CENTURY LUMBER CO	EPOXY	01 2620 610 1 001 009	\$214.99
109			01 2620 610 1 001 010	\$257.45
110			01 2620 610 2 001 001	\$1,287.25
111			01 2620 610 2 001 002	\$257.45
112	CENTURY LUMBER CO Total			\$2,017.14
113	CITY OF NORFOLK	RESIDENTIAL WASTE	01 2630 420 1 001 000	\$6.24
114			01 2630 420 1 001 003	\$615.38
115			01 2630 420 2 001 000	\$6.23
116		TREE WASTE	01 2630 420 1 001 000	\$1.50
117			01 2630 420 2 001 000	\$1.50
118		WATER/SEWER	01 2610 410 1 001 010	\$356.24
119			01 2610 410 1 001 014	\$1,959.72
120			01 2610 410 1 001 021	\$582.33
121			01 2610 410 2 001 001	\$2,304.60
122	CITY OF NORFOLK Total			\$5,833.74
123	COLE PAPERS INC	SUPPLIES	01 2610 610 1 001 000	\$13,308.50
124			01 2610 610 2 001 000	\$13,308.50
125	COLE PAPERS INC Total			\$26,617.00
126	CRAVEN, SHEILA	CONTRACTED OT SERVICES	01 2161 320 1 004 000	\$158.00
127	CRAVEN, SHEILA Total			\$158.00
128	DATA MANAGEMENT INC	SUPPLIES	01 2410 610 1 430 014	\$260.07
129	DATA MANAGEMENT INC Total			\$260.07

130	DINKEL IMPLEMENT	KUBOTA MOWER SUPPLIES	01 2630 610 1 001 000	\$127.45
131			01 2630 610 2 001 000	\$127.44
132		MOWER PARTS	01 2630 340 1 001 000	\$622.34
133			01 2630 340 2 001 000	\$622.34
134	DINKEL IMPLEMENT Total			\$1,499.57
135	EAKES OFFICE PLUS	CABINETS AND LOCKS	01 1200 610 1 004 000	\$428.44
136			01 1200 610 2 004 000	\$428.44
137		DIAGNOSTIC FEE MACHINE REPAIRS	01 1190 350 1 163 021	\$30.00
138		LEAD REFILL	01 2320 610 1 033 000	\$0.26
139			01 2320 610 2 033 000	\$0.26
140		LEGAL PADS	01 2320 610 1 033 000	\$161.84
141			01 2320 610 2 033 000	\$161.84
142		NAME PLATE	01 1190 610 1 163 021	\$14.60
143		POST IT NOTES	01 2320 610 1 033 000	\$7.26
144			01 2320 610 2 033 000	\$7.26
145		SUPPLIES	01 2610 610 1 001 000	\$2,793.49
146			01 2610 610 2 001 000	\$2,793.48
147	EAKES OFFICE PLUS Total			\$6,827.17
148	EARTH WALK	CART CONVERSION PARTS	01 1100 650 1 005 000	\$187.50
149			01 1100 650 2 005 000	\$187.50
150	EARTH WALK Total			\$375.00
151	ECHO GROUP INC	BULBS	01 2620 610 1 001 000	\$388.80
152			01 2620 610 2 001 000	\$388.80
153			01 2620 610 2 001 001	\$876.00
154		FLUOR. BULBS	01 2620 610 2 001 001	\$486.00
155		SUPPLIES	01 2620 610 1 001 000	\$12.40
156			01 2620 610 2 001 000	\$12.40
157	ECHO GROUP INC Total			\$2,164.40
158	EDUCATIONAL SERVICE UNIT	AUDIOLOGY SERVICES	01 2151 591 2 004 000	\$723.00
159		PRESCHOOL SERVICES	01 1291 591 1 004 021	\$246.00
160		TOWER SCHOOL	01 1200 591 2 004 000	\$23,010.00
161			01 1200 890 2 004 000	\$2,100.00
162	EDUCATIONAL SERVICE UNIT Total			\$26,079.00
163	EGAN SUPPLY COMPANY	BATTERIES	01 2610 610 2 001 002	\$556.98

164		BATTERIES, SUPPLES, LABOR AND	01 2610 431 1 001 014	\$2,173.88
165		HOSES AND FILTERS	01 2610 610 1 001 014	\$100.91
166		SUPPLIES	01 2610 610 1 001 000	\$1,760.18
167			01 2610 610 2 001 000	\$1,760.17
168	EGAN SUPPLY COMPANY Total			\$6,352.12
169	ELECTRIC ENGINEERING	FUSES	01 2620 610 2 001 001	\$35.64
170	ELECTRIC ENGINEERING Total			\$35.64
171	ELECTRONIC CONTRACTING CO	DIGITAL MEDIA PRESENTATION	01 2620 431 2 715 001	\$1,987.00
172	ELECTRONIC CONTRACTING CO Total			\$1,987.00
173	ELECTRONIC SYSTEMS	FIRE ALARM BATTERIES	01 2620 610 1 001 008	\$128.00
174		FIRE ALARM INSPECTION	01 2620 431 1 001 000	\$75.00
175			01 2620 431 1 001 003	\$90.00
176			01 2620 431 1 001 004	\$90.00
177			01 2620 431 1 001 005	\$90.00
178			01 2620 431 1 001 008	\$90.00
179			01 2620 431 1 001 009	\$90.00
180			01 2620 431 1 001 010	\$90.00
181			01 2620 431 1 001 012	\$90.00
182			01 2620 431 1 001 014	\$90.00
183			01 2620 431 1 001 021	\$90.00
184			01 2620 431 2 001 000	\$150.00
185			01 2620 431 2 001 001	\$225.00
186			01 2620 431 2 001 002	\$150.00
187		REPLACED ZONE MODULES	01 2620 431 2 001 002	\$1,512.50
188	ELECTRONIC SYSTEMS Total			\$3,050.50
189	ELKHORN RURAL PUBLIC POWER	WP ELECTRICITY	01 2610 621 1 001 012	\$1,847.17
190	ELKHORN RURAL PUBLIC POWER Total			\$1,847.17
191	ESSENTIAL SCREEN	BACKGROUND CHECKS	01 2510 340 1 001 000	\$165.87
192			01 2510 340 2 001 000	\$165.87
193	ESSENTIAL SCREEN Total			\$331.74
194	ESU #9	GOOGLE SUMMIT A. DIDIER	01 6310 330 1 028 000	\$199.00
195	ESU #9 Total			\$199.00
196	FAIRFIELD INN & SUITES	NEBRSPRA CONF LODGING	01 2310 580 1 010 000	\$62.48
197			01 2310 580 2 010 000	\$62.47

198	FAIRFIELD INN & SUITES Total			\$124.95
199	FAIRFIELD INN & SUITES	PYRAMID TRAINING C. RAMIREZ	01 1190 580 1 163 021	\$298.00
200	FAIRFIELD INN & SUITES Total			\$298.00
201	FAMILY PHYSICAL THERAPY	BIRTH-AGE 5 OCCUPATIONAL	01 2162 320 1 004 000	\$2,625.00
202			01 2162 334 1 004 000	\$44.27
203			01 2163 320 1 004 000	\$2,625.00
204			01 2163 334 1 004 000	\$44.27
205	FAMILY PHYSICAL THERAPY Total			\$5,338.54
206	FERNAU, JESSICA	STAFF MILEAGE	01 1292 333 1 004 000	\$23.63
207	FERNAU, JESSICA Total			\$23.63
208	FIRST CHOICE FOOD	ADMINISTRATOR RETREAT LUNCH	01 2320 890 1 033 000	\$152.25
209			01 2320 890 2 033 000	\$152.25
210	FIRST CHOICE FOOD Total			\$304.50
211	FIRSTWIRELESS, INC	PORTABLE RADIOS	01 2410 731 2 141 002	\$3,761.00
212	FIRSTWIRELESS, INC Total			\$3,761.00
213	FLOORING SOLUTIONS	CARPET INSTALLATION	01 2620 431 2 001 001	\$10,060.99
214		FLOORING	01 2620 431 1 001 009	\$20,000.00
215		FLOORING FOR JH STAIRS	01 2620 431 2 001 002	\$30,400.00
216		INSTALL/SUNDRIES FOR STORAGE	01 2620 431 1 001 021	\$355.24
217	FLOORING SOLUTIONS Total			\$60,816.23
218	FOX, CINDY	SCHOOL NURSE CONFERENCE	01 2130 580 1 004 000	\$27.65
219			01 2130 580 2 004 000	\$27.64
220	FOX, CINDY Total			\$55.29
221	GENERAL PRINTING & DESIGN	STUDENT PLANNERS	01 2410 610 2 209 001	\$3,431.65
222	GENERAL PRINTING & DESIGN Total			\$3,431.65
223	GLASS EDGE INC, THE	BOTTOM MULLION REPLACEMENT	01 2620 610 2 001 002	\$93.20
224	GLASS EDGE INC, THE Total			\$93.20
225	GLOBAL INDUSTRIAL	55 GAL DRUM PUMPS	01 2610 610 1 001 000	\$157.37
226			01 2610 610 2 001 000	\$157.37
227	GLOBAL INDUSTRIAL Total			\$314.74
228	GROSSERODE, SAMANTHA	PARENT MILEAGE	01 2713 332 1 004 021	\$224.64
229	GROSSERODE, SAMANTHA Total			\$224.64
230	HAFER, AMANDA	AG. EDUCATION PROF.	01 6310 333 2 028 000	\$174.33
231			01 6969 580 2 028 000	\$387.00

232		AG.ED. ASSOCIATION MEMBERSHIP	01 6310 810 2 028 000	\$235.00
233		CTE SUMMER CONFERENCE	01 6310 333 2 028 000	\$170.82
234			01 6969 580 2 028 000	\$229.90
235	HAFER, AMANDA Total			\$1,197.05
236	HEINEMANN	EDUCATIONAL MATERIAL	01 6925 610 1 004 000	\$1,334.16
237			01 6925 610 2 004 000	\$1,334.16
238			01 6926 610 1 004 000	\$293.70
239			01 6926 610 2 004 000	\$293.70
240	HEINEMANN Total			\$3,255.72
241	HOLIDAY INN KEARNEY	NURSES CONF LODGING	01 2130 580 1 004 000	\$329.85
242			01 2130 580 2 004 000	\$329.85
243	HOLIDAY INN KEARNEY Total			\$659.70
244	HOME DEPOT PRO, THE	SUPPLIES	01 2610 610 1 001 000	\$425.52
245			01 2610 610 2 001 000	\$425.52
246		SUPPLIES FOR TRASH CANS	01 2620 610 1 001 014	\$700.36
247		TABLES	01 2410 610 2 209 001	\$0.00
248	HOME DEPOT PRO, THE Total			\$1,551.40
249	HUFF CONSTRUCTION INC.	BEL AIR ADDITION/RENOVATION	01 6998 340 1 945 010	\$57,394.20
250	HUFF CONSTRUCTION INC. Total			\$57,394.20
251	INSIGHT PUBLIC SECTOR, INC	CHROMEBOOKS FOR ELL	01 6925 610 1 004 000	\$91.26
252			01 6925 610 2 004 000	\$91.26
253	INSIGHT PUBLIC SECTOR, INC Total			\$182.52
254	INTRADATA	READ N QUIZ	01 1100 643 1 101 010	\$952.00
255	INTRADATA Total			\$952.00
256	J W PEPPER, INC	BAND SUPPLIES	01 1100 610 2 117 002	\$84.00
257		MUSIC	01 1100 610 2 117 002	\$387.54
258		SUPPLIES	01 1100 610 2 117 002	\$44.99
259	J W PEPPER, INC Total			\$516.53
260	JAYMAR BUSINESS FORMS, INC	CHECKS	01 2510 610 1 001 000	\$108.00
261			01 2510 610 2 001 000	\$107.99
262	JAYMAR BUSINESS FORMS, INC Total			\$215.99
263	JOSTENS	DIPLOMAS	01 2490 610 2 209 001	\$21.46
264	JOSTENS Total			\$21.46
265	KELLY SUPPLY COMPANY	BELTS	01 2620 610 2 001 001	\$62.49

266		MS SUPPLIES	01 2620 610 1 001 014	\$50.74
267	KELLY SUPPLY COMPANY Total			\$113.23
268	KEN'S TRAILER SALES	FIX AIR BAG BRACKETS	01 2650 340 1 001 000	\$33.68
269			01 2650 340 2 001 000	\$33.67
270	KEN'S TRAILER SALES Total			\$67.35
271	KNIGHT, KARLA	STAFF MILEAGE	01 2151 333 2 004 000	\$14.78
272			01 2152 333 1 004 021	\$14.78
273			01 2153 333 1 004 000	\$14.78
274	KNIGHT, KARLA Total			\$44.34
275	KORTH, JESSIE	BIRTH-5 PT SERVICES	01 2172 320 1 004 000	\$1,680.72
276			01 2173 320 1 004 000	\$1,680.73
277		PT SERVICES MILEAGE	01 2172 334 1 004 000	\$66.16
278			01 2173 334 1 004 000	\$66.17
279	KORTH, JESSIE Total			\$3,493.78
280	KURITA AMERICA, INC.	WATER TREATMENT PROGRAM	01 2620 610 1 001 000	\$402.21
281			01 2620 610 2 001 000	\$402.21
282	KURITA AMERICA, INC. Total			\$804.42
283	KUSTOM PEST CONTROL	PEST CONTROL JUNE22	01 2630 340 1 001 000	\$58.50
284			01 2630 340 1 001 003	\$39.00
285			01 2630 340 1 001 004	\$39.00
286			01 2630 340 1 001 005	\$39.00
287			01 2630 340 1 001 008	\$39.00
288			01 2630 340 1 001 009	\$39.00
289			01 2630 340 1 001 010	\$39.00
290			01 2630 340 1 001 012	\$39.00
291			01 2630 340 1 001 014	\$39.00
292			01 2630 340 1 001 021	\$39.00
293			01 2630 340 2 001 000	\$58.50
294			01 2630 340 2 001 001	\$78.00
295			01 2630 340 2 001 002	\$39.00
296	KUSTOM PEST CONTROL Total			\$585.00
297	LAFLEUR, BILL	CURRICULUM WORK	01 6310 151 1 028 000	\$450.00
298	LAFLEUR, BILL Total			\$450.00
299	LANDKAMER FLAG SALES	FLAGS	01 1100 610 2 141 002	\$149.00

300	LANDKAMER FLAG SALES Total			\$149.00
301	LAWNCO	LAWN SERVICE (2022-2024)	01 2630 420 1 001 000	\$3,939.00
302			01 2630 420 2 001 000	\$3,938.99
303	LAWNCO Total			\$7,877.99
304	LAWSON PRODUCTS, INC	HEX CAP SCREW	01 2620 610 1 001 000	\$3.41
305			01 2620 610 2 001 000	\$3.40
306		REGENCY JOBBER DRILL BIT	01 2620 610 1 001 000	\$6.75
307			01 2620 610 2 001 000	\$6.75
308		SUPPLIES	01 2620 610 1 001 000	\$93.55
309			01 2620 610 2 001 000	\$93.55
310	LAWSON PRODUCTS, INC Total			\$207.41
311	LEWIN, CHRISTINE	CDL ADDED ENDORSEMENT	01 2712 890 2 001 000	\$14.50
312	LEWIN, CHRISTINE Total			\$14.50
313	LIBRARY STORE, THE	BOOK COVERS	01 2220 610 1 423 014	\$179.29
314	LIBRARY STORE, THE Total			\$179.29
315	LOGISTICS365, INC	SUPPLIES-TECHNOLOGY RELATED	01 2230 650 1 005 000	\$3,639.00
316			01 2230 650 2 005 000	\$3,639.00
317	LOGISTICS365, INC Total			\$7,278.00
318	LONDON, JAMIE	MILEAGE TO STAFF	01 1200 333 1 004 000	\$402.93
319			01 1200 333 2 004 000	\$402.92
320	LONDON, JAMIE Total			\$805.85
321	LOVE SIGNS, INC	VINYL NUMBERS	01 2620 610 1 001 000	\$7.50
322			01 2620 610 2 001 000	\$7.50
323	LOVE SIGNS, INC Total			\$15.00
324	MASTERS TRANSPORTATION	FILTER DRIER W/SIGHT GLASS #9H	01 2712 610 1 001 000	\$68.99
325		HYDRAULIC FLUID	01 2650 610 1 001 000	\$84.02
326			01 2650 610 2 001 000	\$84.02
327	MASTERS TRANSPORTATION Total			\$237.03
328	MCGRAW-HILL SCHOOL	BOOKS & PERIODICALS	01 1100 640 1 028 000	\$58,010.19
329	MCGRAW-HILL SCHOOL Total			\$58,010.19
330	MCNALLY, JILL	INTERNAL COACHING	01 6416 340 1 017 000	\$1,687.50
331		INTERNAL COACHING AND MILEAGE	01 6416 340 1 017 000	\$557.30
332	MCNALLY, JILL Total			\$2,244.80
333	MEISINGER OIL CO	DIESEL	01 2650 626 1 001 000	\$179.18

334		01 2650 626 2 001 000	\$179.18	
335		01 2710 626 1 001 000	\$3,583.58	
336		01 2710 626 2 001 000	\$3,583.58	
337		01 2712 626 1 001 000	\$1,433.43	
338	MAINT SUPPLY	01 2650 610 1 001 000	\$112.98	
339		01 2650 610 2 001 000	\$112.97	
340	NO LEAD GAS	01 2650 626 1 001 000	\$3,599.96	
341		01 2650 626 2 001 000	\$3,599.96	
342		01 2712 626 1 001 000	\$1,799.98	
343	PROPANE CYL FOR FORKLIFTS	01 2620 610 1 001 000	\$13.38	
344		01 2620 610 2 001 000	\$13.37	
345	MEISINGER OIL CO Total		\$18,211.55	
346	MENARDS	2.5 GAL VEG CONC	01 2620 610 1 001 000	\$84.00
347			01 2620 610 2 001 000	\$83.99
348		3100 PSI SPEED WASH	01 2650 610 1 001 000	\$224.70
349			01 2650 610 2 001 000	\$224.69
350		ADHESIVE	01 2620 610 1 001 000	\$3.62
351			01 2620 610 1 001 004	\$14.48
352			01 2620 610 2 001 000	\$3.62
353		BLACK METALIC SHELVES	01 1190 610 1 163 021	\$239.99
354		CAULK, ADHESIVE	01 2620 610 1 001 000	\$6.09
355			01 2620 610 2 001 000	\$6.09
356		CEILING TILES	01 2620 610 1 001 004	\$1,976.00
357		COMPRESSION CAP	01 2620 610 1 001 003	\$5.56
358		DOOR SUPPLIES	01 2620 610 1 001 005	\$247.26
359		GRANT ELEM. SUPPLIES	01 2620 610 1 001 003	\$11.89
360		JH SUPPLIES	01 2620 610 2 001 002	\$23.76
361		LPP SUPPLIES	01 2620 610 1 001 021	\$22.57
362		MAINT SUPPLIES	01 2620 610 1 001 000	\$254.46
363			01 2620 610 2 001 000	\$254.45
364		MAINT. SUPPLIES	01 2620 610 1 001 000	\$276.43
365			01 2620 610 2 001 000	\$276.42
366		MIX ALL MIXER	01 2620 610 2 001 002	\$5.94
367		MS SUPPLIES	01 2620 610 1 001 014	\$17.98

368	ODOR CONTROL	01 2650 610 1 001 000	\$8.69
369		01 2650 610 2 001 000	\$8.69
370	PAINTING SUPPLIES	01 2620 610 1 001 008	\$27.44
371		01 2620 610 2 001 001	\$57.63
372	PISTOL GRIP BLOW GUN	01 2620 610 1 001 000	\$4.24
373		01 2620 610 2 001 000	\$4.24
374	PLASTIC DIAPHRAGM COVER	01 2620 610 1 001 010	\$11.98
375	PRIMER	01 2620 610 2 001 001	\$119.10
376	SH SUPPLIES	01 2620 610 2 001 001	\$259.30
377	SHELF	01 2620 610 1 001 003	\$239.99
378	SIDEWALL GRILLE	01 2620 610 2 001 001	\$23.18
379	SPACKLING	01 2620 610 1 001 000	\$1.74
380		01 2620 610 2 001 000	\$1.73
381	SPECIAL ORDER ONLINE DOOR	01 2620 610 1 001 005	\$494.52
382	STRAPS	01 2620 610 1 001 000	\$2.28
383		01 2620 610 2 001 000	\$2.28
384	STRIPING PAINT	01 2620 610 1 001 014	\$27.92
385	SUPPLIES	01 2620 610 1 001 000	\$55.51
386		01 2620 610 1 001 004	\$27.87
387		01 2620 610 1 001 008	\$36.66
388		01 2620 610 1 001 014	\$13.90
389		01 2620 610 2 001 000	\$55.50
390		01 2620 610 2 001 001	\$105.43
391		01 2620 610 2 001 002	\$77.69
392		01 2630 610 1 001 009	\$25.63
393	SUPPLY	01 2620 610 2 001 002	\$5.60
394	TRANSITION HOUSE SUPPLIES	01 2620 610 2 001 000	\$44.66
395	TROWEL, LARGE SCOOP	01 2620 610 1 001 014	\$24.98
396	VALVE	01 2620 610 2 001 002	\$67.12
397	WALL BRACKET	01 2620 610 1 001 014	\$6.78
398	WASHINGTON SUPPLIES	01 2620 610 1 001 008	\$59.67
399	WATERPROOF CONNECTORS	01 2620 610 1 001 021	\$11.94
400	WD-40	01 2620 610 1 001 004	\$27.96
401	MENARDS Total		\$6,205.84

402	MID-STATE ENGINEERING	FIELD WORK	01 6997 340 2 945 002	\$265.00
403	MID-STATE ENGINEERING Total			\$265.00
404	MODEL ELECTRIC INC	LABOR AT CARSON THEATER	01 2620 431 2 715 001	\$378.00
405		LIGHT REPLACEMENTS	01 2620 431 1 001 012	\$6,517.00
406	MODEL ELECTRIC INC Total			\$6,895.00
407	NAPA OF NORFOLK	OIL FILTER, STOP LEAK	01 2650 610 1 001 000	\$25.63
408			01 2650 610 2 001 000	\$25.63
409		VEHICLE #10 HOSE	01 2650 610 1 001 000	\$10.45
410			01 2650 610 2 001 000	\$10.45
411		VEHICLE #21H SUPPLIES	01 2712 610 1 001 000	\$22.15
412			01 2712 610 2 001 000	\$22.15
413	NAPA OF NORFOLK Total			\$116.46
414	NASCO	SUPPLIES	01 1100 610 1 416 014	\$784.28
415	NASCO Total			\$784.28
416	NASPA	22-23 MEMBERSHIP BAUMANN	01 2210 810 1 901 000	\$40.00
417	NASPA Total			\$40.00
418	NCS PEARSON	MAY Q-INTERACTIVE USE	01 2141 610 1 014 000	\$67.90
419			01 2141 610 2 014 000	\$67.89
420			01 2142 610 1 014 000	\$15.10
421	NCS PEARSON Total			\$150.89
422	NCSA	ADMINISTRATORS DAYS	01 2320 810 1 033 000	\$130.00
423			01 2320 810 2 033 000	\$130.00
424	NCSA Total			\$260.00
425	NEBRASKA PUBLIC POWER	ELECTRICITY MAY22	01 2610 621 1 001 000	\$1,042.82
426			01 2610 621 1 001 003	\$2,239.59
427			01 2610 621 1 001 004	\$1,479.09
428			01 2610 621 1 001 005	\$2,218.61
429			01 2610 621 1 001 008	\$2,980.45
430			01 2610 621 1 001 009	\$1,297.94
431			01 2610 621 1 001 010	\$2,004.01
432			01 2610 621 1 001 014	\$7,948.59
433			01 2610 621 1 001 021	\$1,791.65
434			01 2610 621 2 001 000	\$1,042.82
435			01 2610 621 2 001 001	\$42,746.99

436			01 2610 621 2 001 002	\$13,400.19
437	NEBRASKA PUBLIC POWER Total			\$80,192.75
438	NMG LLC DBA NORFOLK WORKS	DOT PHYSICALS	01 2570 340 1 901 000	\$150.00
439			01 2570 340 2 901 000	\$150.00
440	NMG LLC DBA NORFOLK WORKS Total			\$300.00
441	NORFOLK AREA CHAMBER	BOD MEETING MEAL JJT	01 2320 890 1 033 000	\$5.00
442			01 2320 890 2 033 000	\$5.00
443	NORFOLK AREA CHAMBER Total			\$10.00
444	NORFOLK AUTO SUPPLY	FILTER	01 2630 610 1 001 000	\$21.17
445			01 2630 610 2 001 000	\$21.17
446		FILTERS	01 2650 610 1 001 000	\$16.24
447			01 2650 610 2 001 000	\$16.24
448		SUPPLIES VEHICLE #28,39	01 2650 610 1 001 000	\$164.02
449	NORFOLK AUTO SUPPLY Total			\$238.84
450	NORFOLK COUNTRY CLUB	ACTION COUNCIL MEALS	01 2320 890 1 033 000	\$13.98
451			01 2320 890 2 033 000	\$13.98
452	NORFOLK COUNTRY CLUB Total			\$27.96
453	NORFOLK DAILY NEWS	ADS	01 2310 540 1 001 000	\$24.11
454			01 2310 540 2 001 000	\$24.10
455			01 2510 540 1 001 000	\$61.71
456			01 2510 540 1 901 000	\$297.20
457			01 2510 540 2 001 000	\$61.71
458			01 2510 540 2 901 000	\$297.20
459		TEACHER RETIREMENT AD	01 2310 540 1 010 000	\$412.50
460			01 2310 540 2 010 000	\$412.50
461	NORFOLK DAILY NEWS Total			\$1,591.03
462	NORFOLK GM AUTO CENTER	SUPPLIES,LABOR VEHICLE #37H	01 2712 340 1 001 000	\$138.03
463	NORFOLK GM AUTO CENTER Total			\$138.03
464	NORFOLK IMPLEMENT INC	MAINT SUPPLY	01 2620 610 1 001 000	\$44.13
465			01 2620 610 2 001 000	\$44.12
466	NORFOLK IMPLEMENT INC Total			\$88.25
467	NORFOLK WINSUPPLY	FILTERS	01 2620 610 1 001 003	\$85.80
468			01 2620 610 1 001 010	\$169.44
469			01 2620 610 2 001 001	\$3,198.48

470		GRANT SUPPLIES	01 2620 610 1 001 003	\$34.68
471		MS SUPPLIES	01 2620 610 1 001 014	\$239.30
472		SUPPLIES	01 2620 610 1 001 000	\$11.39
473			01 2620 610 2 001 000	\$11.38
474	NORFOLK WINSUPPLY Total			\$3,750.47
475	NPS SUBSIDIARY	AFE/ANDERSON #3	01 2310 610 1 001 000	\$231.60
476			01 2310 610 2 001 000	\$231.60
477		ANNUAL MEETING WORKING LUNCH	01 6416 610 1 017 000	\$153.35
478		BACKGROUND CHECKS #8	01 2510 340 1 001 000	\$1.50
479			01 2510 340 2 001 000	\$1.50
480		BOE FINANCE MEAL #20	01 2510 890 1 001 000	\$24.90
481			01 2510 890 2 001 000	\$24.90
482		BOOKCASE #3	01 1100 610 1 915 012	\$159.82
483		C SCHMIDT/NSPRA MEMBERSHIP FEE	01 2310 810 1 010 000	\$581.50
484			01 2310 810 2 010 000	\$581.50
485		CABLE BOXES	01 2410 340 2 209 001	\$11.89
486			01 2510 340 1 001 000	\$2.77
487			01 2510 340 2 001 000	\$2.76
488			01 2670 340 1 035 000	\$2.76
489			01 2670 340 2 035 000	\$2.76
490		CARD STOCK #16	01 1100 610 1 705 008	\$44.29
491		CARD STOCK #6	01 1100 610 1 104 010	\$25.15
492		CELL PHONES	01 2670 382 1 035 000	\$220.92
493			01 2670 382 2 035 000	\$220.92
494			01 2710 382 1 001 000	\$214.92
495			01 2710 382 2 001 000	\$214.92
496			01 3541 382 1 004 000	\$160.77
497			01 6910 382 1 004 000	\$53.59
498			01 6968 382 1 001 014	\$15.92
499			01 6968 382 2 001 002	\$15.92
500		CHAIR MAT #3	01 2410 610 1 904 012	\$32.99
501		CLASS STORE ITEMS #13	01 1200 610 1 492 014	\$63.00
502		CLASSROOM MATERIALS #16	01 3535 610 2 027 000	\$431.44
503		CLASSROOM SUPPLIES #9	01 1100 610 1 305 004	\$25.17

504	DEPENDENT/HEALTHCARE	01 2510 340 1 001 000	\$271.20
505		01 2510 340 2 001 000	\$271.20
506	DESK FLAGS #24	01 1100 610 2 141 002	\$12.99
507	DESK PLATES #3	01 1100 610 1 908 012	\$16.88
508	DRAFTING TABLE #27	01 6700 610 2 028 002	\$5,729.90
509	ELECTRICITY	01 2610 621 1 001 012	\$1,765.48
510	FAMILY ACTIVITY #10	01 3541 610 1 004 000	\$240.00
511	FIDGET SPINNER #16	01 1150 610 1 755 008	\$30.98
512	FILTERS #3	01 1100 610 1 904 012	\$35.49
513	FLAG #24	01 1100 610 2 141 002	\$20.20
514	FLASH DRIVE #16	01 3535 650 2 027 000	\$28.08
515	FLIGHT FOR NSPRA/SCHMIDT #1	01 2310 580 1 010 000	\$171.85
516		01 2310 580 2 010 000	\$171.85
517	FOOD FOR FAN #10	01 3541 610 1 004 000	\$142.83
518	GENERAL SUPPLIES #12	01 2151 610 1 854 009	\$36.75
519	GENERAL SUPPLIES #16	01 1100 610 1 701 008	\$484.90
520	GENERAL SUPPLIES #24	01 1100 610 2 143 002	\$30.64
521	GENERAL SUPPLIES #3	01 1100 610 1 902 012	\$34.92
522	INCENTIVES #10	01 3541 610 1 004 000	\$424.75
523	JJ THOMPSON/NSPRA CONF	01 2320 810 1 033 000	\$547.50
524		01 2320 810 2 033 000	\$547.50
525	LARGE PLASTIC SHAPES #24	01 1200 610 2 194 002	\$60.48
526	MAGNETS #3	01 1100 610 1 908 012	\$27.50
527	MENARDS-CLASSROOM SUPPLIES #22	01 1100 610 2 208 001	\$29.96
528	MENARDS-CLASSROOM SUPPLIES #5	01 1100 610 2 208 001	\$14.98
529	NSPRA CONF FLIGHT #1	01 2320 580 1 033 000	\$131.85
530		01 2320 580 2 033 000	\$131.85
531	ORGANIZER #13	01 1100 610 1 403 014	\$156.00
532	ORGANIZER #24	01 1100 610 2 141 002	\$36.48
533	PHOTOS #1	01 2310 890 1 010 000	\$3.32
534		01 2310 890 2 010 000	\$3.31
535	POSTAGE #1	01 2320 531 1 033 000	\$1.91
536		01 2320 531 2 033 000	\$1.91
537	POSTAGE #16	01 2410 531 1 704 008	\$62.50

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PRINTED POST CARDS #1	01 2310 540 1 010 000	\$51.57
	01 2310 540 2 010 000	\$51.57
PYRAMID MODEL TRAINING #10	01 2213 340 1 017 021	\$60.00
SHRED SERVICE	01 2410 340 2 141 002	\$40.00
SHREDDING	01 1100 340 1 104 010	\$40.00
	01 2410 340 2 209 001	\$40.00
SHRM MEMBERSHIP #7	01 2210 810 1 901 000	\$292.50
	01 2210 810 2 901 000	\$292.50
STAMPED ENVELOPES #13	01 2120 531 1 404 014	\$705.80
STORAGE #14	01 2620 610 1 001 005	\$349.93
STUDENT SUPPLIES #17	01 6910 610 1 004 000	\$1,581.32
	01 6910 610 2 004 000	\$1,581.32
SUPPLIES #1	01 2320 890 1 033 000	\$17.22
	01 2320 890 2 033 000	\$17.22
SUPPLIES #11	01 1100 610 2 141 002	\$27.22
SUPPLIES #12	01 2151 610 1 854 009	\$87.28
SUPPLIES #13	01 1200 610 1 492 014	\$187.05
	01 1200 610 1 493 014	\$25.99
SUPPLIES #14	01 1100 610 1 602 005	\$61.07
	01 1100 610 1 609 005	\$67.09
	01 1100 610 1 637 005	\$87.10
	01 1100 610 1 640 005	\$207.21
SUPPLIES #15	01 1100 610 1 201 003	\$123.28
SUPPLIES #16	01 1150 610 1 755 008	\$147.51
	01 2410 610 1 704 008	\$26.97
SUPPLIES #18	01 6968 610 1 001 014	\$71.03
SUPPLIES #24	01 1100 610 2 106 002	\$89.20
	01 1100 610 2 107 002	\$248.52
	01 1100 610 2 108 002	\$69.00
	01 1100 610 2 109 002	\$290.07
	01 1100 610 2 111 002	\$54.52
	01 1100 610 2 113 002	\$139.97
	01 1100 610 2 138 002	\$369.43
	01 1100 610 2 143 002	\$385.77

572		01 1200 610 2 022 002	\$80.57	
573		01 1200 610 2 194 002	\$123.23	
574	SUPPLIES #3	01 1100 610 1 904 012	\$312.75	
575		01 1100 610 1 907 012	\$215.52	
576		01 1100 610 1 908 012	\$173.81	
577		01 1100 610 1 918 012	\$59.99	
578	SUPPLIES #6	01 1200 610 1 153 010	\$104.86	
579	SUPPLIES #8	01 2650 610 1 001 000	\$58.70	
580		01 2650 610 2 001 000	\$58.69	
581	TABLES	01 2410 610 1 904 012	\$1,916.85	
582	TABLES #16	01 3535 610 2 027 000	\$358.80	
583	TAX REFUND #11	01 1100 610 2 141 002	-\$5.59	
584	TELEPHONE	01 2510 382 1 001 000	\$195.23	
585		01 2510 382 1 001 003	\$99.10	
586		01 2510 382 1 001 004	\$98.69	
587		01 2510 382 1 001 005	\$99.10	
588		01 2510 382 1 001 008	\$99.10	
589		01 2510 382 1 001 009	\$99.10	
590		01 2510 382 1 001 010	\$99.10	
591		01 2510 382 1 001 012	\$95.21	
592		01 2510 382 1 001 014	\$198.57	
593		01 2510 382 1 001 021	\$98.69	
594		01 2510 382 2 001 000	\$195.22	
595		01 2510 382 2 001 001	\$397.37	
596		01 2510 382 2 001 002	\$201.47	
597	TORO SPRINKLERS	01 2630 610 1 001 000	\$27.11	
598		01 2630 610 2 001 000	\$27.10	
599	TRANSITION HOUSE FURNITURE	01 2620 610 2 001 000	\$3,601.95	
600	TRAVEL EXPENSE #19	01 1200 580 1 004 000	\$48.00	
601	UNMANNED AIRCRAFT EXAM #21	01 1115 810 2 257 001	\$1,050.00	
602	UNMANNED AIRCRAFT EXAM #22	01 1115 810 2 257 001	\$350.00	
603	WATER AND SEWER	01 2610 410 1 001 012	\$73.57	
604	NPS SUBSIDIARY Total		\$33,931.06	
605	OCC BUILDERS, LLC	TECH/SIMULATOR CLASSROOM	01 2620 431 2 001 001	\$16,750.00

606	OCC BUILDERS, LLC Total			\$16,750.00
607	OMAHA WORLD HERALD	CLASSIFIED ADS	01 2510 540 1 901 000	\$2,460.00
608			01 2510 540 2 901 000	\$2,460.00
609	OMAHA WORLD HERALD Total			\$4,920.00
610	ONE CALL CONCEPTS, INC	DIGGERS HOTLINE	01 2620 431 1 001 000	\$6.80
611			01 2620 431 2 001 000	\$6.80
612	ONE CALL CONCEPTS, INC Total			\$13.60
613	OVERHEAD DOOR COMPANY	REPAIR TO AG DOOR	01 2620 431 2 001 001	\$134.50
614	OVERHEAD DOOR COMPANY Total			\$134.50
615	PARCHMENT LLC	SUBSCRIPTION RENEWAL	01 2410 340 2 209 001	\$5,500.00
616	PARCHMENT LLC Total			\$5,500.00
617	PENA, CORLISS	NURSE CONFERENCE	01 2130 580 1 004 000	\$50.90
618	PENA, CORLISS Total			\$50.90
619	PERMA BOUND	BOOKS	01 2220 640 1 423 014	\$197.98
620		BOOKS AND PERIODICALS	01 2220 640 2 106 002	\$157.16
621	PERMA BOUND Total			\$355.14
622	PERRIN, KARI	PARENT MILEAGE	01 2713 332 1 004 021	\$154.79
623	PERRIN, KARI Total			\$154.79
624	PERRY,GUTHERY,HAASE	LEGAL SERVICES	01 2330 317 1 001 000	\$4,386.43
625			01 2330 317 2 001 000	\$4,386.43
626	PERRY,GUTHERY,HAASE Total			\$8,772.86
627	POLLARD PUMPING	JET LINE AD MIN BUILDING	01 2620 431 1 001 000	\$110.00
628		JETLINE AD MIN BUILDING	01 2620 431 2 001 000	\$110.00
629	POLLARD PUMPING Total			\$220.00
630	PRESENCE LEARNING, INC	CONTRACTED PSYCH SERVICES	01 1100 340 2 991 001	\$8,827.50
631	PRESENCE LEARNING, INC Total			\$8,827.50
632	PRIME SANITATION SERVICE	JUNE 2022 DUMPSTERS	01 2610 420 1 001 000	\$2,047.50
633			01 2610 420 2 001 000	\$2,047.50
634	PRIME SANITATION SERVICE Total			\$4,095.00
635	PRIME SECURED	REMOTE SESSION/WEB SERVER	01 2230 350 1 005 000	\$129.38
636			01 2230 350 2 005 000	\$129.37
637	PRIME SECURED Total			\$258.75
638	PRIORITY COMMUNICATIONS	PHONE PROGRAMMING	01 2410 340 2 209 001	\$25.00
639	PRIORITY COMMUNICATIONS Total			\$25.00

640	PRO TRACK AND TENNIS, INC	COLOR COAT 6 COATS	01 2620 431 2 001 001	\$17,325.00
641	PRO TRACK AND TENNIS, INC Total			\$17,325.00
642	QUILL CORPORATION	BATTERIES	01 2410 610 2 209 001	\$16.46
643		CHAIRS	01 2410 610 2 209 001	\$321.96
644		SUPPLIES-TECHNOLOGY RELATED	01 1100 610 1 430 014	\$0.00
645	QUILL CORPORATION Total			\$338.42
646	RASMUSSEN MECHANICAL	COOLING COIL INSTALLATION	01 2620 431 2 001 001	\$7,133.00
647		FIXED CONDENSATE LEAK	01 2620 431 1 001 000	\$294.05
648			01 2620 431 2 001 000	\$294.05
649		HS CHILLER ISSUES	01 2620 431 2 001 001	\$2,183.50
650		HYDRONIC PUMP REPLACEMENT	01 2620 431 1 001 012	\$8,219.16
651		LABOR TO HS CHILLERS	01 2620 431 2 001 001	\$1,156.00
652		MS HEAT PUMPS	01 2620 431 1 001 014	\$976.00
653		REPLACE 2 THERMOSTATS IN GYM	01 2620 431 1 001 021	\$983.76
654	RASMUSSEN MECHANICAL Total			\$21,239.52
655	SAFESIDE SHREDDING	SHREDDING	01 1100 610 1 602 005	\$40.00
656			01 2510 340 1 001 000	\$40.00
657			01 2510 340 2 001 000	\$40.00
658	SAFESIDE SHREDDING Total			\$120.00
659	SCHOLASTIC INC.	CLASSROOM SUPPLIES	01 1200 610 1 491 014	\$65.89
660	SCHOLASTIC INC. Total			\$65.89
661	SCHOOL HEALTH CORPORATION	COOP CLASSROOM SUPPLIES	01 1200 610 2 291 001	\$67.68
662	SCHOOL HEALTH CORPORATION Total			\$67.68
663	SCHOOL OUTFITTERS	LOCKS	01 2410 610 2 209 001	\$328.17
664	SCHOOL OUTFITTERS Total			\$328.17
665	SCHOOL SPECIALTY, LLC	COOP SUPPLIES	01 1100 610 2 204 001	\$14.10
666			01 1100 610 2 206 001	\$174.41
667			01 1200 610 2 291 001	\$27.73
668		TEACHERS SUPPLIES	01 1100 610 1 430 014	\$106.90
669	SCHOOL SPECIALTY, LLC Total			\$323.14
670	SCOTCH BAYARD LLC	VALVE AND DIAPHRAGM KITS	01 2620 610 1 001 000	\$227.07
671			01 2620 610 2 001 000	\$227.06
672		WHITE GAME PAINT	01 2620 610 2 001 000	\$2,361.00
673	SCOTCH BAYARD LLC Total			\$2,815.13

674	SEESAW	3 YR CONTRACT SEESAW FOR	01 1190 610 1 163 021	\$901.37
675	SEESAW Total			\$901.37
676	SERVICEMASTER OF NORFOLK	MAY22 CUSTODIAL/CLEANING	01 2610 420 1 001 000	\$1,748.50
677			01 2610 420 1 001 005	\$2,753.00
678			01 2610 420 1 001 008	\$3,304.00
679			01 2610 420 1 001 010	\$6,608.00
680			01 2610 420 1 001 012	\$4,405.00
681			01 2610 420 1 001 021	\$6,608.00
682			01 2610 420 2 001 000	\$1,748.50
683	SERVICEMASTER OF NORFOLK Total			\$27,175.00
684	SHERWIN-WILLIAMS	ESSENTIAL GRAY PAINT	01 2620 610 2 001 000	\$262.60
685		LIGHT GRAY PAINT 5-GAL	01 2620 610 1 001 008	\$131.30
686		LIGHT GREY PAINT	01 2620 610 1 001 008	\$131.30
687		WHITE PAINT	01 2620 610 1 001 012	\$49.56
688			01 2620 610 2 001 000	\$41.79
689	SHERWIN-WILLIAMS Total			\$616.55
690	SMITH, JOANNA	TRAINING-TEACHING WRITING	01 6310 330 1 028 000	\$160.00
691		TRAVEL/MILEAGE	01 6310 333 1 028 000	\$224.64
692	SMITH, JOANNA Total			\$384.64
693	SOLUTION TREE	BOOKS & PERIODICALS	01 6969 640 2 028 000	\$81.40
694	SOLUTION TREE Total			\$81.40
695	SOUTH SIOUX CITY COMMUNITY	DEAF ED SERVICES	01 2151 591 2 004 000	\$953.33
696	SOUTH SIOUX CITY COMMUNITY Total			\$953.33
697	STERLING COMPUTERS	FORTIGATE FIREWALL 3 YR	01 2230 340 1 005 000	\$4,467.89
698			01 2230 340 2 005 000	\$4,467.89
699	STERLING COMPUTERS Total			\$8,935.78
700	STUDENT ASSURANCE	CATASTROPHIC INS	01 1100 340 2 141 002	\$1,955.00
701	STUDENT ASSURANCE Total			\$1,955.00
702	SURE SOUND AND LIGHTING	SPEAKER INSTALLATION AND SOUND	01 1100 340 2 141 002	\$4,520.71
703	SURE SOUND AND LIGHTING Total			\$4,520.71
704	SYNCB/AMAZON	BOOKS & PERIODICALS	01 6310 640 1 028 000	\$657.57
705			01 6310 640 2 028 000	\$125.38
706			01 6969 640 1 028 000	\$66.02
707		CLASSROOM SUPPLIES	01 1100 610 2 211 001	\$151.97

708			01 1100 610 2 227 001	\$78.98
709			01 2410 610 2 209 001	\$92.97
710		IT CABLES	01 2410 610 2 209 001	\$215.94
711		PADDING COMPOUND	01 2510 610 1 001 000	\$20.25
712			01 2510 610 2 001 000	\$20.24
713		SIGN FOR PARA FAIR	01 2214 610 1 901 000	\$82.75
714			01 2214 610 2 901 000	\$82.75
715		SUPPLIES	01 1150 610 2 299 001	\$540.68
716			01 1200 610 2 290 001	\$370.84
717			01 2320 610 1 033 000	\$13.64
718			01 2320 610 2 033 000	\$13.63
719			01 2620 610 2 001 001	\$95.02
720	SYNCB/AMAZON Total			\$2,628.63
721	TEACHER INNOVATIONS, INC	SUBSCRIPTION	01 1100 643 1 101 010	\$264.00
722	TEACHER INNOVATIONS, INC Total			\$264.00
723	THOENE, SARAH	PARENT MILEAGE	01 2713 332 1 004 021	\$56.16
724	THOENE, SARAH Total			\$56.16
725	TIME MANAGEMENT SYSTEMS	SUPPORT SERVICE FOR TIMECLOCK	01 2510 340 1 001 000	\$472.88
726			01 2510 340 2 001 000	\$472.87
727	TIME MANAGEMENT SYSTEMS Total			\$945.75
728	VERGARA, CARLA	PARENT MILEAGE	01 2713 332 1 004 021	\$292.03
729	VERGARA, CARLA Total			\$292.03
730	VOLKMAN PLUMBING HEATING	HVAC LABOR-GRANT ELEM	01 2620 431 1 001 003	\$150.00
731	VOLKMAN PLUMBING HEATING Total			\$150.00
732	WADDINGTON, KIM	CARSON TECHNICAL SUPPORT	01 2510 120 2 001 001	\$1,128.75
733	WADDINGTON, KIM Total			\$1,128.75
734	WAYNE COUNTY CLERK	ELECTION BILL	01 2310 610 1 001 000	\$268.71
735			01 2310 610 2 001 000	\$268.71
736	WAYNE COUNTY CLERK Total			\$537.42
737	WERNER, HEATHER	STAFF MILEAGE	01 6969 333 1 028 000	\$45.63
738	WERNER, HEATHER Total			\$45.63
739	WILLIAM V. MACGILL	NURSES SUPPLIES	01 2130 610 1 004 000	\$656.03
740			01 2131 610 1 004 000	\$115.77
741	WILLIAM V. MACGILL Total			\$771.80

742	WINNERS CIRCLE	DOOR SIGNS	01 1100 610 1 104 010	\$51.20
743	WINNERS CIRCLE Total			\$51.20
744	WOODRIVER ENERGY LLC	MAY22 NATURAL GAS	01 2610 621 1 001 000	\$497.45
745			01 2610 621 1 001 003	\$216.17
746			01 2610 621 1 001 004	\$559.38
747			01 2610 621 1 001 005	\$931.43
748			01 2610 621 1 001 008	\$2,270.31
749			01 2610 621 1 001 009	\$576.70
750			01 2610 621 1 001 010	\$634.22
751			01 2610 621 1 001 012	\$725.28
752			01 2610 621 1 001 014	\$1,087.25
753			01 2610 621 1 001 021	\$1,516.66
754			01 2610 621 2 001 000	\$497.44
755			01 2610 621 2 001 001	\$2,829.72
756			01 2610 621 2 001 002	\$5,885.28
757	WOODRIVER ENERGY LLC Total			\$18,227.29
758	ZONE, THE	JUNE22 PAYROLL FREUDENBURG	01 6968 340 2 001 002	\$759.48
759	ZONE, THE Total			\$759.48
760	Grand Total			\$657,607.13
761				
762				
763	NUTRITION FUND			
764	ANDERSON, NICOLE	LUNCH ACCT REFUND-SENIOR	02 3100 890 0 001 000	\$65.15
765	ANDERSON, NICOLE Total			\$65.15
766	BROWN, JOANIE	LUNCH ACCT REFUND-SENIOR	02 3100 890 0 001 000	\$12.45
767	BROWN, JOANIE Total			\$12.45
768	GRISSOM, SANDRA	LUNCH ACCT REFUND-SENIOR	02 3100 890 0 001 000	\$103.55
769	GRISSOM, SANDRA Total			\$103.55
770	HEARTLAND FIRE PROTECTION	RECERT OF KITCHEN SUPPRESSION	02 3100 340 2 001 000	\$295.75
771	HEARTLAND FIRE PROTECTION Total			\$295.75
772	HUFF CONSTRUCTION INC.	BEL AIR ADDITION/RENOVATION	02 3100 340 1 001 010	\$145,488.30
773	HUFF CONSTRUCTION INC. Total			\$145,488.30
774	LUNCHTIME SOLUTIONS, INC.	SMALLWARES	02 3100 610 1 001 000	\$85.57
775			02 3100 610 2 001 000	\$85.57

776	LUNCHTIME SOLUTIONS, INC. Total			\$171.14
777	NELSON, KIM	LUNCH ACCT REFUND-SENIOR	02 3100 890 0 001 000	\$32.30
778	NELSON, KIM Total			\$32.30
779	NPS GENERAL FUND	4TH QUARTER SPEECH THERAPY	02 5690	\$6,601.64
780		STAMPS FOR MAILINGS	02 3100 610 1 001 000	\$27.56
781			02 3100 610 2 001 000	\$27.56
782	NPS GENERAL FUND Total			\$6,656.76
783	QUILL CORPORATION	CUSTOMIZED ENVELOPES	02 3100 610 1 001 000	\$62.70
784			02 3100 610 2 001 000	\$62.70
785	QUILL CORPORATION Total			\$125.40
786	SCHWANEBECK, TROY	LUNCH ACCT REFUND-SENIOR	02 3100 890 0 001 000	\$30.65
787	SCHWANEBECK, TROY Total			\$30.65
788	SPAULDING, KRISTIN	LUNCH ACCT REFUND-SENIOR	02 3100 890 0 001 000	\$7.90
789	SPAULDING, KRISTIN Total			\$7.90
790	Grand Total			\$152,989.35
791				
792				
793	COOPERATIVE FUND			
794	APPLE INC	I PADS AND CASES	04 1200 610 1 004 000	\$897.00
795			04 1200 610 2 004 000	\$897.00
796	APPLE INC Total			\$1,794.00
797	JELINEK, LINDSEY	ATKINSON DAY CAMP INTERP	04 1200 340 1 004 000	\$240.00
798	JELINEK, LINDSEY Total			\$240.00
799	KNIGHT, KARLA	STAFF TRAVEL	04 1200 580 1 004 000	\$54.88
800			04 1200 580 2 004 000	\$54.87
801	KNIGHT, KARLA Total			\$109.75
802	NPS SUBSIDIARY	MAIL #26	04 1200 531 1 004 000	\$14.80
803			04 1200 531 2 004 000	\$14.80
804	NPS SUBSIDIARY Total			\$29.60
805	TAESE, USU	TRI-STATE LAW CONFERENCE	04 1200 330 1 004 000	\$125.00
806			04 1200 330 2 004 000	\$125.00
807	TAESE, USU Total			\$250.00
808	U. S. CELLULAR	HOT SPOTS JUN/JULY22	04 1200 610 1 004 000	\$86.98
809			04 1200 610 2 004 000	\$86.98

810	U. S. CELLULAR Total			\$173.96
811	Grand Total			\$2,597.31
812				
813				
814	<u>DEPRECIATION FUND</u>			
815	BOOK SYSTEMS	ATRIUM CSA	06 2900 610 1 028 000	\$3,875.00
816			06 2900 610 2 028 000	\$3,875.00
817	BOOK SYSTEMS Total			\$7,750.00
818	LAKESHORE LEARNING	SUPPLIES	06 2900 610 1 028 005	\$811.69
819	LAKESHORE LEARNING Total			\$811.69
820	MACMILLAN HOLDINGS LLC	BOOKS & PERIODICALS	06 2900 640 1 028 000	\$1,328.36
821			06 2900 640 2 028 000	\$1,328.35
822		LAUNCHPAD FOR LITERATURE &	06 2900 640 1 028 000	\$1,497.81
823			06 2900 640 2 028 000	\$1,497.80
824	MACMILLAN HOLDINGS LLC Total			\$5,652.32
825	MCGRAW-HILL SCHOOL	SUPPLIES	06 2900 610 1 028 005	\$1,084.93
826	MCGRAW-HILL SCHOOL Total			\$1,084.93
827	MONTESSORI 123 INC	SUPPLIES	06 2900 610 1 028 005	\$239.70
828	MONTESSORI 123 INC Total			\$239.70
829	NIENHUIS MONTESSORI USA	SUPPLIES	06 2900 610 1 028 005	\$1,420.31
830	NIENHUIS MONTESSORI USA Total			\$1,420.31
831	NPS SUBSIDIARY	SUPPLIES #14	06 2900 610 1 028 005	\$795.75
832	NPS SUBSIDIARY Total			\$795.75
833	ROLFE, ANDREE	SUPPLIES FOR 3/4 CLASSROOM	06 2900 610 1 028 005	\$149.60
834	ROLFE, ANDREE Total			\$149.60
835	SCHOLASTIC, INC	SUPPLIES	06 2900 610 1 028 005	\$4,746.95
836	SCHOLASTIC, INC Total			\$4,746.95
837	STAGERIGHT CORPORATION	SHOW CHOIR RISERS	06 2900 731 2 209 001	\$18,940.00
838	STAGERIGHT CORPORATION Total			\$18,940.00
839	Grand Total			\$41,591.25
840				
841				
842	<u>SPECIAL BUILDING FUND</u>			
843	NPS SUBSIDIARY	RELOCATION OF SERVICE LINE	08 2515 340 1 001 010	\$14,183.81

844		RELOCATION OF UNDERGROUND	08 2515 340 1 001 010	\$13,625.63
845	NPS SUBSIDIARY Total			\$27,809.44
846	OCC BUILDERS, LLC	JH ADDITION/RENOVATION	08 2620 340 2 001 002	\$188,328.00
847	OCC BUILDERS, LLC Total			\$188,328.00
848	Grand Total			\$216,137.44
849				
850				
851	QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND			
852	J.H.HESPE COMPANY INC	GRANT ADDITION/RENOVATION	09 4500 340 1 001 003	\$62,130.00
853	J.H.HESPE COMPANY INC Total			\$62,130.00
854	OCC BUILDERS, LLC	LINCOLN ADDITION/RENOVATION	09 4500 340 1 001 005	\$79,605.00
855	OCC BUILDERS, LLC Total			\$79,605.00
856	Grand Total			\$141,735.00
857				
858				
859	STUDENT FEE FUND			
860	ASHFALL FOSSIL BEDS	FIELD TRIP 2022	17 2190 610 1 669 014	\$310.00
861	ASHFALL FOSSIL BEDS Total			\$310.00
862	BECKMAN-LEADER, CASSANDRA	REFUND OF SUMMER SCHOOL	17 2190 610 0 976 000	\$20.00
863	BECKMAN-LEADER, CASSANDRA Total			\$20.00
864	KEN'S BAND INSTRUMENT	INSTRUMENT REPAIR	17 2190 340 1 028 014	\$1,266.50
865			17 2190 340 2 028 001	\$1,652.00
866			17 2190 340 2 028 002	\$834.50
867		TRUMPET REPAIR	17 2190 340 1 028 014	\$92.00
868	KEN'S BAND INSTRUMENT Total			\$3,845.00
869	NORFOLK SENIOR HIGH SCHOOL	ACTIVITY FEES PAID TO SH	17 2190 610 2 577 001	\$30,694.96
870		PARTICIPATION FEES PD TO SH	17 2190 610 2 671 001	\$12,530.00
871	NORFOLK SENIOR HIGH SCHOOL Total			\$43,224.96
872	NPS SUBSIDIARY	HOBBY LOBBY SUPPLIES #18	17 2190 610 2 669 002	\$88.46
873		VISA #21 AMAZON	17 2190 610 1 669 014	\$289.41
874		WALMART SUPPLIES #18	17 2190 610 2 669 002	\$230.09
875	NPS SUBSIDIARY Total			\$607.96
876	SGW STRINGED INSTRUMENT	CELLO REPAIR	17 2190 340 2 028 002	\$450.00
877		MS ORCHESTRA INSTR. REPAIR	17 2190 340 1 028 014	\$1,725.00

878	SGW STRINGED INSTRUMENT Total	\$2,175.00
879	Grand Total	\$50,182.92

NPS Student-Teacher Compensation Proposal 7-11-2022

Although the NPS annual turnover rate (8%) is half the national average (16%), our pool of candidates has decreased significantly as less people choose to enter the teaching profession. This is making it difficult to fill open positions and requiring us to consider other recruitment options, such as compensating our student-teachers. Several Nebraska schools have already implemented this practice and many others are considering it.

PROPOSED COMPENSATION FOR 1 SEMESTER STUDENT-TEACHERS:

- Free Panther Polo (Value: \$50)
- Free Breakfast and Lunch (Value: \$700)
- \$4000 stipend
- **TOTAL VALUE: \$4750 plus:**
 - Possibility of subbing (Value: \$125/day)
 - After school tutoring, activities: (Value: \$15/hour)

PROPOSED COMPENSATION FOR YEAR LONG STUDENT-TEACHER INTERNS:

(Starting in Fall of 2024 we will begin partnering with Wayne State College and Northeast Nebraska's Growing Together Internship Program to provide select student-teachers with a year long internship and residency experience.)

- Free Panther Polo (Value: \$50)
- Free Breakfast and Lunch (Value: \$1400)
- \$8000 stipend
- **TOTAL VALUE: \$9450 plus:**
 - Possibility of subbing (Value: \$125/day)
 - After school tutoring, activities: (Value: \$15/hour)

PROPOSED COMPENSATION FOR STUDENT TEACHERS WHO FILL AN OPEN POSITION

- Placement on the Certificated Staff Negotiated Agreement as a first year teacher and credit on the Salary Schedule for that experience if hired the following year.

The NPS Administration Team believes that this proposal is necessary in order for us to be competitive in the recruitment process. We hope to attract more student-teachers to Norfolk, provide them with a great experience, and recruit them as future teachers.

NPS Cooperating-Teacher Incentives Proposal 7-11-2022

Although the NPS annual turnover rate (8%) is half the national average (16%), our pool of candidates has decreased significantly as less people choose to enter the teaching profession. This is making it difficult to fill open positions and requiring us to consider other recruitment options, such as compensating our student-teachers and incentivizing our cooperating-teachers. It is important for our Student-Teachers to have high-quality cooperating-teachers to willingly mentor and train them.

PROPOSED INCENTIVES FOR SEMESTER-LONG COOPERATING-TEACHERS:

- Free Panther Polo (Value: \$50)
- Free Breakfast and Lunch (Value: \$700)
- One Comp Day (Value: \$250+)
- **TOTAL VALUE: > \$1000**

PROPOSED INCENTIVES FOR YEAR-LONG COOPERATING-TEACHERS:

(Starting in Fall of 2024 we will begin partnering with Wayne State College and Northeast Nebraska's Growing Together Internship Program to provide select student-teachers with a year long internship and residency experience.)

- Free Panther Polo (Value: \$50)
- Free Breakfast and Lunch (Value: \$1400)
- Two Comp Days (Value \$500+)
- 3 Hour Graduate Class From Wayne State College – tuition waived by WSC – fees paid by NPS (Value: approximately \$1,200 depending on the type of course taken.)
 - Course would need to be taken within one year of service.
- **TOTAL VALUE: > \$3150**

The NPS Administration Team believes that this proposal is necessary in order for us to ensure that we have high-quality cooperating-teachers to willingly mentor and train our student-teachers.

Bylaws of the Board - Board MembersBoard Member Attendance

Board member attendance is extremely important. All members are expected to be present and on time.

A Board Member who does not physically attend a ~~n-entire~~ Board meeting will be deemed to be ~~unexcused and absent~~ from the Board meeting. ~~Tardy Board Members may vote on items once they are present, but will be counted as absent.~~

The following procedures will be utilized to determine whether an absence is excused:
If a Board Member desires to request their absence be excused, then such Board Member must submit the following information to the Board President and Superintendent at least three days' prior to the Board Meeting: (1) an explanation of why the Board Member is unable to attend the Meeting; (2) an explanation of what steps, if any, the Board Member took to make arrangements to attend the Meeting (such as rescheduling a work commitment); and (3) what "good cause" exists to deem the absence to be excused. "Good cause" is to be determined by the Board, in its sole discretion. If the Board Member submitting the request is the Board President, then the Board President shall submit the request to the Vice President and Superintendent. Any requests submitted within three days of the Board Meeting shall be denied, unless the Board determines that unforeseen or extenuating circumstances have occurred to cause the short notice. The Board President and Superintendent shall have the authority to implement any other reasonable measures to facilitate the request process.

After receipt of such request, the Board President will present the Board Member's request at the Board Meeting. The Board, in its sole discretion, may vote on the request. If the request fails to secure an affirmative vote of the Board, then the Board Member's request shall be denied, and the Board Member's absence shall be unexcused.

If a Board Member is ~~absent-unexcused~~ for more than two consecutive regular meetings of the Board, then the Board Member's seat becomes vacant.

Legal Reference: Neb. Rev. Stat. § 32-570

Date of Adoption: [Insert Date]

Community RelationsTitle IX – Procedure for Complaints of Sexual Harassment**A. Complaint Procedure - Generally**

1. Reporting Procedures: All employees are responsible for helping to prevent sexual harassment. Employees or students who believe they have been subjected to, or believe they have witnessed sexual harassment should follow these procedures:

1. Directly inform the person engaging in the discrimination or harassment that such conduct is offensive and must stop.
2. For employee reporters, contact your principal or supervisor, the principal or supervisor of the offending person, or the Title IX Coordinator if you do not wish to communicate directly with the person whose conduct is offensive or if direct communication with the offending person has been ineffective.
3. Report the matter to the Title IX Coordinator if the offending conduct continues or has not been resolved to your satisfaction after you have reported the matter to a principal or supervisor.
4. For student reporters, contact any teacher, counselor, or administrator, or the Title IX Coordinator.
- 5.** Report to the Title IX Coordinator if you are the adult to whom the student has made a report so that the matter can be properly resolved. The Title IX Coordinator ~~may file a formal complaint and begin the following complaint procedure is:~~

TITLE IX COORDINATOR CONTACT INFORMATION

Erik Wilson
512 Philip Avenue
Norfolk, NE 68701
402-644-2500
erikwilson@npsne.org

5.

2. District Actions upon Report of Sexual Harassment or Sexual Misconduct: Upon receipt of a report of sexual harassment, the Title IX Coordinator, or designee, including but not limited to a building principal or assistant principal, will conduct an initial inquiry. The first step of the inquiry will typically include a preliminary meeting between the individual whom the reporting party alleges has been subjected to sexual harassment or sexual misconduct and the Title IX Coordinator, or designee. The initial inquiry may also include a meeting between the Title IX Coordinator, or designee, and the individual whom the reporting party alleges has committed sexual harassment or sexual misconduct. The purpose of these meetings is to gain a basic

understanding of the nature and circumstances of the report, it is not intended to be a full investigative interview. During the initial assessment, the reporting party may also receive information about resources, rights, procedural options, and supportive measures. The Title IX Coordinator, or designee, may inquire into whether the person who has is alleged to have been subject to sexual harassment or misconduct requests resources, no further action, supportive measures, and/or initiation of the “Formal Complaint” process. The Title IX Coordinator will make a reasonable effort to respect the wishes of the person who experienced sexual harassment or sexual misconduct; however, if the reported incident constitutes an imminent or ongoing threat to school safety, based on the assessment of the Title IX Coordinator, then the Title IX Coordinator may file a Formal Complaint, on behalf of the District, with or without the consent or permission of the person who has experienced sexual harassment or sexual misconduct.

With or without a Formal Complaint, allegations of sexual harassment or discrimination shall be investigated and if substantiated, corrective or disciplinary action will be taken, up to and including dismissal from employment, if the offender is an employee, or suspension and/or expulsion, if the offender is a student. Retaliatory action will not be taken against any person for reporting discrimination or harassment. This policy does not limit or prohibit the District from instituting disciplinary measures pursuant to other Board Policy, rules, or other expectations if the District determines that a person violated District rules or expectations.~~Allegations of sexual harassment or discrimination shall be investigated and, if substantiated, corrective or disciplinary action taken, up to and including dismissal from employment if the offender is an employee, or suspension and/or expulsion, if the offender is a student. Retaliatory action will not be taken against an employee or student for reporting discrimination or harassment.~~

B. Formal Complaint Process

The following procedures apply only in the event that a Formal Complaint is filed. All other reports of sexual harassment shall be resolved using the general complaint procedure. Any timelines set forth in the following procedures may be extended by the Title IX Coordinator with notice to the parties.

1. Misconduct Which May Be Investigated Under a Formal Complaint: The Formal Complaint process is only available if the Formal Complaint alleges: (i) conduct which occurs on District grounds or property owned or controlled by the District; (ii) conduct which occurs in the context of District employment or an education program or District-sponsored activity within the United States, and (iii) conduct which occurs when the District has substantial control over both the Respondent and the context in which the sexual harassment or sexual misconduct occurs. The conduct must also fall within one of the following categories: (a) an employee of the District conditioning an aid, service, or benefit of the District on an individual’s participation in unwelcome sexual contact; (b) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District’s education program or activity; (c) sexual assault; (d) domestic violence; (e) dating violence; or (f) stalking.

2. Parties to a Formal Complaint: The only parties to a Formal Complaint are the Complainant, who is the person alleged to have been subject to misconduct, and the Respondent, the person who is alleged to have committed the misconduct.

3. Filing a Formal Complaint: A Formal Complaint may only be filed by a Complainant or the Title IX Coordinator. An employee or student Complainant may file a Formal Complaint in writing with the Title IX Coordinator in person or by mail, or by electronic mail. The Formal Complaint must be signed by the Complainant or by the Title IX Coordinator.

4. Immediate Actions Upon Receipt of Formal Complaint: Upon receipt of a Formal Complaint, the Title IX Coordinator will conduct an initial assessment of the allegations contained within the Formal Complaint to determine if the allegations in the Formal Complaint, if true, allege misconduct which may be investigated under the Formal Complaint process. If the allegations in the Formal Complaint do not allege misconduct which may be investigated under the Formal Complaint process, the Title IX Coordinator must dismiss the Formal Complaint and may proceed under other District policies or procedures. The Complainant will be provided notice in writing if the Formal Complaint is dismissed.

If the allegations in the Formal Complaint allege misconduct which may be investigated under the Formal Complaint process, the Title IX Coordinator shall provide the following to all known parties: (1) The complaint procedure as outlined in this policy; and (2) Notice of the allegations of sexual harassment, known by the District at the time of filing the Notice, including (i) the identities of the parties involved, if known, (ii) the conduct allegedly constituting sexual harassment, and (iii) the date and location of the alleged incident.

The Title IX Coordinator shall then provide the Formal Complaint and the Notice of the Formal Complaint to the District's Title IX Investigator.

5. Investigation of Formal Complaint: Upon receipt of a Formal Complaint, the Investigator will promptly investigate the allegations contained within, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The Investigator will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this complaint 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 Investigator will contact the Complainant, Respondent, and relevant witnesses to schedule interviews. All parties may bring up to two people to this meeting: (1) Support Person and/or (2) Advisor of Choice. The Advisor of Choice may or may not be an attorney. Neither the Support Person nor the Advisor of Choice can direct questions or comments to the Investigator, nor may the Support Person or Advisor of Choice advise a student or employee how to answer the Investigator's questions.

The Investigator will also aim to collect all tangible evidence relevant to the investigation.

The Investigator will complete the investigation within a reasonable time frame, as determined by the Title IX Coordinator. The factors to determine a reasonable time frame include, but are not limited to, the allegations of the Formal Complaint and the number of witnesses that may need to be interviewed. The time frame originally set by the Title IX Coordinator may be extended by the Title IX Coordinator, upon notice to the parties, as deemed necessary to complete the investigation. Periodic status updates will be given to the parties, when appropriate.

(A) *Neutrality*: The Title IX Coordinator, Investigator, Decision-Maker, or any person designated by the District to facilitate this Formal Complaint process, shall not have any conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent. The District shall ensure that Title IX Coordinator, Investigator, Decision-Maker, and any person who facilitates this Formal Complaint process shall receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the fact at issue, conflicts of interest, and bias.

(B) *Burden of Production*: It shall be the Investigator's burden to gather evidence sufficient to reach a determination regarding the outcome of the Formal Complaint. To reach a determination, the investigation will include, but is not limited to:

- i. Providing the parties with the opportunity to present witnesses and provide evidence.
- ii. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- iii. A consideration of various factors, including: (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.
- iv. A review of the evidence using a "preponderance of the evidence" standard. To meet the "preponderance of the evidence" standard, the evidence must show that the discrimination, harassment, or retaliation more likely occurred than did not occur.

(C) *Rights of the Parties*: The Respondent is entitled to a presumption that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process. The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. The Investigator shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

The District retains the right to place any person on administrative leave during the pendency of the investigation. The District also retains the right to remove a Respondent from the District's educational program prior to the conclusion of the investigation. In the event of a removal, the Respondent shall have the opportunity to challenge the decision for removal by meeting with the Title IX Coordinator to discuss the removal.

(D) Conclusion of Investigation: Prior to the conclusion of the investigation, the Investigator shall send each party the evidence that is subject to inspection and review in an electronic format or a hard copy. This information shall be known as the "Draft Investigative Report." The Draft Investigative Report shall include all evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the Investigator does not intend to relay to the ~~Decision-Maker~~Decision-Maker. The parties shall then have ten (10) calendar days to submit a written response, which the Investigator will consider. Responses may not be submitted by the parties' Advisor of Choice or Support Person, unless such person is the parent or guardian of the Complainant or Respondent. Responses may include corrections to the Investigator's summary of the parties' interviews, suggestions for additional investigation, or additional information not known at the time of the interviews. Any new information provided by the parties during the response period will not result in an additional time period for response by the other party unless determined necessary by the Title IX Coordinator. The Investigator is not obliged to respond to any question or requests for information in the parties' responses. The Investigator will consider the information provided by the parties and will incorporate relevant information into the Final Investigative Report. The Final Investigative Report will fairly summarize the relevant evidence. The Investigator shall then submit the Final Investigation Report to the Decision-Maker. The parties shall each receive a copy of the ~~Ffinal I~~investigative ~~R~~report at the same time as the Decision-Maker.

6. Actions Taken By ~~Decision-Maker~~Decision-Maker Upon Receipt of Final Investigative Report: Upon receipt of the Final Investigative Report, the Decision-Maker~~Decision-Maker~~ shall provide 10 days for each party to submit written, relevant questions that a party wants asked of any party or witness. Questions shall be submitted to the Title IX Coordinator who shall determine whether questions are relevant. The Title IX Coordinator shall contact parties or witnesses to request answers to the parties' relevant questions. The Title IX Coordinator will ~~provide~~ provide each party, and the ~~Decision-Maker~~Decision-Maker with the answers provided by the opposing party or witness and allow for additional, limited follow-up questions from each party.

7. Notice of Determination: Once the Decision-Maker~~Decision-Maker~~ has received the answers to relevant questions submitted by the parties, the ~~Decision-Maker~~Decision-Maker shall consider the answers and the Decision-Maker~~Decision-Maker~~ shall issue a written determination regarding responsibility by a preponderance of the evidence within a reasonable time frame, as determined by the Title IX Coordinator. The Decision-Maker shall consider all relevant evidence, including inculpatory and exculpatory evidence, and will not consider the credibility of the evidence to be based on a person's status, such as the Complainant, Respondent, or witness. The Decision-Maker shall provide the written determination to both parties simultaneously. The written determination shall include:

- (a) Identification of the allegations potentially constituting sexual harassment;
- (b) A description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
- (c) Findings of fact supporting the determination;
- (d) Conclusions regarding the application of each recipient's code of conduct to the facts;
- (e) A statement of, and rationale for, the results as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the Complainant; and
- (f) The recipient's procedures and permissible bases for the Complainant and Respondent to appeal.

The Family Educational Rights and Privacy Act (FERPA) permits the District to disclose relevant information to a student who was discriminated against or harassed.

8. Sanctions: At the conclusion of the investigation, the Decision-Maker may institute disciplinary measures against the Respondent if the Decision-Maker determines that the Respondent engaged in sexual abuse or harassment. Disciplinary measures may include, but are not limited to, in-school suspension, out-of-school suspension, expulsion, and, in the case of an employee disciplinary action, up to and including immediate termination from employment.

The Title IX Coordinator is responsible for coordinating the implementation of supportive measures for the victim(s).

C. Appeals

If either party is not satisfied with the outcome of the investigation and the decision of the Decision-Maker, they may appeal on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent generally or the individual Complainant or Respondent that affected the outcome of the matter.

The request for an appeal shall be in writing and submitted on the appropriate document. The appeal document shall be submitted to the Superintendent.

Upon notice of an appeal by either party, the Superintendent of Schools shall notify the other party in writing when the appeal is filed and of the appeal procedures, which apply equally to both parties.

The Superintendent shall give both parties a reasonable, and equal opportunity to submit a written statement in support of, or challenging the outcome.

The Superintendent shall review the investigative report, Decision-Maker's determination, and written statements of the parties and then issue a written decision describing the result of the appeal and the rationale for the result. The Superintendent shall provide the written decision simultaneously to both parties.

D. Informal Resolution

If a Formal Complaint is filed, the District may offer the Complainant and Respondent the opportunity to participate in an informal resolution process. The informal resolution process may take place at any time prior to reaching a determination regarding responsibility. The informal resolution process shall only take place upon:

1. Written notice to both parties disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a Formal Complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the resolution process and resume the complaint process with respect to the Formal Complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. The parties' voluntary, written consent to the informal resolution process; and
3. That the allegations of the Formal Complaint do not involve any allegations that an employee sexually harassed a student.

E. Record Keeping

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 for a period of seven (7) years.

B. Response to a Formal Complaint

1. Filing Formal Complaint: An employee or student can allege sexual harassment by filing a formal complaint in writing with the Title IX Coordinator in person or by mail, or by electronic mail using the following contact information:

TITLE IX COORDINATOR CONTACT INFORMATION

{Coordinator Name}

{Address}

{City, State, Zip}

{Phone Number}

{Email Address}

~~The formal complaint must be signed by the complainant Complainant or by the Title IX Coordinator. **The following procedures apply only in the event that a formal complaint is filed. All other allegations of sexual harassment shall be resolved using the general complaint procedure. Any timelines set forth in the following procedures may be extended by the Title IX Coordinator with notice to the parties.**~~

~~2. Immediate Actions upon Receipt of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall provide the following to all known parties: (a) the complaint procedure as outlined in this regulation; and (b) notice of the allegations of sexual harassment, including: (i) the identities of the parties involved, if known; and (ii) the conduct allegedly constituting sexual harassment; and (iii) the date and location of the alleged incident.~~

~~The parties to the formal complaint may select an advisor of their choice, who may be, but is not required to be, an attorney.~~

~~3. Investigation of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall notify the Investigator. The Investigator 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 Investigator will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this complaint procedure. If the allegation(s) involves possible criminal conduct, the District will notify the complainant Complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant Complainant from filing a criminal complaint either during or after the District's investigation.~~

~~The Investigator will aim to complete its investigation within a reasonable time frame, as determined by the Title IX Coordinator. The factors to determine a reasonable time frame include, but are not limited to, the allegations of the formal complaint, the number of witnesses that may need to be interviewed, and whether the police are also conducting an investigation into the allegations. The time frame originally set by the Title IX Coordinator may be extended by the Title IX Coordinator, upon notice to the parties, as he or she deems necessary to complete the investigation. Periodic status updates will be given to the parties, when appropriate.~~

~~(a) Neutrality: The Title IX Coordinator, investigator Investigator, decision-maker Decision-Maker, or any person designated by the District to facilitate this complaint procedure, shall not have any conflict of interest or bias for or against complainant Complainants or respondent Respondents generally or an individual complainant Complainant or respondent Respondent. The District shall ensure that Title IX Coordinators, investigator Investigators, decision-maker Decision-Makers, and any persons who facilitate this complaint procedure shall receive training on the definition of sexual harassment in accordance with this regulation, the scope of the District's education program or activity, how to conduct an investigation and complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the fact at issue, conflicts of interest, and bias. The District shall ensure that the individuals involved in the complaint procedure receive training on issues of~~

~~relevance of questions and evidence and on issues of relevance to create an investigative report that fairly summarizes relevant evidence.~~

- ~~(b) *Burden of Production:* It shall be the Investigator's burden to gather evidence sufficient to reach a determination regarding responsibility. To reach a determination, the investigation will include, but is not limited to:~~
- ~~i. Providing the parties with the opportunity to present witnesses and provide evidence.~~
 - ~~ii. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.~~
 - ~~iii. 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.~~
 - ~~iv. 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?)~~
- ~~(c) *Rights of the Parties:* The respondentRespondent is entitled to a presumption that the respondentRespondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process.~~

~~The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.~~

~~The Investigator shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.~~

~~The Investigator shall provide the parties with the same opportunities to have others present during any complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice if the Investigator deems appropriate. However, the Investigator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, if the restrictions apply equally to both parties.~~

~~The Investigator shall provide to all witnesses expected to attend a meeting notice of the date, time, location, participants, and purpose of all hearings within two (2) days of the meeting.~~

~~Up until the conclusion of the investigation, the parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint. This includes the evidence upon which the Investigator does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence obtained from any source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.~~

~~The District retains the right to place an employee on administrative leave during the pendency of an investigation. The District also retains the right to remove a student from the District's educational program prior to the conclusion of the investigation. In the event of a removal, the respondent Respondent shall have the opportunity to challenge the decision for removal.~~

- ~~(d) *Conclusion of Investigation:* Prior to the conclusion of the investigation, the investigator Investigator shall send each party and the party's advisor, if any, the evidence that is subject to inspection and review in an electronic format or a hard copy. The parties shall then have ten (10) days to submit a written response, which the investigator Investigator will consider.~~

~~Once the investigator Investigator has considered the written statements of the parties, if any, and any questions of the parties, if any, the investigator Investigator shall create an investigative report that fairly summarizes relevant evidence. The investigator Investigator shall then submit the written investigation report to the decision maker Decision-Maker. The parties shall each receive a copy of the final investigative report at the same time as the decision maker Decision-Maker.~~

~~4. *Decision of Responsibility:* The decision maker Decision-Maker shall review the investigative report. Prior to coming to a determination regarding responsibility, the decision maker Decision-Maker shall provide ten (10) days for each party to submit written, relevant questions that a party wants asked of any party or witness, provide each party with answers, and allow for additional, limited follow-up questions from each party.~~

~~Once the decision maker Decision-Maker has considered the written questions of the parties, if any, the decision maker Decision-Maker shall issue a written determination regarding responsibility by a preponderance of the evidence within a reasonable time frame as determined by the Title IX Coordinator. The decision maker Decision-Maker shall consider all relevant evidence, including inculpatory and exculpatory evidence, and will not consider the credibility of the evidence to be based on a person's status, such as complainant Complainant, respondent Respondent, or witness. The decision maker Decision-Maker shall provide the written determination to both parties simultaneously. The written determination must include:~~

- ~~(a) Identification of the allegations potentially constituting sexual harassment;~~
- ~~(b) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;~~
- ~~(c) Findings of fact supporting the determination;~~
- ~~(d) Conclusions regarding the application of each recipient's code of conduct to the facts;~~
- ~~(e) A statement of, and rationale for, the results as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent Respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant Complainant; and~~
- ~~(f) The recipient's procedures and permissible bases for the complainant Complainant and respondent Respondent to appeal.~~

~~The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.~~

~~5. Supportive Measures and Disciplinary Actions:~~

~~Throughout the investigation, either party may be entitled to supportive measures. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant Complainant or the respondent Respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment to deter sexual harassment.~~

~~Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainant Complainant or respondent Respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.~~

~~At the conclusion of the investigation, the decision maker Decision-Maker may institute disciplinary measures to the respondent Respondent if the decision maker Decision-Maker determines that the respondent Respondent engaged in sexual abuse or harassment. Disciplinary~~

~~measures may include, but are not limited to, in-school suspension, out-of-school suspension, expulsion, and in the case of an employee, disciplinary action up to and including dismissal from employment. This policy does not limit or prohibit the District from instituting disciplinary measures if, in the course of the investigation, it determines that the complainant Complainant or respondent Respondent violated the student code of conduct.~~

~~The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.~~

~~C. Appeals~~

~~If either party is not satisfied with the outcome of the investigation and the decision of the decision-maker Decision-Maker, they may appeal on the following basis:~~

- ~~1. Procedural irregularity that affected the outcome of the matter;~~
- ~~2. New evidence, that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and~~
- ~~3. The Title IX Coordinator, investigator Investigator, or decision-maker Decision-Maker had a conflict of interest or bias for or against the complainant Complainant or respondent Respondent generally or the individual complainant Complainant or respondent Respondent that affected the outcome of the matter.~~

~~The request for an appeal shall be in writing and submitted on the appropriate document. The appeal document shall be submitted to the Superintendent of Schools.~~

~~Upon notice of an appeal by either party, the Superintendent of Schools shall notify the other party in writing when the appeal is filed and of the appeal procedures, which apply equally to both parties.~~

~~The Superintendent of Schools shall give both parties a reasonable and equal opportunity to submit a written statement in support of or challenging the outcome.~~

~~The Superintendent of Schools shall review the investigative report, decision-maker Decision-Maker's determination, and written statements of the parties and then issue a written decision describing the result of the appeal and the rationale for the result. The Superintendent of Schools shall provide the written decision simultaneously to both parties.~~

~~D. Informal Resolution~~

~~If a formal complaint is filed, the District may offer the complainant Complainant and respondent Respondent the opportunity to participate in an informal resolution process. The informal resolution process may take place at any time prior to reaching a determination regarding responsibility. The informal resolution process shall only take place upon:~~

- ~~1. Written notice to both parties disclosing: the allegations, the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the resolution process and resume the complaint process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;~~
- ~~2. The parties' voluntary written consent to the informal resolution process; and~~
- ~~3. That the allegations of the formal complaint do not involve any allegations that an employee sexually harassed a student.~~

~~**E. Record Keeping**~~

~~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, any transcripts, or audio recordings pertaining to the investigative and appeal proceedings for a period of seven (7) years.~~

Legal Reference: Title IX

Date of Adoption: [Insert Date]

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:

Generally: If the District receives federal awards, grants, or other funds, the District will:

(a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the District manages the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. The District will endeavor to develop and maintain these internal controls consistent with the “Standards for Internal Control in the Federal Government” issued by the Comptroller General of the United States or the “Internal Control Integrated Framework” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO);

(b) Comply with the U.S. Constitution, federal statutes, regulations, and the terms and conditions of the federal award;

(c) Evaluate and monitor the District's compliance with statutes, regulations and the terms and conditions of federal award;

(d) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; and

(e) Take reasonable measures to safeguard protected personally identifiable information and other information the federal awarding agency, or pass-through entity, designates as “sensitive” or the District considers sensitive, consistent with applicable federal, state, and local laws regarding privacy and responsibility over confidentiality.

Legal Reference: 2 C.F.R. § 200.303.

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 (including equipment description, serial number or other identification number, source of funding, acquisition date, and the like);
- 2) Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two (2) years;
- 3) Implement a Control System procedure;

- 4) Continue to develop and implement adequate maintenance procedures for the equipment;
- 5) Continue to develop and implement sales procedures for the equipment; and
- 6) Continue to develop and implement disposition procedure 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, local, and tribal laws and regulations, provided that the procurements conform to applicable Federal law and the requirement standards imposed by law, including:

- 1) A procedure for micro-purchases (Under \$10,000);
- 2) A procedure for small purchases (between \$10,000 to \$250,000);
- 3) A procedure for sealed bids;
- 4) A procedure for competitive proposals; and
- 5) A procedure for noncompetitive bids.

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 (3) 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, and the District will maintain a copy of said verification.

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 (1) Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two (2) 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.

Federal Funds for Construction Projects: For all federal awards, the District will comply with all applicable legal requirements, including the Davis-Bacon Act.

Legal Reference: 34 C.F.R. § 75.600, et seq.

Capitalization and Depreciation: The District will follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E, when charging these specific expenditures to a federal grant. When applicable, District staff will check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, federal, state, or program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those requirements. The following rules of allowability apply to equipment and other capital expenditures:

A. Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the federal awarding agency or pass-through entity.

B. Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the federal awarding agency or pass-through entity.

C. Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the federal awarding agency or pass-through entity.

D. Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 CFR § 200.436 and 2 CFR § 200.465.

E. When approved as a direct cost by the federal awarding agency or pass-through entity under Sections A - C, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the Federal awarding agency.

F. If the District is instructed by the federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.

G. Any depreciation will be computed, charged, and recorded in a manner consistent with federal regulations and any requirements of the federal awarding agency.

Legal Reference: 2 C.F.R. §§200.436 & 200.439.

Maintaining Records: Financial records, supporting documents, statistical records, and all other District records pertinent to a federal award must be retained for the minimum period time as required by federal law or the terms of the federal awarding agency, whichever is longer in time. Legal Reference: 2 C.F.R. § 200.334.

Conflict of Interest: Notwithstanding any other Board Policies or Procedures, the District shall ensure that it avoids any conflicts of interest regarding any federal awards. The District will disclose in writing any potential conflict of interest to the federal awarding agency or pass-through entity in accordance with applicable federal awarding agency policy. Legal Reference: 2 C.F.R. § 200.112.

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]

Business OperationsProcedures—Bidding Construction Projects

The following procedures shall be used for construction, remodeling and repair of any school-owned building or for site improvements.

Projects up to ~~\$49,000~~ ~~58,999~~: The Superintendent or designee may authorize projects costing less than ~~\$50,000~~ ~~59,000~~.

Projects from ~~50,000~~ ~~\$59,000~~ to ~~\$99,999~~ ~~108,999~~: The Superintendent or designee shall request the submission of at least two proposals from different vendors for projects ranging in cost from ~~\$50,000~~ ~~59,000~~ to ~~\$99,999~~ ~~108,999~~.

Projects of ~~\$100,000~~ ~~109,000~~ or above: The following bidding procedures shall be used for every project that is in excess of ~~\$100,000~~ ~~109,000~~, or such sum as adjusted pursuant to §73-106.

1. Notice to Bidders: The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.
2. Regular Manner of Advertisement for Bids: The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.
3. Bid Opening: When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.
4. Contract Award: The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.
5. Performance and Payment Bonds. Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of \$10,000 or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the

faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred ~~and~~ **eighteen** thousand dollars (~~\$100~~**118**,000), as adjusted by § 81-3445 or other applicable law.
7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

Legal Reference: Neb. Rev. Stat. ' 52-118; Neb. Rev. Stat. ' 73-101 *et seq.*; Neb. Rev. Stat. ' 73-106; Neb. Rev. Stat. ' 81-3445

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 EmployeesDrug and Substance Use and Abuse

It is the policy of the Norfolk Public School District to eliminate the influence of drugs, alcohol and other chemicals within the school environment. The District will implement regulations and practices which will ensure compliance with laws relating to drugs and alcohol, including: the Drug-Free Workplace Act and the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto.

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 school district recognizes that the use, possession, or being under the influence of illicit drugs or alcohol constitutes a hazard to the positive development of students and employees and a substantial interference with school purposes.

1. The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the work place. Employees are also prohibited from possessing, using or distributing illicit drugs or alcohol, or being under the influence of illicit drugs or alcohol, on any district property or district sponsored event. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol in the work place or on duty time shall be a violation of the drug-free workplace.
2. 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 -outside the work place or off duty time.
3. As a condition of employment, employees will abide by the District's drug-free workplace policies and notify the Superintendent or designee in writing of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
4. Disciplinary sanctions, up to and including termination of employment and referral for prosecution, will be imposed upon employees who violate the aforementioned standards of conduct. Sanctions for violation thereof may include the requirement that the employee complete an appropriate rehabilitation program, reprimands, and non-renewal, cancellation, or termination of contract of employment.
5. Employees shall be advised through employee publications about drug and alcohol counseling and rehabilitation and reentry programs that are available.
6. Employees shall be furnished with a paper or digital copy of this policy.

This policy supplements and is in addition to all other policies, regulations, practices, procedures and contractual provisions regarding or related to the improper or unlawful possession, use, or distribution of illicit drugs and alcohol.

Section 2 Alcohol and Drug Testing

The District will implement regulations and practices which will insure compliance with the Omnibus Transportation Employee Testing Act of 1991, the Moving Ahead for Progress in the 21st Century (MAP-21) Act, and all regulations and rules promulgated pursuant ~~theretoto~~ such Acts. Employees in "safety-sensitive" positions, as defined by the Act and regulations promulgated thereunder, including employees whose position requires a commercial driver's license (CDL), shall be tested for alcohol and controlled substances as required by law. (See attached Appendix "1"). Refusal to submit to such pre-employment testing, or testing positive, shall disqualify an applicant from employment. Reasonable suspicion, random, post-accident, return-to-duty, and follow-up testing shall also be conducted. Employees who test positive shall be immediately removed from safety-sensitive positions and shall be removed from employment.

Legal Reference: 41 U.S.C. §§701 to 707
49 U.S.C. §§5331(b) and 31306; ~~and~~ 49 CFR Part 382

Date of Adoption: [Insert Date]

**CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING:
FEDERAL REGULATIONS, [NAME] PUBLIC SCHOOLS' COMPLIANCE POLICIES
AND PROCEDURES, AND EDUCATIONAL MATERIALS**

The U.S. Department of Transportation (DOT) and the Federal Highway Administration (FHWA) have issued regulations requiring that individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs) be tested for controlled substances and alcohol and not engage in controlled substances use or alcohol misuse. Information concerning those regulations, [Name] Public Schools policies and procedures, and educational materials relating to controlled substances use and alcohol misuse is set forth as follows:

(A) The persons designated by [Name] Public Schools to answer employee questions about these materials are:

Superintendent of Schools
-Associate Superintendent

(B) The categories of employees who are subject to the provisions of the federal controlled substances and alcohol use and testing regulations are:

Individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs), including bus drivers and distribution and maintenance employees who are subject to driving commercial motor vehicles.

(C) The term "safety-sensitive functions" means:

- (1) All time waiting to be dispatched, unless the driver has been relieved from duty;
- (2) All time inspecting equipment or inspecting, servicing, or conditioning any commercial motor vehicle (i.e., a vehicle in excess of 26,000 pounds GVWR or designed to carry 16 or more passengers, including the driver) at any time;
- (3) All driving time (i.e., time spent at the controls of a commercial motor vehicle in operation);
- (4) All time, other than driving time, in or upon any commercial motor vehicle;
- (5) All time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded;
- (6) All time spent performing the driver requirements of 49 CFR §§392.40 and 392.41 relating to accidents;
- (7) All time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

(D) Employee conduct that is prohibited by the federal controlled substances and alcohol

use and testing regulations includes:

1. **Alcohol concentration.**
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater.
2. **Alcohol possession.**
No driver shall be on duty or operate a commercial motor vehicle while the driver possesses alcohol.
3. **On-duty use.**
No driver shall use alcohol while performing safety-sensitive functions.
4. **Pre-duty use.**
No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. **Use following an accident.**
No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. **Refusal to submit to a required alcohol or controlled substances test.**
No driver shall refuse to submit to a post-accident alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, or a follow-up alcohol or controlled substances test.
7. **Controlled substances use.**
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to the instructions of a physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle.
8. **Controlled substances test.**
No driver shall report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive for controlled substances.

(E) The circumstances under which an employee will be tested for alcohol and/or controlled substances pursuant to the federal regulations include:

1. **Pre-employment testing.**
Prior to the first time a driver performs safety-sensitive functions, the driver shall undergo testing for alcohol and controlled substances. No safety-sensitive functions are to be performed unless the driver has been administered an alcohol test with a result indicating an alcohol concentration less than 0.04, and has received a controlled substances test result from the medical review officer indicating a verified negative test result.
2. **Post-accident testing.**
 - (a) As soon as practicable following an accident involving a commercial motor vehicle, each surviving driver:
 - (1) Who was performing safety-sensitive functions with respect to the vehicle,

- if the accident involved the loss of human life; or
- (2) Who receives a citation under State or local law for a moving traffic violation arising from the accident shall undergo a test for alcohol and controlled substances.
- (b)
 - (1) *Alcohol tests.* Shall be administered within two hours following the accident unless such cannot reasonably be done, and not more than eight hours following the accident.
 - (2) *Controlled substance tests.* Shall be administered within 32 hours following the accident.
 - (c) A driver who is subject to post-accident testing shall remain readily available for such testing or may be deemed by the employer to have refused to submit to testing. The driver shall be permitted to leave the immediate scene of an accident for the period necessary to obtain assistance in responding to the accident, or to obtain necessary emergency medical care, but shall otherwise remain readily available for testing.

3. **Random testing.**

- (a) Drivers shall be subject to random testing. The minimum annual percentage rate for random alcohol testing should be 25 percent of the average number of driver positions, or such minimum annual percentage rate as established from time to time by the FHWA. The minimum annual percentage rate for random controlled substance testing shall be 50 percent of the average number of driver positions.
- (b) The selection of drivers for random alcohol and controlled substances testing shall be made by a scientifically valid method. Under the selection process used, each driver shall have an equal chance of being tested each time selections are made.
- (c) The random alcohol and controlled substances tests shall be unannounced and the dates for administering random alcohol and controlled substances tests shall be spread reasonably throughout the calendar year.
- (d) Each driver who is notified of selection for random alcohol and/or controlled substances testing shall proceed to the test site immediately; provided, however, that if the driver is performing a safety-sensitive function at the time of notification, the driver shall cease to perform the safety-sensitive function and proceed to the testing site as soon as possible.

4. **Reasonable suspicion testing.**

- (a) A driver shall submit to an alcohol test when the employer has reasonable suspicion to believe that the driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations (except for possession of alcohol).
- (b) Under federal law, notwithstanding the absence of a reasonable suspicion alcohol test, a driver is prohibited from reporting for duty or remaining on duty requiring the performance of safety-sensitive functions while the driver is under the influence of or impaired by alcohol and must not perform or continue to perform safety-sensitive functions, until:
 - (i) An alcohol test is administered and the driver's alcohol concentration measures less than 0.02; or
 - (ii) Twenty-four hours have elapsed following the determination that there is reasonable suspicion to believe that the driver has violated the prohibitions concerning the use of alcohol.

5. **Return-to-duty testing.**

(a) Alcohol. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning alcohol and has not been terminated, the driver shall undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02.

(b) Controlled Substances. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning controlled substances, and has not been terminated, the driver shall undergo a return-to-duty controlled substances test with a result indicating a verified negative result for controlled substances use.

6. **Follow-up testing.**

Following a determination that a driver is in need of assistance in resolving problems associated with alcohol misuse and/or use of controlled substances, the driver shall, if still employed, be subject to unannounced follow-up alcohol and/or controlled substances testing as directed by a substance abuse professional in accordance with the provisions of federal regulations.

Random, reasonable suspicion, and follow-up alcohol testing shall be conducted only when the driver is performing safety-sensitive functions, just before the driver is to perform safety-sensitive functions, or just after the driver has ceased performing safety-sensitive functions.

(F) The procedures that will be used to test for the presence of alcohol and controlled substances, to protect the employee and the integrity of the testing processes, to safeguard the validity of the test results, and to ensure that those results are attributed to the correct employee include:

The procedures outlined in 49 CFR 40, concerning procedures for Transportation Workplace Drug and Alcohol Testing Program, will be followed. This includes use of a "split sample" approach for drug testing and chain of custody procedures including documentation of screening aliquots.

(G) An employee is required to submit to alcohol and controlled substances tests administered pursuant to the federal regulations.

(H) A "refusal to submit" to an alcohol or controlled substance test includes:

Refuse to submit (to an alcohol or controlled substances test) means that a driver (1) Fails to provide adequate breath for testing without a valid medical explanation after he or she has received notice of the requirement for breath testing, (2) fails to provide adequate urine for controlled substances testing without a valid medical explanation after he or she has received notice of the requirement for urine testing, or (3) engages in conduct that clearly obstructs the testing process. A failure to remain readily available for post-accident testing, or to notify the employer of the need for such testing, or to proceed to the test site immediately for random testing, may be deemed by the employer to constitute a refusal to submit.

The consequences for refusing to submit to an alcohol or controlled substances test are as follows: A driver who has refused to submit to a required alcohol or controlled substance test is subject to the same consequences as a driver who has tested positive on an alcohol

(concentration of 0.04 or greater) or controlled substances test.

(I) The consequences under the federal regulations for employees who have violated the federal regulations relating to controlled substances and alcohol use and testing include:

The driver shall be removed from and not permitted to perform safety-sensitive functions. The driver shall be referred for evaluation by a substance abuse professional for a determination of what assistance, if any, the employee needs in resolving problems associated with alcohol misuse and controlled substances abuse.

Before a driver returns to duty requiring the performance of a safety-sensitive function after engaging in conduct prohibited by the federal regulations, the driver shall, if still employed, undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02 if the conduct involved alcohol, or a controlled substances test with a verified negative result if the conduct involved a controlled substance.

In addition, each driver identified as needing assistance in resolving problems associated with alcohol misuse or controlled substance use, if still employed,

- (i) Shall be evaluated by a substance abuse professional to determine that the driver has properly followed any rehabilitation program prescribed, and
- (ii) Shall be subject to unannounced follow-up alcohol and controlled substances tests administered by the employer following the driver's return to duty.

The driver may also be subject to the penalty provisions of 49 U.S.C. § 521(b).

(J) The consequences under the federal regulations for employees found to have an alcohol concentration of 0.02 or greater but less than 0.04 include: Removal from safety-sensitive functions for a period of not less than 24 hours following administration of the test.

(K) Information to assist employees in avoiding alcohol misuse and controlled substances use, signs and symptoms of an alcohol or a controlled substances problem, and available methods of intervening when such a problem is suspected: Information will be made available by the counselor to employees upon request.

Date of Adoption: [Insert Date]

Personnel - Certificated EmployeesSubstitute Teachers

Persons employed as substitute teachers shall meet such qualifications as are established by law and the State Department of Education and may be employed for periods of time in the absence of the regular teacher.

Rates of compensation for all substitute teachers will be set by the Board, provided that after a substitute employee has been on duty for fifteen (15) consecutive school days, such substitute teacher shall be paid on a per diem rate applying the salary schedule in place for certificated teachers for the school district based upon the substitute teacher's level of educational attainment and years of teacher experience. Substitute teachers will not participate in the health plan or other fringe benefits of the school district.

The Superintendent Superintendent's designee shall be responsible for recruitment, selection, assignment, orientation and evaluation of substitute teachers. The Superintendent, or Superintendent's designee, is hereby authorized on behalf of the District to execute any necessary documents to assist a substitute teacher to secure a local substitute teaching permit.

Legal Reference: Neb. Rev. Stat. Sec. 79-808

Date of Adoption: [Insert Date]

InstructionSpecial Education

[Name] Public Schools adopts this special education policy with the intent that the policy maintains the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

The District will abide by all state and federal laws relating to special education. The District's special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such renumbering or revisions.

1. Free Appropriate Public Education

A free appropriate public education shall be made available to all children with disabilities residing in the District, including children with disabilities who have been suspended or expelled, from date of diagnosis/verification through the school year in which the child is no longer eligible or the student reaches twenty-one (21) years of age, including children with disabilities who have been suspended or expelled, whichever occurs earlier. An Individualized Education Plan ("IEP") will be created for each such child that will enable the student to make progress appropriate in light of the student's unique circumstances

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 007.07C6

2. Full Educational Opportunity Goal

The District shall take steps to ensure that its children with verified disabilities have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

Legal Reference: 92 NAC 51-004.11A

3. Child Find

All children from birth to age twenty-one (21) with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated ~~and a.~~ A practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services. ~~The District will publish~~ The District will implement multiple methods to provide parents, guardians, and community members with information regarding how to refer a child for an evaluation and the identification process and will

~~publish an annual notice of any significant activity that is designed to identify, locate, or evaluate children to publicly notify parents. The District will screen and evaluate all children with suspected disabilities birth through age 21, and will implement practical methods to track which children are currently receiving special education and related services. The District will provide student referrals that are accompanied by documentation of scientific, research, or evidence-based academic and/or behavioral interventions that have been implemented as designed for the appropriate period of time to show effect or lack of effect that demonstrates the child is not making a sufficient rate of progress to meet age or state approved, grade level standards within a reasonable time frame. The District will provide sustained supervision to monitor the implementation of compliant practices for the Child Find Rule. The District will use supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in the area of Child Find, paying particular attention to the communities experiencing disproportionality in the schools. All District Child Find activities will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.~~

~~, guardians, or appointed surrogates. The District's child find process will be consistent with Federal and Nebraska regulations. Legal Reference: 92 NAC 51-006.01 through 006.01A2~~

4. Pre-Referral Interventions

For a school age student, a general education student assistance team (SAT) or a comparable problem solving team shall be used prior to referral for multidisciplinary team evaluation. The SAT or comparable problem solving team shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. A referral shall include information from the SAT or comparable problem solving team, meeting the requirements of 92 NAC 51-006.01B and a listing of the members of the SAT or comparable problem solving team.

Legal Reference: 92 NAC 51-006.01B

5. Disability Verification and Eligibility

~~Eligibility for services will be determined by a multidisciplinary team based on the results of a comprehensive evaluation. The multidisciplinary team will identify whether a child is eligible for special education services based on the disability categories identified by Nebraska and Federal regulations. The multidisciplinary team will rule out the determinant factor is due to a lack of appropriate instruction in reading or math or due to lack of English proficiency. The team will prepare a written report documenting all evaluation findings in accordance with Federal and Nebraska requirements that will be provided to the parent, guardian, or appointed surrogate. When a child is not eligible for services, the multidisciplinary team will determine if general education interventions or strategies are needed.~~

~~Legal Reference: 92 NAC 51-006.03; 92 NAC 51-006.04B through 006.04N;~~

5.6. Individualized Education Program (IEP)

~~An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007.— by teams that will include all roles identified within Federal and Nebraska rules. Any draft of an IEP that is developed will not be considered final until it is reviewed and revised based on the team,~~

including the parent, guardian, or appointed surrogate, input, and consensus. The district will make reasonable efforts to obtain informed consent from the parent, guardian, or appointed surrogate for special education placement on the IEP form before services are initiated. Revocation of consent for services must be documented by the parent, guardian, or appointed surrogate in writing.

Legal Reference: 92 NAC 51-007

6.7. Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled, ~~and special.~~ Placement for a student with a disability will be based upon a completed IEP developed by a group of persons, including the parent, guardian, or appointed surrogate, knowledgeable about the child, the meaning of the evaluation data, and the placement options. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (the “Least Restrictive Environment Rules”).

~~The District will: (1) develop and implement written procedures for implementation of the LRE Rules; (2) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the LRE Rules; (3) provide sustained supervision to monitor the implementation of compliant practices for the LRE Rules; (4) use the supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in the area of least restrictive environment, paying particular attention to the disproportionate group; (5) ensure that every Individualized Education Programs (IEP) team meaningfully considers various support systems and activities that could be used to assist students with disabilities (SWD) to be educated successfully in general education classes prior to the consideration of pullout special education services; (6) ensure that special education teachers provide support to general education teachers in a variety of ways including, but not limited to, consultation, implementation of accommodations or modifications, and co-teaching; (7) The District will ensure that a continuum of alternative placements is available to meet the needs of children with disabilities, particularly those in the disproportionate group, for special education and related services; (8) ensure that, in determining the educational placement of a child with a disability, including a preschool child with a disability, each district ensures that the placement decision is made by a group of persons including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. Particular attention is paid to the disproportionate group; (9) ensure that placement discussions are based upon a completed IEP developed by the IEP team, focused on individualized student needs; and (10) ensure that the IEP teams review the students’ progress at least annually to determine appropriate placement and progress towards annual goals.~~ disproportionate groups, for special education and related services.

Legal Reference: 92 NAC 51-008.01

7.8. Procedural Safeguards

~~Children with disabilities and their parents shall be afforded the required procedural safeguards. Children with disabilities and their parents, guardians, or appointed surrogates shall be afforded the required procedural safeguards. Parents, guardians, and appointed surrogates will be given a copy of their procedural safeguards annually or upon initial referral or parental (parent, guardian,~~

or appointed surrogate) request for evaluation; upon request by a parent, guardian, or appointed surrogate; upon receipt by the school district or approved cooperative of the first occurrence of the filing of a complaint under 92 NAC 51-009.11 and the first occurrence of filing a special education due process case under 92 NAC 55; and in accordance with the discipline procedures in 92 NAC 51-016.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07

8.9. Disciplinary Removal of Children with Disabilities

~~The District will (1) develop and implement written procedures for disciplining students with disabilities (the "Discipline Rules"); (2) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the Discipline Rules; (3) provide sustained supervision to monitor the implementation of compliant practices for the Discipline Rules; (4) use supervision and monitoring data, disaggregated by race/ethnicity, to identify schools and/or personnel that require technical assistance to support compliant practices in the area of discipline (including but not limited to: de-escalation techniques, functional behavior assessment, behavior intervention planning, and manifestation determination procedures); (5) ensure that school personnel appropriately consider unique circumstances on a case by case basis when determining suspension of a child with a disability, and ensure that data shows that these considerations are equitably made by race/ethnicity; (6) notify parents on the day that the decision is made to make a removal that constitutes a change in placement of a child with a disability because of violation of a code of child conduct, and send parents copies of the procedural safeguards; (7) provide educational services for students removed fewer than 10 days to enable the student to continue to participate in the general educational curriculum, although in another setting, and to progress toward meeting the goals set out in the Individualized Education Programs, with data showing that these services are equitably provided by race/ethnicity; (8) ensure that within 10 school days of any decision to change placement of a child with a disability because of a violation of a code of student conduct, the IEP Team will review all relevant information in the file to determine whether the conduct in question was caused by or had a direct and substantial relationship to the child's disability or the conduct was the direct result of the district's failure to implement the IEP, and that such determinations are made equitably by race/ethnicity; and (9) ensure that, if the IEP Team makes a determination that the conduct was a manifestation of the child's disability, then the IEP Team conducts a functional behavioral assessment, unless the District conducted a FBA before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan.~~

School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for no more than ten (10) consecutive school days and for additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement. If a student with a disability violates a code of student conduct, the school district will ensure that school personnel appropriately consider unique circumstances on a case-by-case basis when determining whether a change in placement, as defined in Federal and Nebraska rules, is appropriate for the student. Change of placement decisions related to disciplinary removals will be consistent with Federal and Nebraska regulations. For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of

the school code is determined not to be a manifestation of the child's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures that would be applied to children without disabilities.

Legal Reference: 92 NAC 51-016

9.10. Evaluation, Identification, and Reevaluation Procedures

~~Children with disabilities shall be evaluated, identified, and reevaluated in accordance with 92 NAC 51-006. The District will: (1) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the Evaluation and Reevaluation Rule; (2) provide sustained supervision to monitor the implementation of compliant practices for the Evaluation and Reevaluation Rule; (3) use the supervision and monitoring data, disaggregated by race and ethnicity, to identify schools and/or personnel that require technical assistance to support compliant practices in the area of evaluation and reevaluation, as well as the appropriate technical assistance/professional development to any schools and/or personnel identified in such data; (4) conduct a reevaluation of each child with a disability at least once every 3 years, unless the parent and the District agree that a reevaluation is unnecessary; (5) use a variety of assessment tools and strategies to gather relevant academic, functional, and developmental information about the child, including information provided by the parents, and information related to enabling the child to be involved in and progress in the general education curriculum that may assist in determining: (i) Whether the child is a child with a disability, and (ii) The content of the child's individualized education program; (6) use more than one procedure to determine whether a child has a disability and the appropriate educational program for the child; (7) use technically sound instruments to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; (8) select assessments and other evaluation materials in a manner that (i) does not discriminate on a racial or cultural basis, (ii) is provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer, (iii) has been validated for the specific purpose for which they are used, and (iv) are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments; and (9) provide high quality, sustained professional learning activities on the written procedures for appropriate District and school personnel to assist with the implementation of the Evaluation and Reevaluation Rule.~~

Children with disabilities shall be evaluated, identified, and reevaluated by a team of multidisciplinary qualified professionals in accordance with 92 NAC 51-006. The MDT of a child suspected of having a specific learning disability shall include the additional requirements in accordance with 92 NAC 51-006.04K. The District will make reasonable efforts to obtain written permission for evaluation in accordance with Federal and Nebraska rules. Revocation for consent for evaluation must be documented by the parent, guardian, or appointed surrogate in writing.

The documented results of the evaluation will be provided to parent, guardian, or appointed surrogate and included in student files. All evaluation components will be at district expense. The District will utilize a variety of assessment instruments to ensure district teams have access to appropriate measures to complete evaluations. The district will follow any publisher guidelines for assessments and will not use outdated or culturally inappropriate tools.

The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. ~~Locations~~ The parent, guardian, or appointed surrogate will be given written notice of the District's decision to either move forward with the Independent Educational Evaluation or to initiate a hearing to determine the appropriateness of the evaluation. If the District agrees to move forward with the evaluation, locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent, guardian, or appointed surrogate from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent(†), guardian, or appointed surrogate with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

10.11. Confidentiality of Personally Identifiable Information

~~The~~ A system of safeguards will be implemented to protect the confidentiality of student records and information ~~shall be maintained~~ in accordance with law.

Legal Reference: 92 NAC 51-003.16, 003.20, 009.03 through 009.03M3

11.12. Transition of Children from Part C to Preschool Programs

Children participating in early intervention programs under Part C of the IDEA (early intervention services) ~~and who will participate in preschool programs assisted by appropriately evaluated, identified, and have services~~ under Part B of the IDEA ~~(services for school-aged children) shall experience a smooth and effective transition to those preschool programs by age 3~~ in a manner consistent with 92 NAC 52-008. Children receiving early intervention services under Part C of the IDEA may continue to receive Part C services, upon parental consent, until the August 31st following the child's third birthday. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

12.13. Children in Nonpublic Schools

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents, guardians, or appointed surrogates in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

13.14. Personnel Standards and Personnel Development

Personnel providing special education or related services to children with disabilities shall be appropriately and adequately prepared and trained in accordance with IDEA requirements and the

District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

14.15. Participation in and Reporting of State and District Wide Assessments

All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

15.16. Suspension and Expulsion Rates

The District will examine data, including data disaggregated by race/ethnicity, gender, LEP status, and disability category, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Legal Reference: 92 NAC 51-004.06E

16.17. Access to Instructional Materials

As part of any printed instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of printed instructional materials, the District will enter into a written contract with the publisher of the printed instructional materials to:

- A. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the printed instructional materials using the National Instructional Materials Accessibility Standard, or
- B. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 92 NAC 51-004.15

17.18. Over-Identification and Disproportionality

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child. All District special education provisions will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Legal Reference: 92 NAC 51-006.02C

18.19. Prohibition on Mandatory Medication

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

19.20. Transportation

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law. to access academic, related services, and nonacademic services and activities as determined by the child's IEP. Except when a parent is transporting only his or her child, the District shall require that the driver and vehicle meet the standards required by 92 NAC 91 and 92.

Legal Reference: 92 NAC 51-014.01 through 014.02

20.21. Surrogates

A surrogate will be appointed, and other action taken to ensure the rights of children with a disability as required by law. The surrogate may represent the child in all matters related to the identification, evaluation, and educational placement of a child and the provision of a free appropriate public education to the child.

Legal Reference: 92 NAC 51-009.10

21.22. Early Intervention Services – Consent

When a parent refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Legal Reference: 92 NAC 52

22. Eligibility Determinations

~~The District will (1) develop written procedures for implementation of the Eligibility Determination Rule; (2) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the Eligibility Determination Rule; (3) provide sustained supervision to monitor the implementation of compliant practices for the Eligibility Determination Rule; (4) use the supervision and monitoring data, disaggregated by race and ethnicity, to identify schools and/or personnel that require technical assistance to support compliant practices in the area of eligibility; (5) ensure Individualized Education Programs (IEPs) are developed for children with a determination made of having a disability that has: (a) an adverse effect on educational performance (academic, functional, and/or developmental) and (b) requires special education and related services; (6) ensure that an eligibility report, which documents the area of disability, is completed and placed in each child's special education folder, with the eligibility report providing statements for each component of the eligibility and be comprehensive enough to serve as the evaluation report when necessary; (7) ensure the completion of the administration of assessments and other measures that the Multidisciplinary Evaluation Team (a group of qualified professionals and the parents of the child) determine whether the child is a child with a disability and the educational needs of the child; (8) ensure appropriate consideration of the exclusionary factor for reading (a child is not to be determined to be a child with a disability if the primary factor for that determination is a lack of appropriate instruction in reading, including the essential components of reading instruction as defined in section 1208(3) of ESEA); (9) ensure appropriate consideration of the exclusionary factor for math (a child must not be determined to be a child with a disability if the primary factor for that determination is a lack of appropriate instruction in math); (10) ensure~~

~~appropriate consideration of the exclusionary factor for Limited English Proficiency (LEP) (a child will not be determined to be a child with a disability if the primary factor for that determination is limited English proficiency); and (11) ensure (1) evaluation data draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations as well as the information about the child's physical condition, social or cultural background, and adaptive behavior and (2) that information obtained from all these sources is documented and carefully considered.~~

~~Legal Reference: 92 NAC 51-006.04.~~

Legal Reference: 34 CFR Parts 300, 303 and 304
Neb. Rev. Stat. Sec. 79-1110 to 79-1167
92 NAC 51, 52 and 55

Date of Adoption: [Insert Date]

Internal Board Policies - Methods of OperationAgenda Construction and Control

- A. Written meeting agendas will be prepared by the Superintendent in collaboration with the President of the Board of Education. Any Board member may submit agenda items to be placed on the agenda by the Superintendent and the Board President.
- B. Control of the agenda is the responsibility of the Board President. Agenda items shall be sufficiently descriptive to set forth the matters to be discussed at the meeting. An agenda, kept continuously current, shall be readily available for public inspection on the District's website and at the office of the Superintendent of Schools of the [Name] School District during normal business hours. Except for items of an emergency nature, the agenda shall not be altered later than 24 hours before the scheduled commencement of the meeting. The School Board shall have the right to modify the agenda to include items of an emergency nature only by action taken at the public meeting at which the item is to be considered.

Legal Reference: Neb. Rev. Stat. Sec. 84-1411

Date of Adoption: [Insert Date]

Internal Board Policies - Methods of OperationPublic Participation at Board MeetingsA. Attend

Members of the public shall be permitted to attend and to speak at board meetings. They will not be required to identify themselves as a condition for admission to the meeting.

The Board may allow advisors, consultants, and other persons who are not Board members to appear at the meeting via telephone or other similar means.

The chair has the authority to assure that people conduct themselves in an orderly manner at the meeting. Undue interruption or other interference with the orderly conduct of business will not be allowed. The chair may order persons who are disorderly to be removed from the meeting.

Legal Reference:	Sections 79-570; 79-571; Sec. 84-1411 (3) and (6); Sec. 84-1412 (1) and (3)
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B. Hear

The board will, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

Legal Reference:	Sec. 84-1412 (7)
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C. Record

Members of the public may use recording devices (tape recorder, video camera, etc.) to record any part of a meeting of a public body, except for closed sessions. No recording, other than note taking, shall be done without informing the President in advance. The President shall control the placement of the recording device so the device does not obstruct the view of Board members or other members of the public attending the meeting and does not otherwise interfere with the meeting.

Legal Reference:	Sec. 84-1412 (1)
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D. Access to Written Materials

At least one copy of all reproducible written material to be discussed at an open meeting will be made available at the meeting for examination and copying by members of the public.

Legal Reference:	Sec. 84-1412 (8)
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E. Speak

Members of the public will be permitted to speak at Board meetings at which a public forum is on the Agenda. Members of the public may also speak when invited to make a presentation or when recognized by the chair. The Board is not required to allow members of the public to speak at each meeting. However, the Board will not forbid public participation at all meetings.

Members of the public will not be required to have their name be placed on the agenda prior to the meeting in order to speak about items on the agenda.

Any member of the public desiring to address the body shall be required to identify himself or herself, including an address and the name of any organization represented by such person, unless the address requirement is waived to protect the security of the individual.~~Members of the public who desire to address the Board will be required to identify themselves.~~

The President or chair for the meeting shall have the authority to establish reasonable time limits for individual speakers and for the duration of public forum sessions.

Speakers will be permitted to address the Board consistent with free speech rights. However, offensive language, defamatory remarks, and hostile conduct will not be tolerated. Further, charges or complaints against a school employee shall not be made for the first time at a public Board meeting without having followed the school's complaint procedure.

Legal Reference:	Sec. 84-1412 (1) (2) and (3)
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Date of Adoption: [Insert Date]

Bylaws of the Board - MeetingsMinutes

The Board of Education shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed. The resignation of a Board member or any other circumstance that results in a vacancy in office shall be made a part of the minutes.

The minutes shall be prepared by the secretary immediately following the meeting, shall be written, shall be available on the District's website and for inspection by the public and for distribution to the members of the Board within ten (10) working days, or prior to the next convened meeting, whichever occurs earlier, and shall be a part of the agenda for the next regular meeting at which time they shall be corrected, if necessary, and approved.

The minutes shall be kept in the office of the superintendent and shall be public records and open to public inspection during normal business hours. The minutes shall also be available on the District's website for at least six (6) months.

~~The minutes may be kept as an electronic record.~~

Legal Reference: Neb. Rev. Stat. Sections 79-555; 79-570; and 79-577
Neb. Rev. Stat. Sections 84-1408 to 1414

Date of Adoption: [Insert Date]



2022-2023
CERTIFIED EMPLOYEE
HANDBOOK

Published by:
Office of Human Resources and School Accreditation
Norfolk Public Schools
512 Philip Avenue - PO Box 139
Norfolk, Nebraska 68702-0139
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).

Table of Contents

Section		Board Policy	Page
1	Intent of Handbook		8
2	Information About Norfolk Public Schools		9
3	School Vision and Mission Statement		9
4	Members of the Board of Education		10
5	Administrative Staff		10
6	Grant Coordinators/Facilitators		11
7	NPS Foundation		11

Article 1 – School Calendar and Schedules

Section		Board Policy	Page
1	School Calendar		12
2	Daily Schedule		12
3	Severe Weather and School Cancellations		12
4	Employment and Contract Days	4110	13
5	Make-Up Days	4005	14
6	Address Change		14

Article 2 – Community Relations

Section		Board Policy	Page
1	Visiting Schools	1010	14
2	Advertising and Promotion	1060	14
3	Community Use of School Facilities	1100	14
4	Recording of Others	1102	15
5	Bulletin Boards, Display Case, and Posted Materials	1110	15
6	Service Animals	1260	15
7	Fund Raising Activities	1300	15
8	Parent Organizations	1410	15
9	School Personnel and the Public	1450	15
10	Weapon-Free Workplace		16
11	Parental Involvement		16
12	Title 1 Parental Involvement	6410	17

Article 3 – Administration

Section		Board Policy	Page
1	Superintendent of Schools	2100	18
2	Principalship	2200	18
3	Associate Superintendent	2221	18
4	Line of Authority	2400	18
5	Administrative Actions in Emergencies	2410	18
6	Administrative Action in Absence of Policy	2440	18
7	Confidentiality of Protected Health Information		18

Article 4 – Business Operations

Section		Board Policy	Page
1	Tuition Fees for Non-Resident Students	3050	19
2	Materials Fees	3060	19
3	Summer School Fees	3070	19
4	Sales and Disposal of Books, Equipment/Supplies	3090	19
5	Purchasing	3130	19
6	Inventory of Equipment	3190	19
7	Monies in School Buildings	3200	20
8	Video Surveillance	3231	20
9	Risk Management and Safety Committee	3240	20
10	Trespassers	3250	21
11	Safe Driving Record Standards for Drivers	3410	21
12	Transportation	3520	22
13	Rebates to School Personnel	3550	22
14	Asbestos Information		22
15	Security of Desks and Lockers		22
16	Care of School Property		22
17	Use of Telephone		22
18	Funds		23

Article 5 – Personnel

Section		Board Policy	Page
1	Recruitment and Selection	4001	23
2	Equal Opportunity Employment	4002	23
3	Anti-discrimination, Anti-harassment and Anti-retaliation, Notice of Nondiscrimination	4003	23
4	Duty Hours of Employees	4004	26
5	Absence of Employees	4005	27
6	Absence From Building	4006	27
7	Returning from Absences		27

8	Family Medical Leave Act	4007	28
9	Adoption Leave	4008	30
10	Drug and Substance Use and Abuse	4009	30
11	Blood borne Pathogen Compliance	4011	31
12	Infectious Diseases	4012	31
13	Personnel files	4013	31
14	Receiving Agents, Salespersons, and Other Business Representatives	4014	31
15	Intellectual Property and Work-for-Hire	4010	31
16	Unauthorized Purchases	4015	31
17	Use of School Facilities and Equipment by School Employees	4016	31
18	Activity Passes	4017	32
19	Military and Family Military Leave	4022	32
20	Notification of Arrest, Criminal Charges, and Certificate, License or Child Abuse Complaints	4025	32
21	Professional Boundaries Between Employees and Students	4025	34
22	Appropriate Dress	4026	35
23	Injury Leave	4031	36
24	Assignment of Duties	4130	36
25	Agents/Tutors	4131	36
26	Professional Growth	4140	37
27	Evaluation of Teachers	4150	37
28	Reduction in Force	4160	37
29	Leave of Absence	4170	37
30	Standards of Ethical and Professional Performance	4190	37
31	Outside Employment		40
32	Address Change		40
33	Grievances and Complaints		40
34	Compensation		40
35	Extended Duty Pay		41
36	Benefits		41
37	Payroll Deductions		42
38	Expense Reimbursement		42
39	403(b) Salary Reduction Agreements		42
40	Overtime		42
41	Paid Leave		43
42	Payroll Deductions for Absences in Excess of Paid Leave		43
43	Unpaid Leaves		43
44	Jury Duty Leave		44
45	Subpoena to Testify Leave		44
46	Long Term Leave Communication		44
47	Crisis Team		44
48	State Tournament Guidelines – Grades 7-12		44
49	Media Requests		45

Article 6 – Students

		Board	
Section		Policy	Page
1	Assignment of Students	5003	45
2	Student Attendance	5008	45
3	Student Discipline	5101	45
4	Promotion and Retention	5201	46
5	Student Records	5202	46
6	Search and Seizures	5406	46
7	Vandalism	5407	46
8	Requests to Contact Students and Student Interviews by Non-School Personnel	5413	46
9	Supervision of Students		47
10	Dispensing Medication	6910	48
11	Homeless Students	5418	49
12	Reporting Child Abuse	5402	49
13	Confidentiality of Student Records (FERPA)		49
14	Disclosure of Student Information to Military Recruiters and Colleges		49
15	Student Privacy Protection		50
16	Mental Health Assessment or Service		50

Article 7 – Instruction

Section		Board	Page
		Policy	
1	Classroom Environment	6111	50
2	Emergencies	6114	51
3	Fire Drills, Emergency Plans	6115	51
4	Ceremonies, Observances, and the Pledge of Allegiance	6117	51
5	Curriculum – Assessments	6211	51
6	Activity Fund Management	6281	53
7	Initiations, Hazing, Secret Clubs, and Outside Organizations	6284	53
8	Parent Request for Exclusion	6320	53
9	Multicultural Education	6370	53
10	Free and Reduced Price Meals	6500	53
11	Computer – Internet Safety and Acceptable Use Policy	6800	53
12	Lesson Plans		55
13	Classroom and School Procedures		55
14	Purpose and Goals of Academic Achievement		56
15	Academic Progress		57
16	Grading		57
17	Recording Grades		57
18	Homework		59

19	Parent-Teacher Conferences	60
	Copyright and Fair Use Policy	60

Appendix

Appendix		Page
A	School Calendar	61
B	Handbook Receipt Page	62

Norfolk Public Schools
2022-2023
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 2022-2023 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~~ Nebraska Department of Education.

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
Leann Widhalm	leannwidhalm@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
Angie 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
John Erwin	Assistant Principal / Activities Director: Norfolk Senior High School
Jason Settles	Assistant Principal: Norfolk Senior High School
Paige Hastings	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
Amber Lenton	Dean of Students / Assistant Activities Director: Norfolk Junior High School
Chuck Hughes	Principal: Norfolk Middle School
Tyler Beranek	Assistant Principal: Norfolk Middle School
Trisha Andreasen	Principal: Bel Air Elementary School
Amy Brown	Principal: Grant Elementary School
Jamie London	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
Maggie Pilar	Norfolk Middle School	Aftershock Coordinator
Heather Hirsch	Little Panthers Preschool	Sixpence Family Facilitator
Austin Casselberry	Norfolk High School	Career Academy Coordinator
Kerstin Ditter	Little Panthers Preschool	Sixpence Family Facilitator

Section 7 Norfolk Public Schools Foundation

Callan Collins	Executive Director
Jake Claussen	President
Metka Kolm	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
Leonor Fuhrer	Board Member
Lisa Jones	Board Member
Dave Merritt	Board Member
Stephen Morton	Board Member
Don Polodna	Board Member
Lindsay Shellpeper - Simpson	Board Member
Nate Stratton	Board Member
Bobbi Theisen	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 2022-2023 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

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.
 - f. Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.
 - g. Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more

fully participating in the education of their children. Employees are expected to comply with the Title I Parental and Family Engagement policy.

Article 3: Administration

Section 1 Superintendent of Schools Policy 2100

The Superintendent of Schools is the chief executive officer of the Norfolk Public Schools and shall have broad supervision of the school structure. The Superintendent also exercises those functions which are directed by statutes and those which are distinctively selected in the policies and regulations of the Norfolk Public Schools.

Section 2 Principalship Policy 2200

The principal is immediately accountable to the Superintendent for all functions of the supervision of the principal's designated school/schools, and for any universal school duty as assigned by the Superintendent. The principal, however, is the direct supervisor of the assigned school's professional and support staff members.

Section 3 Associate Superintendent Policy 2221

The director and/or Associate Superintendent shall provisionally presume the functions and responsibilities of the Superintendent in the occurrence that the Superintendent is unavailable.

Section 4 Line of Authority Policy 2400

All employees of the school district shall be under the universal guidance of the Superintendent, but shall be under the direct supervision of the building principal or designated supervisor.

Section 5 Administrative Actions in Emergencies Policy 2410

In the occurrence of a crisis or emergency, our first priority is protecting the wellbeing and safekeeping of students and staff. The Superintendent of Schools is in charge of governing and monitoring any emergency incident with the exclusion if the circumstance is limited to a specific building. In this situation, the building principal will take the lead with the Superintendent of Schools directing on crucial judgments.

Section 6 Administrative Action in Absence of Policy Policy 2440

In the instance a challenging judgment is not supported by an existing law, policy, or by regulations, the Superintendent or the Superintendent's designee is authorized to determine the resolution deemed best. Decisions made in the deficiency of a needed policy shall be conveyed to the board and the Superintendent shall propose a policy to deal with comparable issues.

Section 7 Confidentiality of Protected Health Information

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

know exactly what we have in each building, department, and room so that we will know at all times whether we are adequately equipped; but also for insurance purposes. If we were to have a loss through fire, tornado, or some other catastrophe, we would need to prove what we have in the building. It is necessary, therefore, that each building principal make certain that the inventory sheets are up-to-date. If at all possible, staff should specify the type of furniture. For example, it would be helpful to know that desks in a certain room are American Seating, Heywood-Wakefield, Artcobell, or another make.

- B. The transfer of furniture and/or equipment from one building to another is allowed to take place only when the loaning principal and borrowing principal are aware of such a transfer. It is the responsibility of the borrowing principal, to be certain the loaning principal (and the district Maintenance Supervisor or his/her designee), is informed of the specific furniture and/or equipment borrowed, which building will house the material, and the duration of the transfer. Both principals will be asked to document the equipment transfer whenever such transfer occurs. The Maintenance Supervisor should also receive a copy of the information regarding the equipment transfer.
- C. The activity directors at the high school and junior high will check athletic inventories with each coach before the coach will be permitted to check out in the spring.
- D. Principals will thoroughly check room and teachers' inventories before approving "checkout" sheets.

Section 7 Monies in School Buildings

Policy 3200

All monies collected shall be immediately receipted and accounted for and directed without delay to the proper location of deposit. Monies collected shall be managed in a good and prudent business manner.

Section 8 Video Surveillance

Policy 3231

The Board of Education has authorized the use of video cameras on school 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 student or other 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 student or other building user and may also be provided to law enforcement agencies.

Section 9 Risk Management and Safety Committee

Policy 3240

The district has established a Safety and Security Management Plan which includes safety and security plans and procedures, including plans and procedures to address emergency and crisis situations. Teachers are expected to be familiar with and to comply with the Safety and Security Management Plan. The plan may be obtained for review or copy from the principal or the Superintendent. Staff may also be required to complete various safety trainings (in person or online) as directed by administration.

The district also has a safety committee to address employee accidents, injuries, and work place conditions. Representatives who serve on the committee are appointed by the administration. Teachers can make suggestions and/or report concerns to the safety committee by contacting members of the safety committee or their building principal.

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 is in motion. The only exception would be in the case of emergencies. Employees are prohibited from transporting students in their personal vehicle.

School staff supervising activity trips are ultimately responsible for the active supervision of the students under their care. To help ensure that a staff member's main focus remains on the students assigned to their care, school staff may not bring family members or friends (not associated with the activity) with them on school vehicles. Staff or

volunteers that will be supervising students on school sponsored activities must also pass a district approved background check.

Section 12 Transportation

Policy 3520

Norfolk Public Schools does not offer free transportation to and from school aside from conditions where administration establishes it suitable for students who would otherwise be allowed by law to a transportation stipend. Transportation will be provided for school activities and field trips as determined by administration.

Section 13 Rebates to School Personnel

Policy 3550

School employees and board members shall not receive anything of value (commission, paid trips) from individuals or companies from which the school district purchases equipment or materials in the operation of the school district.

Section 14 Asbestos

You are hereby notified that current federal regulations require all schools to inventory asbestos-containing material and to develop a management plan to identify and control asbestos in their buildings. Norfolk Public Schools adheres to all current regulations concerning asbestos management in district facilities. For more information on the Asbestos Management Plan, contact the Associate Superintendent for Business Services, 512 Philip Avenue, Norfolk, Nebraska 68701, at (402) 644-2500.

Section 15 Security of Desks and Lockers

Offices, teacher desks, lockers, file cabinets and other such storage devices are owned by the school and are to be properly cared for and maintained. Appropriate security measures should be used to protect school and personal property kept in storage devices from theft or vandalism and to protect confidential student records.

The school 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 a teacher 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 teachers may bring to school. Teachers are cautioned not to bring large amounts of money or items of significant value to school.

Section 16 Care of School Property

Teachers 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 as soon as possible. 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 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

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 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 Safe and Drug Free Schools and Communities	Children who are homeless Safe and drug free schools	Director of Student Programs 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. 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 school district recognizes that the use, possession, or being under the influence of illicit drugs or alcohol constitutes a hazard to the positive development of students and employees and a substantial interference with school purposes.**

The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the work place. **Employees are also prohibited from possessing, using or distributing illicit drugs or alcohol, or being under the influence of illicit drugs or alcohol, on any district property or district sponsored event. ~~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 ~~or designee in writing~~ of any criminal drug statute conviction for a violation occurring in the workplace no later than ~~five (5) calendar~~ days after such conviction.

Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed ~~upon employees who violate the aforementioned standards of conduct. for violations of the district's drug-free workplace policies.~~ Sanctions ~~for violation thereof~~ may include the requirement that the ~~employee teacher~~ complete an appropriate rehabilitation program, ~~a~~ reprimands, and ~~non-renewal, cancellation, or~~ termination of employment.

~~Employees shall be advised through employee publications about drug and alcohol counseling and rehabilitation and reentry programs that are available. 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.

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. "Grooming," (as defined in this policy).
- T. Providing alcohol or illegal or unauthorized drugs or medication to a student.
- U. Any other behavior which 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

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

As required by state law, certified staff members shall show evidence of on-going professional growth in order to remain eligible for continued employment. The minimum standard for professional growth includes the completion of six semesters of college credit or the equivalent (as determined by the school board) every six years. ~~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~~

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 = $1/188^{\text{th}}$ 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.~~

The Superintendent will be responsible for implementing a uniform system for appraising and reporting the development of students' academic and behavioral skills.

Communicating student progress to parents shall be the responsibility of the building administrator and the classroom teacher. Written reports of student progress will be made available to parents at the conclusion of each quarter. It is recommended that two parent-teacher conferences or acceptable substitutes be held each year. Additional reporting of student progress is encouraged whenever progress or lack of progress is of an unusual nature.

Section 16 Grading:

Policy 6250

~~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.~~

The district uses grades for the purposes of providing:

1. Teachers with documentation of student academic performance,
2. Students with feedback about what and how well they have learned,
3. Counselors and post-secondary institutions with information to guide student class selections and career choices, and
4. Parents with grade reports that indicate student progress toward learning targets and content standards.

Learning targets and content standards are consistent across schools, grade-level classrooms, and courses in the district. Grades are not used to reflect student behaviors or as punishment.

Grades are assigned by teachers using a standardized (district-wide) percentage range and letter grade scale and are determined using the NPS proficiency target/GPA conversion scale as appropriate. Administrative rule grading practice guidelines, developed and implemented by the Superintendent or designee, are based on educational research and explain how grades quantify, detail, and document academic achievement of each student.

Grading Admin Rule: In Correspondence with Policy 6250

Standardized grading practices provide clarity and feedback for students, parents, teachers and administrators when best practices (based on educational research) are utilized consistently. These practices include the use of proficiency scales, which provide exceptional clarity regarding what students are expected to know and be able to do. Thus, NPS is incorporating their use across the district as we transition from a traditional grading system to standards-based grading. Ultimately, this transition will result in a shift in how reporting looks in the gradebook and on report cards.

NPS maintains the following expectations regarding grading, in all classes, regardless of whether a traditional or standards-based reporting system is utilized.

1. Grading practices and procedures must be clearly communicated to students and parents at the beginning of the course/class.
2. Proficiency scales will be used where developed to ensure consistency and rigor for appropriate grade level expectations.
3. Reported grades will primarily reflect evidence gathered through summative assessments that are aligned to priority standards and learning targets. Students will be given opportunities for intervention, relearning, and

provided additional opportunities to demonstrate proficiency. This can include reassessment in multiple forms on both formative and summative assessments.

4. Formative assessment and practice will be recorded in the student information system and will serve as evidence of student learning.
 - Variances may occur while some grade levels and special courses are updated in Infinite Campus (our student information system reporting system).
 - When sufficient evidence of learning is demonstrated, a formative grade may replace a summative grade.
5. Final course/class grades will be based upon the following breakdown of formative and summative work:
 - a. K-2 100% Summative 0% Formative
 - b. 3-4 90% Summative 10% Formative
 - c. 5-12 85% Summative 15% Formative
6. Meaningful homework is assigned for the purpose of addressing and reinforcing priority standards and may be graded according to the parameters of district course guidelines. See administrative rule on Definition & Guidelines for Homework and NPS [Homework Policy \(6240\)](#).
7. Teachers will provide frequent and timely feedback to students on both graded and ungraded work, so they are clear on their progress before moving onto the next step.
8. Teachers are to ensure all students are successful in core instruction and provide assistance and intervention at a core level before moving them onto another level of support outside of the classroom.
9. Teachers are not to award extra points or subtract points due to items that are considered behavior in nature, such as bringing snacks or kleenex, attendance, participation, or attitude. Such items can be reflected in the student's Life Skills (K-4) grade or the "N" ployability grade (5-12).
10. Formal grading reports are available at 9 weeks (progress report), 18 weeks (report card), 27 weeks (progress report) and 36 weeks (report card). Interim grade reports may be but are not required to be sent home as needed. Printed report cards are handled per function of the building
11. Asterisks are used to indicate not assessed or not addressed yet.

Special Education:

Identified students in the regular classroom instruction will participate in the instructional, grading, assessing and reporting practices as regular education with accommodations when needed as stated in the IEP. Students participating in pull out classroom instruction will participate in grade level instruction with an accommodated and prioritized amount of standards with corresponding proficiency scales and reported on those specified priority standards as determined by the Sped PLC team. Students participating in Life Programs will receive modified instruction, grading, assessing and reporting represented in the extended indicators.

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

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.

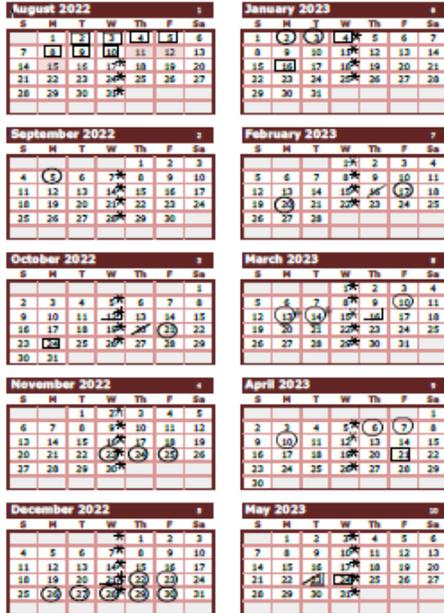
Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Teachers should seek assistance from administration if there are any questions regarding what may be copied.

Appendix A

Norfolk Public Schools 2022-2023 School Calendar Information



Norfolk Public Schools 2022-2023 Staff Calendar



Key:

- No school for students or teachers
- Teacher Work Day/Prof. Dev./Students-No School
- △ Teacher Work Day/Prof. Dev./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**
2-5 Orientation - New teaching staff
8-10 Orientation - All teaching staff
11 First Day - First Half Students K-12
12 First Day - Second Half Students K-12
15 All Day-K-12
- September**
5 Labor Day - No School
- October**
12 K-12 End First Quarter
17-20 K-12 Parent-Teacher Conferences
17 - K-8 P-T Conferences, 4:00-7:00
18 - K-4, 9-12 P-T Conferences, 4:00-7:00
19 - 5-12 P-T Conferences, 4:00-7:00
20 - K-12 Students - 11:30 a.m. dismissal (K-12 P-T Conferences, 1:00-4:00)
21 K-12 Students - No School
24 K-12 Teachers- Comp. Day- No Duty
24 K-12 Staff - Prof. Development - No School for Students
- November**
23-25 Thanksgiving Break - No School
- December**
21 K-12 End Second Quarter/First Semester
22-31 Winter Break - No School

Staff	K-4	5-6	7-8	9-12	Dates
1	44.0	44.0	44.0	44.0	August 12 - October 12
2	44.5	44.5	44.5	44.5	October 13 - December 21
	88.5	88.5	88.5	88.5	
3	44.5	44.5	44.5	44.5	January 5 - March 16
4	43.5	43.5	43.0	43.0	March 17 - May 23
	88.0	88.0	87.5	87.5	

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

Updated: 5/9/2022

- January**
2-3 Winter Break - No School
4 K-12 Staff - Prof. Development - No School for Students
5 K-12 School Resumes
16 K-12 Staff - Prof. Development EBU Speaker-1 No School
- February**
13-18 K-12 Parent-Teacher Conferences
13- K-8 P-T Conferences, 4:00-7:00
14- K-4, 9-12 P-T Conferences, 4:00-7:00
15 - 5-12 P-T Conferences, 4:00-7:00
16 - K-12 Students - 11:30 a.m. dismissal (K-12 P-T Conferences, 1:00-4:00)
K-12 Students - No School
(K-12 Teachers - Comp. Day- No Duty)
20 K-12 No School for Staff or Students
- March**
10 K-12 No school - Spring Break
13 Make - Up Snow Day (if needed due to 4 snow days)
14 Make - Up Snow Day (if needed due to 3 snow days)
K-12 School Resumes
15 K-12 End Third Quarter
- April**
8-10 No School - Spring Break
11 K-12 School Resumes
20 Grades 9-12 - 11:30 a.m. dismissal PM- SH Track Meet
21 No School - District Meeting/JH Speech Staff Development Day
- May**
3 K-12 Students - 1:00 pm Dismissal
K-12 Staff Appreciation Day
Grades 7-8- 11:30 dismissal PM JH Track Meet
21 Graduation
23 Students Last Day/End Fourth Quarter
K-12-11:30 a.m. dismissal (End of 4th Quarter)
24 Last Teacher Work Day

Published by:
Director of Human Resources
Norfolk Public Schools
512 Philip - PO Box 139
Norfolk, Nebraska 68702-0139
402-644-2500

Note: All dates and times subject to change.

Appendix B

Norfolk Public Schools
Certified Staff Employee Handbook Receipt Page

**RECEIPT OF THE 2022-2023 CERTIFIED STAFF HANDBOOK
OF NORFOLK PUBLIC SCHOOLS**

This signed receipt acknowledges receipt of the 2022-2023 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.



2022-2023
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) 644-2500



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).



Foreword

Section		Page
	Intent of Handbook	6
1	Information About Norfolk Public Schools	7
2	School Mission Statement	7
3	Members of the Board of Education	8
4	Administrative Staff	8
5	Grant Coordinators / Facilitators	8
6	Norfolk Public Schools Foundation	9

Article 1 – School Calendar and Schedules

Section		Page
1	School Calendar	9
2	Severe Weather and School Cancellations	9
3	District Summer Hours	10

Article 2 – Employment, Compensation and Benefits

Section		Page
1	Employment	11
2	Assignments	11
3	Personnel File	11
4	Grievances and Complaints	11
5	Compensation	12
6	Benefits	12
7	Payroll and Payroll Deductions	12
8	Paid Holidays	12
9	Retirement	13
10	Expense Reimbursement	13
11	403(b) Salary Reduction Agreements	13
12	Overtime	13

Article 3 – Absences from Work

Section		Page
1	Absence Procedures	14
2	Paid Leave - Sick and Bereavement Leaves	15
3	Vacation Leave	16
4	Payroll Deductions for Absences in Excess of Paid Leave	16
5	Unpaid Leaves	17
6	Jury Duty Leave	17
7	Family and Medical Leave (FMLA)	17
8	Military and Family Military Leave	19
9	Adoption Leave	19
10	Subpoena to Testify Leave	20
11	Crisis Response Team	20



Article 4 - Duties and Responsibilities

Section		Page
1	Time Clock	20
2	Hours of Work & Meetings	21
3	Arrival to Duty Assignments	21
4	Leaving School	21
5	School Procedures	21
6	Supervision / Management of Students	22
7	Dispensing Medication	24
8	Reporting Child Abuse	25
9	Funds / Fundraising	25

Article 5 – Personal and Professional Conduct

Section		Page
1	Professional Ethics Standards	26
2	Role Model	29
3	Professional Boundaries	29
4	Relationships	30
5	Civility	30
6	Notification of Arrest, Etc.	31
7	Injury Leave	31
8	Evaluations	32
9	Employee Complaints or Concerns	32
10	Attire	33
11	Outside Employment	33
12	Media Requests	33

Article 6 - Use of School Facilities and Equipment

Section		Page
1	Drug-Free Workplace	33
2	Smoke and Tobacco-Free Workplace	34
3	Weapon-Free Workplace	34
4	Use of District Computer Network and Internet	35
5	Use of School Facilities	37
6	Care of School Property	37
7	Use of Telephone	37
8	Visitors	37
9	Salespersons	38
10	Security of Desks and Lockers	38
11	Video Surveillance and Recording of Others	38
12	Bulletins and Web Page	38
13	Copyright and Fair Use Policy	39
14	Lost and Found	39
15	School Safety	39
16	Safe Driving	40
17	Workers Compensation	41
18	Classroom Environment	41



Article 7 - State and Federal Programs

Section		Page
1	Anti-Discrimination Information	41
2	Notice of Nondiscrimination	42
3	Designation of Coordinators	43
4	Grievance Procedure for Persons with a Disability	43
5	Confidentiality of Student Records (FERPA)	44
6	Disclosure of Student Information to Military Recruiters/Colleges	44
7	Breakfast and Lunch Programs	44
8	Confidentiality of Protected Health Information (HIPPA)	44
9	Student Privacy Protection	44
10	Parental and Community Involvement	45
11	Homeless Students	46

Appendices

Appendix		Page
A	2020-2021 School Calendar	47
B	Exception Sheet for Classified Employees	48
C	Handbook Receipt and Acknowledgement Form	49



Norfolk Public Schools
2022-2023
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 **2022-2023** 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 ~~AdvaneED-Commission~~ Nebraska Department of Education.

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
Leann Widhalm	leannwidhalm@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
John Erwin	Assistant Principal / Activities Director: Norfolk Senior High School
Jason Settles	Assistant Principal: Norfolk Senior High School
Paige Hastings	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
Amber Lenton	Dean of Students / Assistant Activities Director: Norfolk Junior High School
Chuck Hughes	Principal: Norfolk Middle School
Tyler Beranek	Assistant Principal: Norfolk Middle School
Trisha Andreasen	Principal: Bel Air Elementary School
Amy Brown	Principal: Grant Elementary School
Jamie London	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
Maggie Pilar	Norfolk Middle School	Aftershock Coordinator
Heather Hirsch	Little Panthers Preschool	Sixpence Family Facilitator
Austin Casselberry	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
Jake Claussen	President
Metka Kolm	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
Leonor Fuhrer	Board Member
Lisa Jones	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
Bobbi Theisen	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 2022-2023 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.

Section 5 Compensation



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 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. "Grooming," (as defined in this policy).
- T. Providing alcohol or illegal or unauthorized drugs or medication to a student.
- U. Any other behavior which 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

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 school district recognizes that the use, possession, or being under the influence of illicit drugs or alcohol constitutes a hazard to the positive development of students and employees and a substantial interference with school purposes.~~

The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the work place. ~~Employees are also prohibited from possessing, using or distributing illicit drugs or alcohol, or being under the influence of illicit drugs or alcohol, on any district property or district sponsored event. 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 ~~or designee in writing~~ of any criminal drug statute conviction for a violation occurring in the workplace no later than ~~five (5) calendar~~ days after such conviction.

Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed upon employees who violate the aforementioned standards of conduct. ~~for violations of the district's drug-free workplace policies.~~ Sanctions for violation thereof may include the requirement that the employee ~~teacher~~ complete an appropriate rehabilitation program, ~~a~~ reprimands, and ~~non-renewal, cancellation, or~~ termination of employment.



Employees shall be advised through employee publications about drug and alcohol counseling and rehabilitation and reentry programs that are available. ~~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

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.

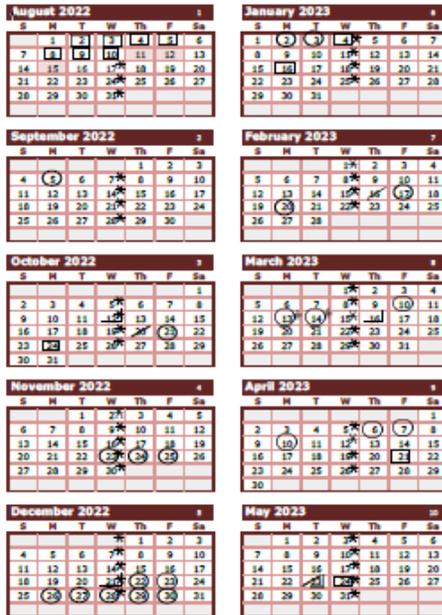
Section 11 Homeless Students (Policy No. 5418)

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 2022-2023 School Calendar Information



Key:

- No school for students or teachers
- Teacher Work Day/Prof. Dev./Students-No School
- Teacher Work Day/Prof. Dev./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 2022-2023 Staff Calendar

Month	Event
August	2-5 Orientation - New teaching staff 8-10 Orientation - All teaching staff 11 First Day - First Half Students K-12 12 First Day - Second Half Students K-12 15 All Day-K-12
September	5 Labor Day - No School
October	12 K-12 End First Quarter 17-20 K-12 Parent-Teacher Conferences 17 - K-8 P-T Conferences, 4:00-7:00 18 - K-4, 9-12 P-T Conferences, 4:00-7:00 19 - 5-12 P-T Conferences, 4:00-7:00 20 - K-12 Students - 11:30 a.m. dismissal (K-12 P-T Conferences, 1:00-4:00) 21 K-12 Students - No School (K-12 Teachers- Comp. Day- No Duty) 24 K-12 Staff - Prof. Development - No School for Students
November	23-25 Thanksgiving Break - No School
December	21 K-12 End Second Quarter/First Semester 22-31 Winter Break - No School
January	2-3 Winter Break - No School 4 K-12 Staff - Prof. Development - No School for Students 5 K-12 School Resumes 16 K-12 Staff - Prof. Development ESU Speaker- No School
February	13-16 K-12 Parent-Teacher Conferences 13- K-8 P-T Conferences, 4:00-7:00 14- K-4, 9-12 P-T Conferences, 4:00-7:00 15 - 5-12 P-T Conferences, 4:00-7:00 16 - K-12 Students - 11:30 a.m. dismissal (K-12 P-T Conferences, 1:00-4:00) 17 K-12 Students - No School (K-12 Teachers - Comp. Day - No Duty) 20 K-12 No School for Staff or Students
March	10 K-12 No school - Spring Break 13 Make - Up Snow Day (if needed due to 4 snow days) 14 Make - Up Snow Day (if needed due to 3 snow days) 15 K-12 School Resumes 16 K-12 End Third Quarter
April	No School - Spring Break 11 K-12 School Resumes 20 Grades 9-12 - 11:30 a.m. dismissal PM-SH Track Meet 21 No School - District Music/JH Speech Staff Development Day
May	3 K-12 Students - 1:00 pm Dismissal K-12 Staff Appreciation Day 4 Grades 7-8- 11:30 dismissal PM/JH Track Meet 21 Graduation 23 Students Last Day/End Fourth Quarter K-12 - 11:30 a.m. dismissal (End of 4th Quarter) 24 Last Teacher Work Day

Grade	K-4	5-6	7-8	9-12
1	44.0	44.0	44.0	44.0
2	44.5	44.5	44.5	44.5
3	44.5	44.5	44.5	44.5
4	43.5	43.5	43.0	43.0

176.5 Student Days, Grades K-4
176.5 Student Days, Grades 5-8
176.0 Student Days, Grades 7-8
176.0 Student Days, Grades 9-12

188/192 Veteran/New Teacher Contract Days

Updated: 5/9/2022

Published by:
Director of Human Resources
Norfolk Public Schools
812 Fifth - PO Box 130
Norfolk, Nebraska 68702-0130
402-644-2500

Note: All dates and times subject to change.



Appendix B

Norfolk Public Schools
Classified Employee Exception Sheet

CO USE ONLY	
Posted	<input style="width: 100px; height: 20px;" type="text"/>

**PAYROLL EXCEPTIONS
MISSING PUNCH FORM**

Employee Name Building

Date	Missing Time	a.m.	p.m.

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 2022-2023 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



2022-2023

*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.

Table of Contents

Page	Contents
2	Introduction
4	Intent of Handbook
5	Information About Norfolk Public Schools
5	School Mission Statement
5	Members of the Board of Education
5	Administrative Staff
6	Certification Requirements
7	Newly Retired Teachers
7	Application Procedure
7	Substitute Address/Status Change
8	Substitute Pay
9	Long-Term Substitute
9	Substitutes and Their Assignments
10	School Dress
10	The Substitute and the Principal
10	Responsibilities of the Regular Teacher
11	Responsibilities of the Substitute Teacher
12	The Substitute Teacher and the Students
17	Legal Aspects of Substituting
17	School Based Vocabulary Terms
18	Substitute Teachers and Their Professional Responsibilities
19	Inclement Weather
19	Drug-Free Schools and Work Place
19	Smoke-Free Environment
19	No Weapons Allowed at Norfolk Public Schools
20	Classroom Environment
20	Elementary Substitute Hints and Suggestions
21	Secondary Substitute Hints and Suggestions
 Appendix	
25	NPS Instructional Model
26	Standard Response Protocol
27	Blood-borne Pathogens
30	Substitute Summary
31	Calendar
32	Administrative Directory
33	Substitute Teacher Job Description

Norfolk Public Schools
2022-2023
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 **2022-2023** 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~~ **ED Commission** Nebraska Department of Education.

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
Leann Widhalm	leannwidhalm@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
Amber Lenton	Dean of Students / Assistant Activities Director: Norfolk Junior High School
Chuck Hughes	Principal: Norfolk Middle School
Tyler Beranek	Assistant Principal: Norfolk Middle School
Trisha Andreasen	Principal: Bel Air Elementary School
Amy Brown	Principal: Grant Elementary School
Jamie London	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	\$151/day \$155/day	\$141/day \$145/day	\$121/day \$125/day
Long Term	Day 21**	\$205/day \$206/day - Days 1-20 are retroactive to the long term daily rate**	\$200/day \$201/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**	\$102.50/day \$103/day - Days 1-20 are retroactive to the long term daily rate**	\$100/day \$100.50/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:

2022 - 2023 Payroll Cut-Off Dates

Monthly Pay Periods	Pay Date
July 17 – August 20, 2022**	September 16, 2022
August 21 – September 17, 2022	October 18, 2022
September 18 - October 15, 2022	November 18, 2022
October 16 - November 19, 2022**	December 16, 2022
November 20 – December 17, 2022	January 18, 2023
December 18 - January 21, 2023**	February 17, 2023
January 22 - February 18, 2023	March 17, 2023
February 19 - March 18, 2023	April 18, 2023
March 19 - April 15, 2023	May 18, 2023
April 16 - May 20, 2023**	June 16, 2023
May 21 – June 17, 2023	July 18, 2023
June 18 - July 15, 2023	August 18, 2023
July 16- August 19, 2023**	September 18, 2023

**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.



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
- √ Hepatitis A, B, C
- √ Strep Infections
- √ Pneumonia
- √ Syphilis
- √ TB
- √ Malaria
- √ Measles
- √ Chicken Pox
- √ Gastroenteritis-Salmonella and Shigella
- √ Herpes
- √ Urinary tract infections
- √ Blood infections

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

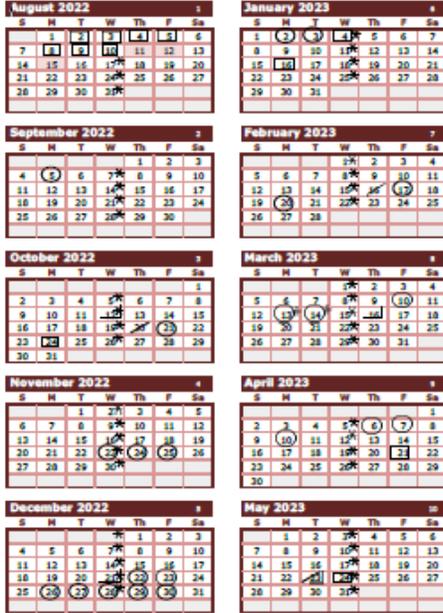
Thanks for your help!

Appendix: 6 2022-2023 School Calendar for Staff

This "Parent Calendar" is also available on the district website at www.norfolkpublicschools.org/



Norfolk Public Schools 2022-2023 Staff Calendar



- No school for students or teachers
- Teacher Work Day/Prof. Dev./Students-No School
- Teacher Work Day/Prof. Dev./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**
- 2-5 Orientation - New teaching staff
- 8-10 Orientation - All teaching staff
- 11 First Day - First Half Students K-12
- 12 First Day - Second Half Students K-12
- 15 All Day- K-12
- September**
- 5 Labor Day - No School
- October**
- 12 K-12 End First Quarter
- 17-20 K-12 Parent-Teacher Conferences
- 17 - K-8 P-T Conferences, 4:00-7:00
- 18 - K-4, 9-12 P-T Conferences, 4:00-7:00
- 19 - 5-12 P-T Conferences, 4:00-7:00
- 20 - K-12 Students - 11:30 a.m. dismissal (K-12 P-T Conferences, 1:00-4:00)
- 21 K-12 Students - No School
- 24 K-12 Staff - Prof. Development - No School for Students
- November**
- 23-25 Thanksgiving Break - No School
- December**
- 21 K-12 End Second Quarter/First Semester
- 22-31 Winter Break - No School

Grade	Days	Days	Days	Days	Days
1	44.0	44.0	44.0	44.0	August 12 - October 12
2	44.5	44.5	44.5	44.5	October 13 - December 21
	88.5	88.5	88.5		
3	44.5	44.5	44.5	44.5	January 5 - March 16
4	43.5	43.5	43.0	43.0	March 17 - May 23
	86.0	86.0	87.5	87.5	

- 178.5 Student Days, Grades K-4
 - 178.5 Student Days, Grades 5-8
 - 178.0 Student Days, Grades 7-8
 - 178.0 Student Days, Grades 9-12
 - 188/192 Veteran/New Teacher Contract Days
- Updated: 5/9/2022

- January**
- 2-3 Winter Break - No School
- 4 K-12 Staff - Prof. Development - No School for Students
- 5 K-12 School Resumes
- 16 K-12 Staff - Prof. Development ESU Speaker- No School
- February**
- 13-16 K-12 Parent-Teacher Conferences
- 13- K-8 P-T Conferences, 4:00-7:00
- 14- K-4, 9-12 P-T Conferences, 4:00-7:00
- 15 - 5-12 P-T Conferences, 4:00-7:00
- 16 - K-12 Students - 11:30 a.m. dismissal (K-12 P-T Conferences, 1:00-4:00)
- 17 K-12 Students - No School (K-12 Teachers - Comp. Day - No Duty)
- 20 K-12 No School for Staff or Students
- March**
- 10 K-12 No school - Spring Break
- 13 Make - Up Snow Day (if needed due to 4 snow days)
- 14 Make - Up Snow Day (if needed due to 3 snow days)
- 15 K-12 School Resumes
- 18 K-12 End Third Quarter
- April**
- 6-10 No School - Spring Break
- 11 K-12 School Resumes
- 20 Grades 9-12 - 11:30 a.m. dismissal PM-SH Track Meet
- 21 No School - District Music/JH Speech Staff Development Day
- May**
- 3 K-12 Students - 1:00 pm Dismissal K-12 Staff Appreciation Day Grades 7-8- 11:30 dismissal PM JH Track Meet
- 4 Graduation
- 21 Students Last Day/End Fourth Quarter
- 23 K-12 - 11:30 a.m. dismissal (End of 4th Quarter)
- 24 Last Teacher Work Day

Published by:
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Norfolk Public Schools
512 Philip - PO Box 139
Norfolk, Nebraska 68702-0139
402-844-2500

Note: All dates and times subject to change.

Appendix: 7

Administrative Directory 2022-2023

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
Paige Hastings	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
John Erwin	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
Amber Lenton	Dean of Students/AD	Junior High	510 Pasewalk Ave.	644-2516
Chuck Hughes	Principal	Middle School	1221 N. First Street	644-2569
Tyler Beranek	Assistant Principal	Middle School	1221 N. First Street	644-2569
Trisha Andreasen	Principal	Bel Air	1101 N. Eighteenth	644-2539
Amy Brown	Principal	Grant	1106 Philip Ave.	644-2544
Jamie London	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



Quarantine and Isolation

Updated Mar. 30, 2022



Quarantine and Isolation Calculator

A tool to help determine how long you need to isolate, quarantine, or take other steps to prevent spreading COVID-19.

Get Started

This information is intended for a general audience. Healthcare professionals should see [Ending Isolation and Precautions for People with COVID-19](#).

People with COVID-19 and close contacts should follow the recommendations outlined on this page. These recommendations do not change based on COVID-19 community levels.



Quarantine

If you were exposed

[Quarantine](#) and stay away from others when you have been in [close contact](#) with someone who has COVID-19.



Isolate

If you are sick or test positive

[Isolate](#) when you are sick or when you have COVID-19, even if you don't have symptoms.

When to Stay Home

Calculating Quarantine

The date of your exposure is considered day 0. **Day 1 is the first full day after your last contact with a person who has had COVID-19.** Stay home and away from other people for at least 5 days. [Learn why CDC updated guidance for the general public.](#)

IF YOU
Were exposed
to COVID-19
and are **NOT**
[up to date](#) on
COVID-19
vaccinations

Quarantine for at least 5
days

Stay home
Stay home and
[quarantine](#) for at least 5
full days.

After quarantine

Watch for [symptoms](#)
Watch for symptoms until
10 days after you last had
close contact with
someone with COVID-19.

Take precautions until day 10

Wear a well-fitting mask
Wear a [well-fitting mask](#) for 10 full
days any time you are around others
inside your home or in public. Do not
go to places where you are unable to
wear a well-fitting mask.

**IF YOU
Were exposed
to COVID-19
and are up to
date on
COVID-19
vaccinations**

Wear a [well-fitting mask](#) if you must be around others in your home.

Do not travel.

Get tested

Even if you don't develop symptoms, [get tested](#) at least 5 days after you last had [close contact](#) with someone with COVID-19.

No quarantine

You do not need to stay home **unless** you develop symptoms.

Get tested

Even if you don't develop symptoms, [get tested](#) at least 5 days after you last had [close contact](#) with someone with COVID-19.

**IF YOU
were exposed
to COVID-19
and
had confirmed
COVID-19
within the
past 90 days
(you tested
positive using
a viral test)**

No quarantine

You do not need to stay home **unless** you develop symptoms.

Avoid travel

It is best to [avoid travel](#) until a full 10 days after you last had close contact with someone with COVID-19.

If you develop symptoms

[Isolate](#) immediately and [get tested](#). Continue to stay home until you know the results. Wear a [well-fitting mask](#) around others.

Watch for symptoms

Watch for [symptoms](#) until 10 days after you last had close contact with someone with COVID-19.

If you develop symptoms

[Isolate](#) immediately and [get tested](#). Continue to stay home until you know the results. Wear a [well-fitting mask](#) around others.

Watch for symptoms

Watch for [symptoms](#) until 10 days after you last had [close contact](#) with someone with COVID-19.

If you develop symptoms

[Isolate](#) immediately and [get tested](#). Continue to stay home until you know the results. Wear a well-fitting mask around others.

If you must travel during days 6-10, [take precautions](#).

Avoid being around people who are [more likely to get very sick](#) from COVID-19.

Take precautions until day 10

Wear a well-fitting mask

Wear a [well-fitting mask](#) for 10 full days any time you are around others inside your home or in public. Do not go to places where you are unable to wear a well-fitting mask.

Take precautions if traveling

Avoid being around people who are [more likely to get very sick](#) from COVID-19.

Take precautions until day 10

Wear a well-fitting mask

Wear a [well-fitting mask](#) for 10 full days any time you are around others inside your home or in public. Do not go to places where you are unable to wear a well-fitting mask.

Take precautions if traveling

Avoid being around people who are [more likely to get very sick](#) from COVID-19.

Calculating Isolation

Day 0 is your first day of symptoms or a positive viral test. **Day 1 is the first full day after your symptoms developed or your test specimen was collected.** If you have COVID-19 or have symptoms, isolate for at least 5 days.

**IF YOU
Tested
positive for
COVID-19 or
have**

Stay home for at least 5 days

Stay home for 5 days and [isolate](#) from others in your home.

Ending isolation if you had symptoms

[End isolation after 5 full days](#) if you are fever-free for 24 hours (without the

Take precautions until day 10

Wear a well-fitting mask

Wear a [well-fitting mask](#) for 10 full days any time you are around others

symptoms, regardless of vaccination status

Wear a [well-fitting mask](#) if you must be around others in your home.

Do not travel.

use of fever-reducing medication) and your symptoms are improving.

Ending isolation if you did NOT have symptoms
[End isolation after at least 5 full days](#) after your positive test.

If you got very sick from COVID-19 or have a weakened immune system
 You should isolate for at least 10 days. Consult your doctor before ending isolation.

inside your home or in public. Do not go to places where you are unable to wear a mask.

Do not travel
[Do not travel](#) until a full 10 days after your symptoms started or the date your positive test was taken if you had no symptoms.

Avoid being around people who are [more likely to get very sick](#) from COVID-19.

DEFINITIONS

Exposure

Contact with someone infected with SARS-CoV-2, the virus that causes COVID-19, in a way that increases the likelihood of getting infected with the virus.

Close Contact

A close contact is someone who was less than 6 feet away from an infected person (laboratory-confirmed or a clinical diagnosis) for a cumulative total of 15 minutes or more over a 24-hour period. For example, three individual 5-minute exposures for a total of 15 minutes. People who are exposed to someone with COVID-19 after they completed at least 5 days of isolation are not considered close contacts.

Quarantine

Quarantine is a strategy used to prevent transmission of COVID-19 by keeping people who have been in [close contact](#) with someone with COVID-19 apart from others.

Who does not need to quarantine?

If you had close contact with someone with COVID-19 and you are in one of the following groups, you **do not need to quarantine**.

- You are [up to date](#) with your COVID-19 vaccines.
- You had confirmed COVID-19 within the last 90 days (meaning you tested positive using a [viral test](#)).

If you are up to date with COVID-19 vaccines, you should wear a [well-fitting mask](#) around others for 10 days from the date of your last close contact with someone with COVID-19 (the date of last close contact is considered day 0). [Get tested](#) at least 5 days after you last had close contact with someone with COVID-19. If you test positive or develop COVID-19 symptoms, isolate from other people and follow recommendations in the [Isolation](#) section below. If you tested positive for COVID-19 with a [viral test](#) within the previous 90 days and subsequently recovered and remain without COVID-19 symptoms, you do not need to quarantine or [get tested](#) after close contact. You should wear a [well-fitting mask](#) around others for 10 days from the date of your last close contact with someone with COVID-19 (the date of last close contact is considered day 0). If you have COVID-19 symptoms, get tested and isolate from other people and follow recommendations in the [Isolation](#) section below.

Who should quarantine?

If you come into close contact with someone with COVID-19, you should quarantine if you are not [up to date](#) on COVID-19 vaccines. This includes people who are not vaccinated.

What to do for quarantine

- Stay home and away from other people for at least 5 days (day 0 through day 5) after your last contact with a person who has COVID-19. The date of your exposure is considered day 0. Wear a [well-fitting mask](#) when around others at home, if possible.
- For 10 days after your last close contact with someone with COVID-19, watch for fever (100.4°F or greater), cough, shortness of breath, or other [COVID-19 symptoms](#).
- If you develop symptoms, [get tested](#) immediately and isolate until you receive your test results. If you test positive, follow [isolation](#) recommendations.
- If you do not develop symptoms, [get tested](#) at least 5 days after you last had close contact with someone with COVID-19.
 - If you test negative, you can leave your home, but continue to wear a [well-fitting mask](#) when around others at home and in public until 10 days after your last close contact with someone with COVID-19.
 - If you test positive, you should isolate for at least 5 days from the date of your positive test (if you do not have symptoms). If you do develop [COVID-19 symptoms](#), isolate for at least 5 days from the date your symptoms began (the date the symptoms started is day 0). Follow recommendations in the [isolation](#) section below.
 - If you are unable to get a test 5 days after last close contact with someone with COVID-19, you can leave your home after day 5 if you have been without [COVID-19 symptoms](#) throughout the 5-day period. Wear a [well-fitting mask](#) for 10 days after your date of last close contact when around others at home and in public.
 - Avoid people who have [weakened immune systems](#) or [are more likely to get very sick](#) from COVID-19, and nursing homes and other high-risk settings, until after at least 10 days.
- If possible, stay away from people you live with, especially people who are at [higher risk](#) for getting very sick from COVID-19, as well as others outside your home throughout the full 10 days after your last close contact with someone with COVID-19.
- If you are unable to quarantine, you should wear a [well-fitting mask](#) for 10 days when around others at home and in public.
- If you are unable to wear a mask when around others, you should continue to quarantine for 10 days. Avoid people who have [weakened immune systems](#) or [are more likely to get very sick](#) from COVID-19, and nursing homes and other high-risk settings, until after at least 10 days.
- See additional information [about travel](#).
- Do not go to places where you are unable to wear a mask, such as restaurants and some gyms, and avoid eating around others at home and at work until after 10 days after your last close contact with someone with COVID-19.

After quarantine

- Watch for symptoms until 10 days after your last close contact with someone with COVID-19.
- If you have symptoms, isolate immediately and [get tested](#).

Quarantine in high-risk congregate settings

In certain congregate settings that have high risk of secondary transmission (such as correctional and detention facilities, homeless shelters, or cruise ships), CDC recommends a 10-day quarantine for residents, regardless of vaccination and booster status. During periods of critical staffing shortages, facilities may consider shortening the quarantine period for staff to ensure continuity of operations. Decisions to shorten quarantine in these settings should be made in consultation with state, local, tribal, or territorial health departments and should take into consideration the context and characteristics of the facility. CDC's [setting-specific guidance](#) provides additional recommendations for these settings.

Isolation

Isolation is used to separate people with confirmed or suspected COVID-19 from those without COVID-19. People who are in isolation should stay home until it's safe for them to be around others. At home, anyone sick or infected should separate from others, or wear a [well-fitting mask](#) when they need to be around others. People in isolation should stay in a specific "sick room" or area and use a separate bathroom if available. Everyone who has presumed or confirmed COVID-19 should stay home and isolate from other people for at least 5 full days (day 0 is the first day of symptoms or the date of the day of the positive viral test for asymptomatic persons). They should wear a mask when around others at home and in public for an additional 5 days. People who are confirmed to have COVID-19 or are showing symptoms of COVID-19 need to isolate regardless of their vaccination status. This includes:

- People who have a [positive viral test](#) for COVID-19, regardless of whether or not they have [symptoms](#).
- People with [symptoms](#) of COVID-19, including people who are awaiting test results or have not been tested. People with symptoms should isolate even if they do not know if they have been in close contact with someone with COVID-19.

What to do for isolation

- Monitor your [symptoms](#). If you have an [emergency warning sign](#) (including trouble breathing), seek emergency medical care immediately.
- Stay in a separate room from other household members, if possible.
- Use a separate bathroom, if possible.
- Take steps to [improve ventilation at home](#), if possible.
- Avoid contact with other members of the household and pets.
- Don't share personal household items, like cups, towels, and utensils.
- Wear a [well-fitting mask](#) when you need to be around other people.

Learn more about [what to do if you are sick](#) and [how to notify your contacts](#).

Ending isolation for people who had COVID-19 and had symptoms

If you had COVID-19 and had [symptoms](#), isolate for at least 5 days. To calculate your 5-day isolation period, day 0 is your first day of symptoms. Day 1 is the first full day after your symptoms developed. You can leave isolation after 5 full days.

- You can end isolation after 5 full days if you are fever-free for 24 hours without the use of fever-reducing medication and your other symptoms have improved (Loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation).
- You should continue to wear a [well-fitting mask](#) around others at home and in public for 5 additional days (day 6 through day 10) after the end of your 5-day isolation period. If you are unable to wear a mask when around others, you should continue to isolate for a full 10 days. Avoid people who have weakened immune systems or are [more likely to get very sick](#) from COVID-19, and nursing homes and other high-risk settings, until after at least 10 days.
- If you continue to have fever or your other symptoms have not improved after 5 days of isolation, you should wait to end your isolation until you are fever-free for 24 hours without the use of fever-reducing medication and your other symptoms have improved. Continue to wear a [well-fitting mask](#) through day 10. Contact your healthcare provider if you have questions.
- See additional information [about travel](#).
- Do not go to places where you are unable to wear a mask, such as restaurants and some gyms, and avoid eating around others at home and at work until a full 10 days after your first day of symptoms.

If an individual has access to a test and wants to test, the best approach is to use an [antigen test](#)¹ towards the end of the 5-day isolation period. Collect the test sample only if you are fever-free for 24 hours without the use of fever-reducing medication and your other symptoms have improved (loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation). If your test result is positive, you should continue to isolate until day 10. If your test result is negative, you can end isolation, but continue to wear a [well-fitting mask](#) around others at home and in public until day 10. Follow additional recommendations for masking and [avoiding travel](#) as described above.

¹As noted in the [labeling for authorized over-the-counter antigen tests](#): [🔗](#) Negative results should be treated as presumptive. Negative results do not rule out SARS-CoV-2 infection and should not be used as the sole basis for treatment or patient management decisions, including infection control decisions. To improve results, antigen tests should be used twice over a three-day period with at least 24 hours and no more than 48 hours between tests.

Note that these recommendations on ending isolation **do not** apply to people who are moderately ill or very sick from COVID-19 or have weakened immune systems. See section below for recommendations for when to end isolation for these groups.

Ending isolation for people who tested positive for COVID-19 but had no symptoms

If you test positive for COVID-19 and never develop [symptoms](#), isolate for at least 5 days. Day 0 is the day of your positive viral test (based on the date you were tested) and day 1 is the first full day after the specimen was collected for your positive test. You can leave isolation after 5 full days.

- If you continue to have no symptoms, you can end isolation after at least 5 days.
- You should continue to wear a [well-fitting mask](#) around others at home and in public until day 10 (day 6 through day 10). If you are unable to wear a mask when around others, you should continue to isolate for 10 days. Avoid people who have weakened immune systems or are [more likely to get very sick](#) from COVID-19, and nursing homes and other high-risk settings, until after at least 10 days.
- If you develop [symptoms](#) after testing positive, your 5-day isolation period should start over. Day 0 is your first day of symptoms. Follow the recommendations above for [ending isolation for people who had COVID-19 and had symptoms](#).
- See additional information [about travel](#).
- Do not go to places where you are unable to wear a mask, such as restaurants and some gyms, and avoid eating around others at home and at work until 10 days after the day of your positive test.

If an individual has access to a test and wants to test, the best approach is to use an [antigen test](#)¹ towards the end of the 5-day isolation period. If your test result is positive, you should continue to isolate until day 10. If your test result is positive, you can also choose to test daily and if your test result is negative, you can end isolation, but continue to wear a [well-fitting mask](#) around others at home and in public until day 10. Follow additional recommendations for masking and [avoiding travel](#) as described above.

¹As noted in the [labeling for authorized over-the-counter antigen tests](#) [🔗](#): Negative results should be treated as presumptive. Negative results do not rule out SARS-CoV-2 infection and should not be used as the sole basis for treatment or patient management decisions, including infection control decisions. To improve results, antigen tests should be used twice over a three-day period with at least 24 hours and no more than 48 hours between tests.

Ending isolation for people who were moderately or very sick from COVID-19 or have a weakened immune system

People who are moderately ill from COVID-19 (experiencing symptoms that affect the lungs like shortness of breath or difficulty breathing) should isolate for 10 days and follow all other isolation precautions. To calculate your 10-day isolation period, day 0 is your first day of symptoms. Day 1 is the first full day after your symptoms developed. If you are unsure if your symptoms are moderate, talk to a healthcare provider for further guidance.

People who are very sick from COVID-19 (this means people who were hospitalized or required intensive care or ventilation support) and **people who have weakened immune systems** might need to isolate at home longer. They may also require testing with a [viral test](#) to determine when they can be around others. CDC recommends an isolation period of at least 10 and up to 20 days for people who were very sick from COVID-19 and for people with weakened immune systems. Consult with your healthcare provider about when you can resume being around other people. If you are unsure if your symptoms are severe or if you have a weakened immune system, talk to a healthcare provider for further guidance.

[People who have a weakened immune system](#) should talk to their healthcare provider about the potential for reduced immune responses to COVID-19 vaccines and the need to continue to follow [current prevention measures](#) (including wearing a [well-fitting mask](#) and avoiding crowds and poorly ventilated indoor spaces) to protect themselves against

COVID-19 until advised otherwise by their healthcare provider. Close contacts of immunocompromised people—including household members—should also be encouraged to receive all [recommended COVID-19 vaccine doses](#) to help protect these people.

Isolation in high-risk congregate settings

In certain high-risk congregate settings that have high risk of secondary transmission and where it is not feasible to cohort people (such as correctional and detention facilities, homeless shelters, and cruise ships), CDC recommends a 10-day isolation period for residents. During periods of critical staffing shortages, facilities may consider shortening the isolation period for staff to ensure continuity of operations. Decisions to shorten isolation in these settings should be made in consultation with state, local, tribal, or territorial health departments and should take into consideration the context and characteristics of the facility. CDC's [setting-specific guidance](#) provides additional recommendations for these settings.

This CDC guidance is meant to supplement—not replace—any federal, state, local, territorial, or tribal health and safety laws, rules, and regulations.

Recommendations for Specific Settings

These recommendations do not apply to healthcare professionals. For guidance specific to these settings, see

- Healthcare professionals: [Interim Guidance for Managing Healthcare Personnel with SARS-CoV-2 Infection or Exposure to SARS-CoV-2](#)
- Patients, residents, and visitors to healthcare settings: [Interim Infection Prevention and Control Recommendations for Healthcare Personnel During the Coronavirus Disease 2019 \(COVID-19\) Pandemic](#)

Additional setting-specific guidance and recommendations are available.

- These recommendations on quarantine and isolation do apply to K-12 School settings. Additional guidance is available here: [Overview of COVID-19 Quarantine for K-12 Schools](#)
- Travelers: [Travel](#) information and recommendations
- Congregate facilities and other settings: [guidance pages for community, work, and school settings](#)

Ongoing COVID-19 Exposure FAQs

[I live with someone with COVID-19, but I cannot be separated from them. How do we manage quarantine in this situation?](#) 

It is very important for people with COVID-19 to remain apart from other people, if possible, even if they are living together. If separation of the person with COVID-19 from others that they live with is not possible, the other people that they live with will have *ongoing* exposure, meaning they will be repeatedly exposed until that person is no longer able to spread the virus to other people. In this situation, there are precautions you can take to limit the spread of COVID-19:

- The person with COVID-19 and everyone they live with should wear a [well-fitting mask](#) inside the home.
- If possible, one person should care for the person with COVID-19 to limit the number of people who are in [close contact](#) with the infected person.
- Take steps to [protect yourself and others](#) to reduce transmission in the home:
 - **Quarantine** if you are not up to date with your COVID-19 vaccines.
 - **Isolate** if you are sick or tested positive for COVID-19, even if you don't have symptoms.
 - **Learn** more about the [public health recommendations](#) for testing, mask use and quarantine of close contacts, like yourself, who have ongoing exposure. These recommendations differ depending on your

contacts, like yourself, who have ongoing exposure. These recommendations differ depending on your vaccination status.

What should I do if I have ongoing exposure to COVID-19 from someone I live with?

Recommendations for this situation depend on your vaccination status:

If you are not [up to date](#) on COVID-19 vaccines and have ongoing exposure to COVID-19, you should:

- Begin [quarantine](#) immediately and continue to quarantine throughout the isolation period of the person with COVID-19.
- Continue to quarantine for an additional 5 days starting the day *after* the end of isolation for the person with COVID-19.
- Get tested at least 5 days after the end of isolation of the infected person that lives with them.
 - If you test negative, you can leave the home but should continue to wear a well-fitting mask when around others at home and in public until 10 days after the end of isolation for the person with COVID-19.
- [Isolate](#) immediately if you develop [symptoms](#) of COVID-19 or test positive.

If you are [up to date](#) with COVID-19 vaccines and have ongoing exposure to COVID-19, you should:

- Get tested at least 5 days after your *first* exposure. A person with COVID-19 is considered infectious starting 2 days before they develop symptoms, or 2 days before the date of their positive test if they do not have symptoms.
- Get tested again at least 5 days after the end of isolation for the person with COVID-19.
- Wear a [well-fitting mask](#) when you are around the person with COVID-19, and do this throughout their isolation period.
- Wear a [well-fitting mask](#) around others for 10 days after the infected person's isolation period ends.

[Isolate](#) immediately if you develop [symptoms](#) of COVID-19 or test positive.

What should I do if multiple people I live with test positive for COVID-19 at different times?

Recommendations for this situation depend on your vaccination status:

- **If you are not up to date with your COVID-19 vaccines**, you should:
 - [Quarantine](#) throughout the isolation period of *any* infected person that you live with.
 - Continue to quarantine until 5 days *after* the end of isolation date for the *most recently infected* person that lives with you. For example, if the last day of isolation of the person most recently infected with COVID-19 was June 30, the new 5-day quarantine period starts on July 1.
 - Get tested at least 5 days *after* the end of isolation for the *most recently infected* person that lives with you.
 - Wear a [well-fitting mask](#) when you are around *any* person with COVID-19 while that person is in isolation.
 - Wear a [well-fitting mask](#) when you are around other people until 10 days after your last close contact.
 - [Isolate](#) immediately if you develop [symptoms of COVID-19](#) or test positive.
- If you are [up to date](#) with COVID-19 your vaccines, you should:
 - Get tested at least 5 days after your first exposure. A person with COVID-19 is considered infectious starting 2 days before they developed symptoms, or 2 days before the date of their positive test if they do not have symptoms.

- Get tested again at least 5 days *after* the end of isolation for the *most recently infected* person that lives with you.
- Wear a [well-fitting mask](#) when you are around *any* person with COVID-19 while that person is in isolation.
- Wear a [well-fitting mask](#) around others for 10 days after the end of isolation for the *most recently infected* person that lives with you. For example, if the last day of isolation for the person most recently infected with COVID-19 was June 30, the new 10-day period to wear a well-fitting mask indoors in public starts on July 1.
- [Isolate](#) immediately if you develop [symptoms](#) of COVID-19 or test positive.

I had COVID-19 and completed isolation. Do I have to quarantine or get tested if someone I live with gets COVID-19 shortly after I completed isolation? ▼

No. If you recently completed isolation and someone that lives with you tests positive for the virus that causes COVID-19 shortly after the end of your isolation period, you do not have to quarantine or get tested as long as you do not develop new symptoms. Once all of the people that live together have completed isolation or quarantine, refer to the guidance below for new exposures to COVID-19.

- If you had COVID-19 in the previous 90 days and then came into [close contact](#) with someone with COVID-19, you do not have to quarantine or get tested if you do not have symptoms. But you should:
 - Wear a [well-fitting mask](#) indoors in public for 10 days after your last close contact.
 - Monitor for [COVID-19 symptoms](#) for 10 days from the date of your last close contact.
 - [Isolate](#) immediately and [get tested](#) if symptoms develop.
- If more than 90 days have passed since your recovery from infection, follow CDC's [recommendations](#) for close contacts. These recommendations will differ depending on your vaccination status.

More Information

[How to Determine a Close Contact for COVID-19](#)

[How To Talk To Your Close Contacts](#)

[Covid-19 Quarantine vs. Isolation](#)

Last Updated Mar. 30, 2022



**Safe Return to In-Person Instruction Plan
Initially Adopted by the NPS Board of Education
6/24/2021**

**Amended 09-13-2021, 12-13-2021, 01-10-2022,
06-15-2022**

Please note that this plan will be reviewed at least every six months and may be adjusted as new information/guidance becomes available.

Table of Contents:

- 1. Introduction**
- 2. Team**
- 3. Guiding Principles**
- 4. COVID Transmission Level**
- 5. Layered Prevention**
- 6. Components**
- 7. Summary**
- 8. Resources**
- 9. Appendices**

Introduction

The Norfolk Public Schools' COVID-19 Return to School Committee developed our initial COVID-19 safety protocols during the summer of 2020. This plan allowed us to successfully return to in-person learning and remain in-person throughout the 2020-2021 school year.

This current plan was updated in June of 2021 for the 2021-2022 school year, based upon new guidance from the Center for Disease Control (CDC), the Nebraska Association of Local Health Departments (NALHD), the Elkhorn Logan Valley Public Health Department (ELVPHD), the Nebraska Department of Education (NDE), and the United States Department of Education. The format, components, and name have all been adjusted to meet the requirements set forth by the American Rescue Act (ARA).

Team

Dr. Jami Jo Thompson, Superintendent

Dr. Bill Robinson, Associate Superintendent of Business Services

Angie Baumann, Director of Human Resources and Accreditation -- and NPS Parent

Mary Luhr, Director of Student Programs

Beth Nelson, Director of Teaching and Learning

Erik Wilson, Director of Student Services and Safety -- and NPS parent

Candace Schmidt, Director of Communications -- and NPS parent

Mary Hoiem, Executive Assistant

Blair Brink, Nurse and NPS parent

Jamie Blum, Elementary Teacher

Kari Cronin, Elementary Teacher

Kimberly Erickson, Middle School Teacher, ~~President of the Norfolk City Association~~

Alecia Amezcua, Senior High Teacher and President of the Norfolk City Education Association

Melissa Anderson, Junior High Teacher

Sandy Dieckman, Senior High Teacher

Matthew Arens, Technology Specialist

Leonor Fuhrer, NPS Parent

Alisha Rumans, NPS Parent

Melissa Jantz, Preschool Principal -- and NPS Parent

Angie Hausmann, Elementary Principal -- and NPS Parent

Trisha Andreasen, Elementary Principal and NPS Parent

Amy Brown, Elementary Principal -- and NPS Parent

Bruce Strong, Elementary Principal

Tracy Lichty, Elementary Principal -- and NPS Parent

Ryan Specht, Elementary Principal -- and NPS Parent

Jamie London, Elementary Principal -- and NPS Parent

Chuck Hughes, Middle School Principal -- and NPS Parent
Dr. Jennifer Robinson, Junior High Principal -- and NPS Parent
Beau Viergutz, Junior High Assistant Principal-- and NPS Parent
Dr. Derek Ippensen, Senior High Principal -- and NPS Parent
Jason Settles, Senior High Assistant Principal -- and NPS Parent
John Erwin, Senior High Assistant Principal -- and NPS Parent
David Nelson, Senior High Dean of Students -- and NPS Parent

Guiding Principles

Vision:

It is the vision of the Norfolk Public Schools 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.

Mission:

The mission of Norfolk Public Schools is to prepare all students to pursue their goals for the future.

Motto:

NPS: Nothing Prevents Success!

Planning Purpose:

The purpose of this Safe Return to In-Person Instruction Plan is to provide a framework for the return of students to Norfolk Public Schools' facilities in a manner that maximizes student safety and learning.

This plan is dynamic in nature, meaning that it can be adapted and updated throughout the pandemic, based upon COVID incidences within our community and guidance from local, state and federal government and health officials.

COVID Transmission Levels

This plan has been developed based upon the COVID Transmission Levels/Positivity Rates experienced currently within our schools and our geographical region. Positive cases within Norfolk Public Schools have been miniscule in the last few months (~~February-June 2021~~), and health officials within the ELVPHD recently **have** stated:

- "Case counts within our region have been extremely low."
- ~~We can "begin the process of getting back to normal".~~

If COVID Transmission Levels/Positivity Rates increase, these plans may be revised to include additional COVID mitigation measures.

Layered Prevention

The CDC recommends that all schools implement and layer prevention strategies, including: the universal, correct use of masks, physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and contact tracing (in combination with isolation and quarantine). To quote the CDC, “All prevention strategies provide some level of protection, and layered strategies implemented at the same time provide the greatest level of protection. Schools should adopt prevention strategies to the largest extent practical--a layered approach is essential.”

Research supports this approach. Lessler et. al. (June 2021) found a strong relationship between the number of mitigation measures implemented and the risk of COVID-19 outcomes among adult household members of students. Each strategy implemented resulted in a 9% decrease in COVID-like illnesses within student households. Furthermore, the increased risk of in-person learning actually disappeared when seven or more mitigation measures were used.

Components

This plan addresses all of the components required by the American Rescue Plan, including:

- Universal and Correct Wearing of Masks
- Modifying Facilities to Allow for Physical Distancing
- Handwashing and Respiratory Etiquette
- Cleaning and Maintaining Healthy Facilities, Including Improving Ventilation
- Contact Tracing in Combination with Isolation and Quarantine, in Collaboration with the State, Local, Territorial, or Tribal Health Departments
- Diagnostic and Screening Testing
- Efforts to Provide Vaccinations to School Communities
- Appropriate Accommodations for Children with Disabilities with Respect to Health and Safety Policies
- Coordination with State and Local Health Officials, Including the Needs for Support and Technical Assistance to Implement Strategies Consistent to the Greatest Extent Practicable, with Relevant CDC Guidance (Operational Strategy for K-12 Schools through Phased Prevention/CDC)
- Ensuring Continuity of Services
- Consideration of Public Comments

Additional Components

The Norfolk Public Schools has also implemented strategies in the following areas, which are not required by the American Rescue Plan:

- Symptom Screenings
- Food Service

Universal and Correct Wearing of Masks

Mitigating Measures/Safety Protocols:

1. Face masks are encouraged for staff and students who have not been vaccinated.
2. ~~Special face masks and bell covers will be available for band. They will be optional unless case levels rise.~~
3. Face masks may be required temporarily for staff and students within a specific building if COVID-19 cases rise and the administration believes that this safety precaution is necessary to prevent further spread and a possible school closure.

Rationale:

Center for Disease Control 5/13/2021:

Fully vaccinated people can resume activities without wearing a mask or physically distancing, except where required by federal, state, local, tribal, or territorial laws, rules, and regulations, including local business and workplace guidance.

Nebraska Association of Local Health Directors 5/14/2021:

Masks are NOT included as an action that schools should take in order to avoid COVID-19 outbreaks. Masks are included as an action that individuals can take to help their schools avoid COVID-19 outbreaks.

The Elkhorn Logan Valley Public Health Department 5/17/2021:

- Mask requirements are no longer listed as a guideline for schools. They are now considered an individual's responsibility.
- Because schools have less student density in buildings during summer school, this is a natural transition point in regards to moving away from masks.
- Not wearing a mask at school will not result in a quarantine.

Governor Ricketts' Executive Order, May 24, 2021

- Face masks and coverings are not to be required by any state agency.

CDC Director Dr. Rochelle Walensky, June 3, 2021

- I believe the guidance to wear masks in schools will be lifted before classes resume in the fall.

Modifying Facilities to Allow for Physical Distancing

Mitigating Measures/Safety Protocols:

1. Social Distancing will be practiced to the greatest extent possible, with a goal of maintaining 3 feet between students where feasible.
2. Nonessential furniture will be removed to maximize distance between students.
3. Student desks/tables will face in the same direction, where possible.
4. Physical (plexi-glass) barriers may be used for additional protection if desired.
5. Non-essential visitors and volunteers may be limited if case levels increase.
6. Six feet of social distancing may be encouraged for all students if COVID-19 cases rise and the administration believes that this safety precaution is necessary to prevent further spread and a possible school closure.

Rationale:

Center for Disease Control, May 15, 2021:

- In elementary schools, students should be at least 3 feet apart.
- In middle schools and high schools, students should be at least 3 feet apart in areas of low, moderate or substantial community transmission. In areas of high community transmission middle and high schools students should be 6 feet apart if cohorting is not possible.
- Remove nonessential furniture and make other changes to classroom layouts to maximize distance between students. Face desks in the same direction, where possible.
- Limit nonessential visitors, volunteers and activities.

Greta Massetti, leader of the CDC's Community Interventions Task Force -- as reported by the Associated Press-- March 19, 2021

- We don't really have the evidence that 6 feet is required in order to maintain low spread. Also, younger children are less likely to get seriously ill from the coronavirus and don't seem to spread it as much as adults do, and that allows us the confidence that 3 feet of physical distance is safe."
- We don't have a lot of evidence of the effectiveness of plastic shields or other barriers.

Handwashing and Respiratory Etiquette

Mitigating Measures/Safety Protocols:

1. Proper handwashing, cough and sneeze etiquette will be taught, reinforced and monitored.
2. If handwashing is not feasible, hand sanitizer will be provided and used.

Rationale:

Center for Disease Control, May 15, 2021:

- Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students, teachers, and staff. If handwashing is not possible, hand sanitizer containing at least 60% alcohol should be used.
- Encourage students and staff to cover coughs and sneezes with a tissue when not wearing a mask and immediately wash their hands after blowing their nose, coughing, or sneezing.
- Support healthy hygiene behaviors by providing adequate supplies.

Cleaning and Maintaining Healthy Facilities, Including Improving Ventilation

Mitigating Measures/Safety Protocols:

1. High-touch surfaces will be cleaned frequently and routinely (at least daily and between uses when possible).
2. Shared supplies and equipment will be sanitized between uses.
3. Heating, Ventilation and Air condition setting will maximize ventilation and bring in as much outdoor air as possible.
4. Air filters will be changed at least once per semester.
5. Exhaust fans will be used, where available.
6. Windows will be opened, where feasible.

Rationale:

Center for Disease Control, May 15, 2021:

- Make changes to physical spaces to maintain a healthy environment and facilities, including improving ventilation and routinely cleaning high-touch surfaces.
- Improve ventilation to the extent possible to increase circulation of outdoor air, increase the delivery of clean air, and dilute potential contaminants. This can be achieved through:
 - Bring in as much outdoor air as possible.
 - Ensure HVAC settings are maximizing ventilation.
 - Filter and/or clean the air in the school by improving the level of filtration as much as possible.
 - Use exhaust fans in restrooms and kitchens.
 - Open windows in buses and other transportation, if doing so does not pose a safety risk.
- Regularly clean high touch surfaces and objects (for example: playground equipment, door handles, sink handles, toilets, drinking fountains) within the school and on school buses at least daily or between use as much as possible.

Contract Tracing in Combination with Isolation and Quarantine, in Collaboration with the State, Local, Territorial, or Tribal Departments:

Although our goal is to keep all students in school with masks optional, additional Mitigating Measures/Safety Protocols may be needed under the following circumstances:

1. **COVID-19 Positive or Symptomatic (Vaccinated or Unvaccinated)**
 - Stay home for five days, beginning with the day of your positive test or onset of symptoms
 - On day six, if symptoms are gone or getting better and no fever, you can return to school. **You must wear a mask for five more days.**
 - On day six, if you have a fever, continue to stay home until your fever is gone and your symptoms are getting better. **You must wear a mask until you reach day 10.**
 - If you return to school prior to 10 days, you must wear a mask. If you choose not to wear a mask, you must stay home for the entire 10 days.
2. Students and staff who are **exposed** to a COVID-19 positive individual are to **self-monitor** for ~~44~~ 10 days in lieu of quarantine. *It is recommended that you wear a mask.*
3. Students and staff who develop symptoms after being exposed to a COVID-19 positive

individual are to self-isolate for 10 days past symptom onset.

4. Students and staff who develop symptoms (but have no known exposure are to quarantine for 10 days unless they test negative or get an alternative diagnosis from a doctor.

5. NPS will monitor our levels of COVID-19 positivity and total illness --by building. This information will be ~~posted on our website and will be~~ used by schools in the following manner:

- We will notify parents if there are 2 or more active COVID cases within their child's class.
- We will temporarily implement increased social distancing, mask mandates and/or remote learning --if needed based upon COVID cases --by school building.

General Criteria/Trigger Points:

- COVID positivity rate reaches 2-3% and/or total student absenteeism (for all illnesses) reaches 10-15% within a building -- temporarily increase social distancing and consider a mask mandate
- COVID positivity rate over 3% and/or total student absenteeism (for all illnesses) over 15% -- temporary mask mandate; consider remote learning
- Other Factors to be Considered:
 - Positivity Rate by 1 and 3 Week Intervals
 - Type of Spread (Linked or Random)
 - Ability to Cohort
 - Vaccination Availability
 - Positivity Rate within the Community (if available)
 - Ability to Fill Staffing Positions
 - Virus Containment and Efficiency
 - Impact on Families and Community
- We will also monitor COVID cases by individual classes, so that we can temporarily implement increased social distancing, mask mandates and/or remote learning --if needed-- based upon COVID cases in specific classes.
 - This may not be realistic at the secondary level, but could be implemented fairly efficiently/effectively at the elementary level.
 - Individual class data will not be publicly reported--as it could result in the unintentional identification of positive individuals.

6. The Superintendent can make temporary changes to this plan, to be confirmed/approved by the Board at the next scheduled board.

7. COVID positivity rates may be posted on the website via a Dashboard if case counts increase to a concerning level.

Rationale:

Nebraska Department of Health and Human Services, July 2, 2021:

- Those who are confirmed positive for COVID-19 are to self-isolate for 10 days past symptom onset.
- Those who are exposed to a COVID-19 positive individual (but do not have symptoms) are to self-monitor for 14 days in lieu of quarantine.
- Those who develop symptoms after being exposed to a COVID-19 positive individual are to self-isolate for 10 days past symptom onset.

Elkhorn Logan Valley Public Health Department, August 2021

- ELVPHD will inform the school when we become aware of a positive individual who is associated with a school.
- We are asking for our schools to monitor their levels of confirmed COVID-19 positive individuals in their classrooms/cohorts and adopt a stepped notification approach to help ensure that case levels and transmission/spread are being monitored.

NPS Return to School Plan, 2020-2021

- These procedures are very similar to last year's procedures, which served us quite well.

Mitigating Measures/Safety Protocols:

1. Students and staff who exhibit COVID-19 symptoms will be encouraged to stay home and to be tested.
2. If COVID levels rise, NPS will consult with the ELVPHD to determine if screening testing should be offered to students and/or staff.

Rationale:

Center for Disease Control, May 15, 2021:

- When schools implement testing combined with prevention strategies, they can detect new cases to prevent outbreaks, reduce the risk of further transmission, and protect students, teachers and staff from COVID-19.
- At all levels of community transmission, schools should offer referrals to diagnostic testing to any student, teacher, or staff member who is exhibiting symptoms of COVID-19 at school.
- Schools should advise students, teachers and staff to stay home if they are sick or if they have been exposed. Schools can encourage these individuals to talk to their healthcare provider about getting a COVID-19 test.
- Some schools may also elect to use screening testing. Screening testing is recommended for students in areas with moderate, substantial, and high levels of community transmission. It is recommended for staff at all levels.

Efforts to Provide Vaccinations to School Communities

Mitigating Measures/Safety Protocols:

1. Norfolk Public Schools provided the opportunity for on-site vaccinations for all staff.
2. Norfolk Public Schools provided information to parents and students regarding when/how they could receive vaccinations within the community.
3. Norfolk Public Schools will continue to monitor information regarding vaccinations and provide updates to staff, students and parents, when necessary.

Rationale:

Center for Disease Control, May 15, 2021:

- Vaccines are an important tool to help stop the COVID-19 pandemic.
- School officials and health departments can work together to support messaging and outreach about vaccination for members of school communities.
- School communication platforms can facilitate outreach to encourage vaccination of household members of school age children.

Appropriate Accommodations for Children with Disabilities with Respect to Health and Safety Policies

Mitigating Measures/Safety Protocols:

1. Students IEPs and 504 Plans will be followed. These may include accommodations that apply to the health and safety of students, relative to COVID-19.
2. Students with underlying health conditions may participate in remote learning if the school is provided with medical documentation indicating that this is necessary.
3. Students with disabilities may be prioritized for in-person learning if cases rise to the level where hybrid or home-based learning is required.

Rationale:

Center for Disease Control, May 15, 2021:

- Federal and state disability laws, to the extent, applicably require an individualized approach for students with disabilities consistent with the students' IEP or 504 Plan.
- Schools should consider prioritizing in-person instruction for students with disabilities who require special education and related services directly provided in school environments.
- Families of students who are at increased risk of severe illness should be given the option of virtual instruction regardless of the mode of learning offered.

Coordination with State and Local Health Officials, Including the Needs for Support and Technical Assistance to Implement Strategies Consistent to the Greatest Extent Practicable, with Relevant CDC Guidance (Operations Strategy for K-12 Schools through Phased Prevention/CDC)

Mitigating Measures/Safety Protocols:

1. We will continue to collaborate with our local and state health department on a regular basis, monitoring case levels and new guidance, and implementing or revising strategies when necessary.
2. This plan will be revised at least once every 6 months, per ARA requirements.

Rationale:

Center for Disease Control, May 15, 2021:

- School administrators, working with local public health officials, should assess the level of community transmission to understand the burden of disease in the community. The transmission level for any given location will change over time and should be reassessed weekly for situation awareness and to continuously inform planning and decision-making.
- Information about levels of community transmission should be combined with information about cases in schools and implementation of prevention strategies to guide decision-making. Implementation of prevention strategies should be intensified if indicators worsen.

Ensuring Continuity of Services

Mitigating Measures/Safety Protocols:

1. Our goal is to continue to provide in-person learning to all students, addressing their academic, social, emotional, and mental health via the many programs in place within our schools. We will return to a regular school year schedule that follows our normal curriculum, assessment, and PLC cycles.
2. We have developed a comprehensive PK-12 transition plan which includes on-site and virtual interventions and services for students, as well as before and after school tutoring.
3. If COVID cases rise significantly and we are required to close a school, every effort will be made to provide these services virtually, all special education services will be provided according to students' IEPs, and families will be provided with access to free meals.
4. Additional Chromebooks and internet hotspots have been purchased in order to ensure equitable access for students.

Rationale:

Center for Disease Control, May 15, 2021:

- Prolonged periods of remote or virtual learning can have negative effects on educational progress for students, potentially slowing or reversing academic gains.
- Safe, in-person schooling can also offset the negative social, emotional and mental health impacts of prolonged virtual learning.
- Students from low-resourced communities, English learners, and students with disabilities might disproportionately experience learning loss due to limited access to remote learning technology and fewer learning support symptoms and services outside of schools.

Consideration of Public Comments

- | | |
|-----------------------|--|
| June 9, 2021: | Draft sent to administrators for review |
| June 10, 2021: | In person discussion of the plan by administration, including suggestions for improvement, concerns, etc. |
| June 11, 2021: | Draft sent to Return to School Committee for review |
| June 15, 2021: | The Return to School Committee met in person to discuss the plan, including suggestions for improvement, concerns, etc. |
| June 16, 2021: | The revised plan was sent to the Return to School Committee for review. |
| June 22, 2021: | The revised plan was posted on our website with a link for public feedback. |
| June 24, 2021: | The plan was presented to the NPS Board of Education at a public meeting where public comments were accepted. |
| June 25, 2021: | The final, board approved plan was posted on the NPS website: www.norfolkpublicschools.org . |
| June 15, 2022: | DRAFT revised plan sent to Return to School Committee for review |

Symptom Screenings

Mitigating Measures/Safety Protocols:

1. Families will be encouraged to screen students for COVID symptoms, and follow the ELVPHD's guidance regarding testing and quarantine/isolation.
2. Norfolk Public Schools' normal health procedures will be followed:
 - a. Students and staff who are sick must stay home.
 - b. Students and staff must be fever free for 24 hours(without medication) before returning to school.
3. If COVID cases rise, on-site symptom checks may be reinstated for everyone entering an NPS facility.

Rationale:

Elkhorn Logan Valley Public Health Department, June 1, 2021

- We recommend that you follow the school's normal illness protocol and encourage the individual to test for COVID 19 if they have symptoms. Testing is up to the individual, but should be encouraged when warranted.
- The decision to pre-screen individuals before entering school buildings can be determined by the school/district. Pre-screening the masses is not something that I would imagine too many institutions will elect to do unless there is a concerning increase in community transmission levels or concerning levels of illness within a particular entity.
- During the 2020-2021 school year, 518,899 symptom checks were performed, with only 5 students exhibiting COVID symptoms. This is 0.001% or 1/1000th of a percent.

Food Service:

Mitigating Measures/Safety Protocols:

1. Water fountains will be reopened. However, students and staff may bring water bottles to school. Refilling stations will be available throughout the day.
2. If cases rise to the level where hybrid or home-based learning is required arrangements will be made for **qualifying** families to continue receiving free student meals.

~~3. See Appendix A for additional information.~~

Rationale:

Center for Disease Control, May 15, 2021:

- Avoid offering any self-serve food or drink options such as hot and cold food bars, salad or confinement bars, and drink stations.
- Schools should develop plans to continue meal service provision, such as free breakfast and lunch to families for every learning mode, including in-person, hybrid, and virtual.

Elkhorn Logan Valley Public Health Department, June 14,2021:

- “If your business has a water fountain that has been closed down during COVID-19, we are now encouraging these to be opened for use.”

Summary

Norfolk Public Schools is committed to providing students and staff with a safe, in-person learning environment. The strategies outlined within this plan will be implemented to mitigate the risk of COVID-19 spread within our schools. These strategies will be revised periodically (at least every 6 months) based upon COVID cases within our schools and community and any new research/evidence that becomes available.

Resources

Center for Disease Control (May 13,2021).

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

Center for Disease Control (May 15, 2021). Operations Strategy for K-12 Schools through Phased Prevention,

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html>

Center for Disease Control (May 30, 2022). Quarantine and Isolation,

<https://www.cdc.gov/coronavirus/2019-ncov/your-health/quarantine-isolation.html>

Elkhorn Logan Valley Public Health Department (May 17, 2021). Email consultation.

Lessler, J., Grabowski, M., Grantz, K., Badillo-Goicoechea, E, Metcalf, C., Lupton-Smith, C., Azman, A., & Stuart, E. (June 2021). Household COVID-19 risk and in-person schooling, *Science* 372, 1092-197.

Nebraska Association of Local Health Directors (May 14, 2021). Updated Recommendations to Limit COVID-19's Impact on Schools.

Norfolk Public Schools (June 2021). 2021-2021 Symptom Screening Summary.

Ricketts, P. (May 24,2021). Executive Order 21-06.

<http://govdocs.nebraska.gov/docs/pilot/pubs/eoindex.html>

Stobbe, M. (March 19,2021). CDC changes school guidance, allowing desks to be closer, Associated Press.

Appendix A: 2021-2022 Additional Food Service Information

Norfolk Public Schools and Lunchtime Solutions will resume food service operations with fewer Covid-related changes in place for the 2021-22 school year. These operations may be adjusted as needed. Lunchtime Solutions will continue to follow enhanced sanitation and safety protocols and will evaluate frequently during the school year. Due to continued food shortages, menu changes may occur.

K-4:

Breakfast and lunch meals will be served in the cafeteria with some exceptions (based on individual school needs). Two entree choices will be offered. Fruit & Vegetable Bar will be offered and served by a staff member if needed. Milk cartons and disposable utensils will be placed on trays if needed. Otherwise, washable trays and utensils will be used. Condiment packets or bottles will be available. Farmers Markets will return when possible. Payments will continue to be made online or at the elementary school office.

5-6:

Breakfast and lunch meals will continue to be served in the cafeteria with additional entree choices available. Fruit & Vegetable Bar options will be offered and served by a staff member only if needed. Otherwise, self-serve options will be used. Milk and utensils will be placed on trays if needed. Otherwise, washable trays and utensils will be used. Monthly chef demos will take place at the Middle School. Farmers Markets will return when possible. Condiment packets or bottles will be available. Payments will continue to be made online or at the Middle School office.

7-8:

Breakfast and lunch meals will continue to be served in the cafeteria with additional entree choices and packaged options available. Fruit & Vegetable Bar options will be offered and served by a staff member if needed. Otherwise, self-serve options will be used. Milk and utensils will continue to be placed on trays if needed. Otherwise, washable trays and utensils will be used. Monthly chef demos will take place at the Junior High. Farmers Markets will return when possible. Condiment packets or bottles will be available. Payments will continue to be made online or at the Junior High school office.

9-12:

Breakfast and lunch meals will continue to be served in the cafeteria and Panther Pit with additional entree choices and packaged options available. Fruit & Vegetable Bar options will be offered and served by a staff member only if needed. Otherwise, self-serve options will be used. Milk and utensils will continue to be placed on trays if needed. Otherwise, washable trays and utensils will be used. Chef Demos will take place at the High School Cafeteria. Farmers Markets will return when possible. Condiment packets or bottles will be available. Cash will be accepted at POS systems with sanitizer available for staff and students.