Oakland-Craig Public School
Staff Handbook

2026-2027

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INTRODUCTION

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

This handbook does not create a "contract" of employment. Staff positions and assignments that do not require a teaching certificate or are not otherwise governed by the teacher tenure laws may be ended or changed on an at-will basis notwithstanding anything in this handbook or any other publication or statement, except a contract approved by the board of education.

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

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

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

Notice of Nondiscrimination

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

Individuals who believe that they have been the subject of unlawful discrimination or harassment due to their disability, or that have other related concerns or questions, should contact the ADA/Title II Coordinator: Jessica Bland at 402-685-5661, jessbland@ocknights.org, or in person at school.

Individuals who believe that they have been the subject of unlawful discrimination or harassment due to their sex, or that have other related concerns or questions, should contact the Title IX Coordinator: Jessica Bland at 402-685-5661, jessbland@ocknights.org, or in person at school. The School District's specific Notice of Nondiscrimination on the Basis of Sex may be accessed at the following link: Policy 3053 – Nondiscrimination.

Individuals who believe that they have been the subject of unlawful discrimination or harassment due to their race, color, or national origin, or that have other related concerns or questions, should contact the Title VI Coordinator: Jessica Bland at 402-685-5661, jessbland@ocknights.org, or in person at school.

Individuals who believe that they have been the subject of any other unlawful discrimination or harassment should contact the Superintendent at 402-685-5661, jessbland@ocknights.org, or in person at school. Students may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

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

DRUG-FREE WORKPLACE REQUIREMENTS

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

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

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

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

Accidents and Injuries

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

Activity Accounts and Fundraising

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

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

Activity Tickets

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

Agents, Salesmen and Other Business Representatives

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

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

Announcements and Circulars

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

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

Bell Schedule

Monday-Thursday	**Begin**	**End**
First Period	8:10	8:57
Second Period	9:00	9:47

House Time	9:50	10:10
Third Period	10:13	11:00
Fourth Period	11:03	11:50
Fifth Period	11:53	1:10
Sixth Period	1:13	2:00
Seventh Period	2:03	2:50
Eighth Period	2:53	3:40

Friday	**Begin**	**End**
First Period	8:10	8:51
Second Period	8:54	9:35
Third Period	9:38	10:19
Fourth Period	10:22	11:03
Sixth Period	11:06	11:47
Fifth Period	11:50	12:58
Seventh Period	1:01	1:43
Eighth Period	1:46	2:28

Board Policies, Rules, and Directives

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

Body Piercings

The Oakland-Craig Board of Education has determined that it is inappropriate for staff to wear body-piercing jewelry at school other than jewelry for pierced ears. Staff shall not be permitted to wear visible body piercing jewelry, including tongue adornment, while at school or during school functions on or off school premises. This prohibition applies to all visible parts of the body other than the ear.

Child Abuse

School employees who have reasonable cause to believe that a child has been

subjected to child abuse or neglect or observe a child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect will report the suspected abuse or neglect according to the following procedure.

1. Any school employee who has reasonable cause to believe that a child has been abused or neglected shall report the suspicion to the building principal immediately. Employees shall also personally report or cause a report to be made to local law enforcement or to the Department of Health and Human Services.

2. When the principal makes a report of suspected child abuse or neglect, he/she shall inform the employee(s) who made the initial report.

3. Nothing in the paragraph above shall hinder a school employee from fulfilling his/her/their obligation to report suspected abuse or neglect if he, she or they have reasonable cause to believe that a child has been abused or neglected.

4. Any doubt or question in reporting such cases shall be resolved in the favor of reporting the suspected abuse or neglect. Consultation between the administrator and school employee is encouraged, keeping in mind that prompt reporting is essential.

Complaint Procedure

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

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

Under this policy, factual conclusions will be based on a preponderance of the evidence.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant reasonably believes speaking directly to the person would subject complainant or complainant's student to discrimination or harassment.

2. The second step is for the complainant to speak to the building principal, coordinator, superintendent of schools, or president of the board of education, as set forth below. Anyone with questions about the appropriate person to speak with may request clarification from the superintendent.

    a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.

    b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.

    c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.

    d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted at any time during the complaint procedure to the applicable coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or coordinator, the administrator or coordinator shall first determine whether another applicable procedure is required by policy or law and if so, direct the complaint to the appropriate person to follow that procedure. If not, the administrator or coordinator will promptly and thoroughly investigate the complaint, and shall:

    a) Determine whether the complainant has discussed the matter with the respondent.

1) If the complainant has not, urge the complainant to discuss the matter directly with the respondent, if appropriate.

2) If the complainant refuses to discuss the matter with the respondent, the administrator or coordinator shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.

b) Strongly encourage the complainant to reduce his or her concerns to writing.

c) Interview the complainant and, if necessary, the respondent against whom the complaint is filed, to determine:

1) All relevant details of the complaint;

2) All witnesses and documents which the complainant believes support the complaint;

3) The action or solution which the complainant seeks.

d) Respond to the complainant. If the complaint involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or coordinator receives the complaint.

4. If either the complainant or the respondent is not satisfied with the decision he or she may appeal the decision to the superintendent. The superintendent may assign a qualified designee to hear any appeal.

a) The appeal must be in writing.

b) This appeal must be received by the superintendent no later than three (3) calendar days from the date of the decision.

c) For complaints addressed through other applicable procedures that do not include a separate investigatory process, the superintendent will investigate as he or she deems appropriate..

d) The superintendent will prepare a written decision and provide it to the complainant and any other person entitled by law to receive the appeal decision. For complaints involving discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent received complainant's written appeal. Appeals to the superintendent from

complaints involving discrimination or harassment are final once the superintendent delivers the written decision, as are all other appeals/complaints to the superintendent unless the complaint can be appealed on the limited grounds to appeal to the board below.

5. The board's role is to set policy, establish and implement a budget, and evaluate the superintendent. The board does not manage the daily operations of the school district entrusted to its administration unless required by law or policy. Because of the board's statutory roles, it does not hear complaints or appeals that may involve oversight or discipline of students, staff, or others, unless those involve the superintendent as discussed below. The board does not hear complaints or appeals based on allegations of discrimination or harassment unless otherwise required by law. The board will hear appeals only in the following circumstances:
   a) When the complaint is about a board policy, not implementation of the policy;
   b) When the complaint involves the budget or school expenditures that have been or must be approved by the board; or
   c) When the board is required by law, policy, or contract to hear a complaint or appeal.

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

   d) This appeal must be in writing.

   e) This appeal must be received by the board president no later than ten (10) calendar days from the date the superintendent communicated his/her decision to the complainant.

   f) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment allegations against the superintendent shall be promptly and thoroughly investigated by the board president or a designee.

   g) The board president will notify the complainant and any other person legally required to receive the decision in writing of its decision. If the complaint involves discrimination or harassment allegations against the Superintendent, the board president shall submit the decision within 180 calendar days after receiving the written appeal.

h) There is no appeal from any decision of the board unless authorized by law.

6. Formal complaints about the superintendent shall be filed with the president of the board. However, complaints about the superintendent do not include disagreement with the superintendent's decision on appeal based on a complaint of discrimination, harassment, or action of any other employee who is not the superintendent. Upon receipt of a complaint, the board president or his or her designee shall promptly and thoroughly investigate the complaint, and shall:

   a) Coordinate with school district staff, other than the superintendent, to determine if another procedure in policy or law requires the complaint against the superintendent to follow another procedure. If so, the board president will coordinate handling the complaint through that procedure. If another procedure applies, such as in the case of allegations of sex discrimination against the superintendent, the board president or, at his or her discretion, the full board will serve only to hear any appeal by a party to the complaint.

   b) Determine whether the complainant has discussed the matter with the superintendent.

      1) If the complainant has not, the board president or designee will urge or require the complainant to discuss the matter directly with the superintendent, if appropriate or required.

      2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.

   c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting by the full board.

   d) Respond to the complainant or appeal. If the complaint or appeal involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the president received the complaint.

e) Appoint or contract with other individuals qualified to assist the board through this process or any other applicable procedure used to address allegations against the superintendent.

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

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

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

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

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

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Individuals who file complaints (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (c) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than

noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Computers and the Internet: Acceptable Use by Staff

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

4012 - Staff Internet and Computer Use

Conflict of Interest

All staff members are subject to the board's policy governing conflict of interest. That policy provides, in part, that no employee shall solicit or accept anything of value, including a gift, loan, contribution, reward, or promise of future employment based on an agreement that the vote, official action, or judgment of the employee would thereby be influenced.

Contact Information

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

Copyright and Fair Use

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

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

Library of Congress at the following site: http://www.loc.gov/teachers/usingprimarysources/copyright.html.

Corporal Punishment

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

Crisis Response Team

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

Disability Leave (Short-Term)

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

Discrimination and Harassment

The school district prohibits discrimination and harassment based upon or related to race, color, national origin, sex, religion, marital status, disability, age or any other unlawful basis that (1) has the purpose or effect of creating an intimidating, hostile, or offensive school environment, (2) has the purpose or effect of substantially or unreasonably interfering with an employee's school performance, or (3) otherwise adversely affects an employee's employment opportunities. Employees who believe that they have been the subject of unlawful discrimination or harassment due to their disability should contact the following Section 504 Coordinator: Superintendent Jessica Bland at 402-685-5661, jessbland@ocknights.org, or in person at school. Employees who believe that they have been the subject of unlawful discrimination or harassment due to their sex should contact the following Title IX Coordinator: Superintendent Jessica Bland at 402-685-5661, jessbland@ocknights.org, or in person at school. Employees who believe that they have been the subject of any other unlawful discrimination or harassment should contact the Superintendent Jessica Bland at 402-685-5661, jessbland@ocknights.org, or in person at school. Employees may report discrimination or harassment to

any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

Driving (both school and personal vehicles)

Staff members who drive school vehicles or volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. Staff members will be provided a Driver's Certification form to verify this information. Staff members who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices, including use of seat belts by all occupants, and are responsible for any injury or accident. Staff members are not to use cell phones while driving a school vehicle or while transporting students. Please see the school district's policy on school vehicle use for further information.

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

Dress Code

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

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

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

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

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

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

Drug and Alcohol Testing

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

Duty to Report

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

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

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

Electronic Communication While Driving

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

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

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

Expenses

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

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

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

Family and Medical Leave (FMLA)

Qualified employees will be provided leave under the Family and Medical Leave Act (FMLA) as provided in board policy. The school district will utilize the "rolling" 12-month period measured backward from the date an employee uses any FMLA leave.

In-School Communication

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

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

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

Intellectual Property

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

Jury and Witness Duty Leave

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

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

Keys

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

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

Locker Room Supervision

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

Maintenance & Cleaning Request Forms

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

Meals Program

Staff may take advantage of meals offered through the district's foods program. Staff may purchase lunches from the school cafeteria for $TBD per

day or $TBD per week. The lunch price includes one carton of milk. Extra cartons cost 60 cents. Staff members must deposit funds in their lunch accounts before purchasing meals. Staff members will not be allowed to run a deficit in their lunch accounts.

Military Leaves of Absence

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

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

Milk Expression

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

News and Press Releases

Only individuals who have prior administrative approval may issue press releases or other official communications regarding school activities and events in furtherance of the individual's official responsibilities. The superintendent may delegate responsibility for communicating with the media to building principals, the activities director, event sponsors, and other staff on an ad hoc basis.

Activity sponsors and other staff who are involved in newsworthy activity should submit typed press releases to the office for distribution to the media when noteworthy events have occurred. Coaches must communicate with local TV, radio, and print media promptly after matches or games to disseminate the results.

Newsletters

The district secretary will inform staff of the relevant deadlines for each newsletter. Staff members are encouraged to submit articles for the

newsletter that reports recent classroom activities and emphasizes positive aspects of the district's mission.

Obligations Related to American Civics Instruction

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

Outside Employment

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

Political Activities

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

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

Pregnant or Parenting Students

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

1. If the student cannot regularly attend classes, the provision of online courses;
2. The arrangement of meeting times with teachers;
3. If the student has not identified appropriate childcare, the identification of child care providers that meet statutory requirements for quality and care; and

4. All other curricular adjustments, modifications, and means of supplementing classroom attendance deemed appropriate by the school administrators including, but not limited to, modification of attendance policies.

Professional Boundaries Between Staff and Students

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

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

Any teacher or student who witnesses or knows information about a district employee violating board policy should report the violation to the district administration *immediately*. Minor violations and questionable violations should be reported as soon as possible, but always within 24 hours.

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

Professional Growth

All employees must complete requirements set forth in policy 4032 – Professional Growth and shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties.

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

Purchasing

All requisitions for books and school supplies must be filed with the building principal. The requisition must include the name of the article being

requested, where it may be purchased, how many articles are required and their cost. Requisition forms are available from the office. Orders should not be placed until the district office has issued a printed purchase order. Once an order has been received, the staff member must notify the building secretary so payment can be processed. Failure to follow the procedure for requisitions may prevent the staff member from receiving the items requisitioned. All orders or supplies must be authorized by the administration. Staff may be personally liable for any orders placed without such authorization.

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

Records and Reports

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

All staff members shall promptly furnish the administration with any information relating to their professional training, experience, activities or work required for reports to county, state or federal officials or for official school records. Personal information will be treated confidentially by school officials.

Recordings of Students and Classrooms

Staff members may make audio and video recordings of classroom instruction and school activities upon authorization of the superintendent or supervising administrator. Staff should refer to Board Policy 3059 for information on recording by students.

School Calendar

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

School Property

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

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

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

School Vehicle Use

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

Security

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

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

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

Smoking on School Premises or at School Activities

Smoking, including the use of cigarettes, cigars, or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product, is permitted on school property only in specifically designated areas.

Sniffer (Drug) Dogs

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

1. Lockers may be sniffed by sniffer dogs at any time.
2. Vehicles parked on school property may be sniffed by sniffer dogs at any time.
3. Classrooms and other common areas may be sniffed by sniffer dogs at any time students and staff are not present.

4. If contraband of any kind is found, the student or staff member shall be subject to appropriate disciplinary action.

Social Media Usage by Staff

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

4051 - Staff and District Social Media Use

Solicitation and Distribution of Merchandise

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

Staff Room

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

Staff Use of AI Tools

As used in this section, artificial intelligence tools ("AI Tools") means machine-based resources that use computer science, algorithms, large language models, and/or machine learning to perform tasks, answer questions, collect information, and respond to human-directed tasks, queries, and objectives. AI Tools include, but are not necessarily limited to, commercially-available resources like ChatGPT, Gemini, Claude, and similar technologies. The board wants to encourage staff to use AI tools to support student learning in safe and lawful ways.

This policy works together with the district's policies on Student Use of AI Tools, Staff Internet and Computer Use, and Staff and District Social Media Use.

Tool Approval. Staff may not use an AI Tool with students or with student information unless a member of the district's administration has approved it. To use a new tool, staff must request approval from his/her supervising administrator first. Before approving a tool, the district will review the vendor's privacy and security practices, the kind of student information the tool would use, and whether a written data-sharing agreement with the vendor is required. The district will keep a list of approved AI Tools and the allowed uses for each.

Staff Expectations for Use of AI Tools in Education

A. Acceptable Use of AI Tools. Staff members must use their own professional oversight for any task they use AI Tools to complete and must carefully review the outputs of all AI Tools. Staff may use approved AI Tools to help with things like:

1. Drafting lesson plans, learning goals, and activities;
2. Assisting in initial review and feedback of student work;
3. Making reading passages or practice problems at different levels;
4. Drafting general messages like newsletters or announcements;
5. Finding resources or summarizing public information;
6. Drafting routine communications.

B. Protecting Student Information. Staff may upload student information into an AI Tool only when (a) the tool is district-approved, and (b) the vendor is bound by a written data-sharing agreement with terms that meet FERPA, COPPA, PPRA, and applicable state student data privacy laws. For this purpose, student information includes student names, ID numbers, education records, IEPs, Section 504 plans, evaluations, health records, and discipline records. This rule applies whether the staff member uses a district account, a personal account, a free version, or a paid version.

C. Recording and Transcription Tools. Staff may use AI recording or transcription tools only if:

1. The transcription tool has been approved by an administrator for use in the school context; and
2. All participants to the meeting are informed that the staff member is recording or transcribing the meeting.

The resulting recording or transcript may be subject to the district's retention and confidentiality policies.

D. Unacceptable Use of AI Tools in Education. Staff may never use AI tools to:

1. Upload FERPA-protected information about students without the express, written authorization from administrators who have assured themselves that such disclosure is lawful;
2. Relying solely on an AI Tool to grade student work that counts toward a grade or transcript or otherwise evaluate student academic progress;
3. Make or share deepfakes or fake images, audio, or video of any real person.
4. Make or share sexual or intimate images of any real person—even if the image is AI-generated;
5. Use AI to harass, bully, threaten, or impersonate any student, staff member, parent, board member, or community member;
6. Use AI to watch, track, or scan faces of students or staff outside of systems the board has approved;
7. Upload materials to AI if the copyright or license does not allow it;
8. Share district AI accounts or passwords with students or others;
9. Use district AI accounts for personal or business reasons; or
10. Use AI to bypass district network security, content filters, or device controls.

If any staff member is uncertain about the application of this policy to any AI Tool use, the staff member will check with a supervising administrator before use.

Student Interviews

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

Telephones

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

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

Threat Assessment and Response

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

1. Definitions

a. A **threat** is an expression of willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.

   i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.

   ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.

   iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means

b. A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to identify potentially dangerous or violent situations, to assessment them and to manage/address them. Threat assessment is the process of distinguishing "transient" threats from serious ones in a systematic, data-informed way.

   i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or emergency exclusion without complying with state law and board policy related governing those actions.

   ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student's educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

2. Obligation to Report Threatening Statements or Behaviors.

All staff and students must report **substantive threats** to a member of the administration immediately and comply with any other mandatory reporting obligations. Staff and students who are unsure whether a threat is substantive or transient should report the situation. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

3. Threat Assessment Investigation and Response

When a threat is reported, the school administrator shall initiate an initial inquiry/triage and, in consultation with members of the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible. The school administrator must contact law enforcement if the administrator believes that an individual poses a clear and immediate threat of serious violence.

If there is no reasonably apparent imminent threat present or once such an imminent threat is contained, the threat assessment team will meet to evaluate and respond to the threatening behavior. The superintendent may, but is not required to, review the following types of information:

- Review of the threatening behavior and/or communication;
- Interviews with the individuals involved including students, staff members, and family members as necessary and/or appropriate;
- Review of school and other records for any prior history or interventions with the students involved;
- Any other investigatory methods that the law enforcement unit determines to be reasonable and useful.
- The superintendent must confer with at least on member of the school's guidance counseling staff as part of his/her investigation. If the threat has been made by, or is directed towards, a student with a disability, the superintendent must confer with a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate.

At the conclusion of the investigation, the superintendent will determine what, if any, response to the threat is appropriate. The superintendent is authorized to disclose the results of his/her investigation to law enforcement and to the target(s) of any threatened acts. The superintendent may refer the individual of concern to the appropriate school administrator for consequences under the

school's student discipline policy or, if appropriate, report the results of his/her investigation to the student's individualized education plan team.

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

4. Communication with the Public about Reported Threats

To the extent possible, the superintendent will keep members of the school community informed about substantive threats and about the District's response to those threats. This communication may include oral announcements, written communication sent home with students, and communication through print or broadcast media. However, the superintendent will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

5. Coordination with the Crisis Team After Resolution of Threat

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

Ticket Taking

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

Transportation Request Forms

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

Visitors

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

All visitors must report to the building office before visiting any classroom or other areas of the building.
Visitors must comply with the following guidelines:

- if a visitor wishes to observe a specific skill or subject, he or she will be asked to observe during a specified time period

- children under the age of 10 years must be accompanied by a parent or guardian
- all visitors must have the prior approval of the principal or superintendent
- salespeople and other such agents will not be allowed to solicit staff members during school hours
- visitors must wear the visitor's badge supplied by the building office

Wage and Salary Payments

Staff members are paid on the 20th of each month. The district provides direct deposit of paychecks to designated financial institutions. Otherwise, paychecks will be delivered personally at school or mailed to the address on file in the district office. Staff who wish to activate or modify their direct deposits or who wish to have paychecks mailed to a different address must contact the district office. The school district will mail staff paychecks to the last address on file for each employee during months when school is not in session. Employees shall not be paid in advance under any circumstances.

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

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

Weather-Related Closings

If school is called off because of bad weather or for any other reason, it will be announced via phone, social media, and television/radio stations.

Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. Staff members should treat the absence like any other absence for legitimate causes provided

parents properly notify the school of their decision. Parents may pick up their children in inclement weather (except in case of a tornado) at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

Workplace Searches

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

POLICIES AND PROCEDURES REGARDING CERTIFIED STAFF

Absences

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

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

2. **Personal Leave**
   Certified staff who wish to take personal leave must submit a leave request to their building principal at least three days in advance of the proposed leave. Building principals may deny personal leave requests if the school district is unable to secure the services of a qualified substitute teacher on the day of the proposed leave. Staff members may not take personal leave adjacent to a school break. For example, if school is not in session on a Monday, certified staff may not take personal leave the preceding Friday or following Tuesday.

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

4. **Substitute Folders**
   Each teacher must prepare a substitute folder and keep the completed folder in the upper right-hand drawer of his/her desk. The folder must contain:
   a.) the current seating chart for each class;
   b.) the daily routine followed by each class;
   c.) all schedules (fire drill procedures, lunch schedule, etc.);
   d.) a copy of this handbook; and
   e.) plans for the day if the teacher's absence was anticipated. (These

plans are in addition to the teacher's regular lesson plan book.)

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

Assemblies

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

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

Assignment Notebooks

Assignment Notebooks function as students' make-up slips, as well as a pass out of class or to see another instructor. They can also be used as a communication tool home to parents. Students may not be in the hallways during class time without his/her assignment notebook signed by the instructor. Every time a student leaves class during class time, it should be signed. This way, other staff can ascertain where the student has permission to be.

Students may not go to another classroom without a signed pass obtained from that teacher. No student may be in the halls during class or study time without a signed pass for a specific destination. If a teacher retains a student after the period ends, staff must write a note in the student's assignment book stating why the student was late, rather than sending the student to the office for a tardy slip.

Assignment of Teachers

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

Certificates, Teacher Contracts, Salary Information

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

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

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

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

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

Cheating

Students caught cheating (including plagiarizing) must be sent to the building principal for administrative discipline. The classroom teacher may also give the cheating student a zero grade for the test or assignment.

Check-out Forms

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

Class Record Books

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

Classroom Management and Student Discipline

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

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

Classroom teachers may not close the door to their rooms until they have left the building or unless they are sponsoring some other group in other areas.

Classroom teachers should have a well-defined discipline plan that is known

to the students. Rules and consequences should be stated clearly and posted where appropriate.

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

Teachers may remove a student from the classroom for failure to comply with established rules of conduct. Only an administrator can suspend or expel students from class or school and due process must be followed.

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

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

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

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

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

Classroom Sanitation

1. **Handling of Body Fluids**

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

2. **Infectious Diseases**

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

they suspect of having been exposed to any infectious or contagious disease.

Coaching Supplies

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

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

Collection of Student Money

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

Money collected from students should be turned into the office on the day it is collected for deposit in the proper activity or school district fund. Any checks written by students or parents for various payments should be made out to Oakland-Craig Public Schools unless otherwise instructed. Certified staff must submit a financial accountability form when they turn funds into the office.
When students purchase items such as coats, rings, etc., through the school district, they must pay for these and other major items before the order is sent. The sponsor of any school organization is not to give merchandise to students; items will be distributed by the office after proper payment.

Community Involvement

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

Computer Lab

Students and staff who use computers owned by the district must abide by the district's acceptable use policies. Students may use the computer lab during lunch and after school. Classroom teachers may not send students to the computer lab during study halls or class unless they have made prior arrangements with the lab coordinator.

Classroom teachers who wish to bring classes to the computer lab must sign up as far in advance as possible with the lab coordinator. Absolutely no food or drink is allowed in the computer lab.

Display of Classroom Work in the School and the Community

Classroom teachers are encouraged to display student work for public viewing. Students and parents enjoy viewing the display and may be even more supportive of their school because the display shows them many of the things

the students do. Classroom teachers may use the window area of the central office or the commons area to display student work or they may use during a night activity. Certified staff must contact the principal before displaying student work at an evening activity.

Down Slips

Down Slips are due by 4:00 on Friday or whenever the week ends.

Duties of Certified Staff

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

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

Eligibility Grades 7-12

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

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

Extracurricular Activities

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

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

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

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

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

Evacuations

Early in the semester, classroom teachers should review instructions for leaving the classroom with all of their students. Classroom teachers should also periodically review with each class what to do in case of fire, tornado or other emergency.

1. Fire Drills

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

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

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

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

2. Tornado Drills

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

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

3. **Protocol for all Evacuations**

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

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

Evaluations

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

Examinations

Semester examinations, or content-specific projects, will be given in all classes. Tests and final exams will not be given ahead of time. Students are not to type tests or grade any major tests.

Faculty Meetings

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

Field Trip Request Forms

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

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

Grading Policy

Failing reports for Jr.-Sr. High School students must be turned into the office on or before 8:30 a.m. on each Monday.

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

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

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

Report Cards	Numerical Scale for Report Cards
A= Excellent	93-100 = A
B= Above Average	85-92 = B
C= Average	76-84 = C
D= Below Average	69.5-75 = D
F= Failing	69.4 and below = F

In the elementary grades, students will receive letter grades only in designated "core" curricular subjects. Elementary teachers should report student progress on grade reports using the following system:

Kindergarten-1st Grade
Reading – Standards Based Grading
Math – Standards Based Grading
Specials – Satisfactory/Unsatisfactory

2nd Grade
Reading – Standards Based Grading
Math – Standards Based, Traditional
Science – Satisfactory/Unsatisfactory
Social Studies - Satisfactory/Unsatisfactory
Specials – Satisfactory/Unsatisfactory

3rd Grade
Reading – Standards Based Grading
Math – Standards Based, Traditional
Science – Satisfactory/Unsatisfactory
Social Studies - Satisfactory/Unsatisfactory
Music/PE - Traditional
Art/Library/Computers–
Satisfactory/Unsatisfactory

4th Grade
Reading – Standards Based Grading
Math – Standards Based, Traditional
Science – Standards Based, Traditional
Social Studies –Traditional
Specials– Traditional

5th-6th Grade
Reading – Standards Based Grading
Math – Standards Based, Traditional
Science – Standards Based
Social Studies – Standards Based, Traditional
Specials– Traditional

Guest Lecturers

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

Hall Duty

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

Homework Policy

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

Instructional Materials

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

Lesson Plans

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

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

Lesson plans for the week must be submitted on Canvas by 8:00 a.m. on the first day of each school week.

Media Center

The media center is set up to serve the needs of certified staff and students. Certified staff who need assistance with textbooks, literature sets, magazines and other reference materials should consult with the media specialist assigned to their building.

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

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

Paraeducators

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

Parent-Teacher Communication

Students' academic success has been closely linked to parental involvement in school. Certified staff should strive to develop open and supportive relationships with parents and guardians. Each classroom teacher is responsible for keeping a student's parents informed about the student's

progress. This may be done by letter, telephone, e-mail, or personal conference. Certified staff must attend parent teacher conferences, promptly return phone calls, participate in teacher events for students and parents, and where necessary utilize a planner as a communication tool. Certified staff members that aren't able to attend conferences with administrative approval are required to contact parents within one week of the scheduled conferences. Certified staff who need additional support in communicating with parents should contact their building principal or guidance counselor.

Parking

Staff members have the parking lot to the north of the elementary reserved for them as well as the Lutheran Church Parking Lot (unless a funeral is taking place). **Students are not to park their cars in the staff lot.** Staff members may not allow students to park in the staff lot when groups leave early in the morning on a school day for field trips or athletic events.

Parties

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

Planning Time

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

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

PowerSchool and PowerTeacher Pro

All teachers/classroom aides will be required to use PowerSchool and PowerTeacher Pro. Attendance will be taken as follows: Elementary – at the beginning of the morning, and right after lunch; and Secondary – at the beginning of every period. Attendance must be taken within the first five minutes of each period / beginning session. Lunch count will also be taken with PowerSchool prior to 9:00 a.m. each morning.

Classroom teachers will be required to synchronize the PowerGrade/Power Teacher Pro application weekly with the main PowerSchool server.

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

Classroom teachers are not permitted to install PowerGrade/Power Teacher Pro on their home computer.

Certified staff who have trouble/problems with PowerSchool/PowerGrade/Power Teacher Pro, should contact Gerald Brand.

Private Tutoring

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

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

Projection Maps

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

1. The Mercator projection map is used in conjunction with other projection maps in a teaching exercise to demonstrate that all maps are flawed in some way and different map projections serve different functions and may affect how individuals view the world; or

2. The Mercator projection map is part of any:

    a. book or material obtained prior to July 19, 2024; or geographic information system; or computer program that renders a three-dimensional representation of Earth based primarily on satellite imagery, such as Google Earth or similar software; and

b. a Gall-Peters projection map or similar cylindrical equal-area projection map or an AuthaGraph projection map is displayed in the classroom or shown to students during the lesson in which a Mercator projection map is used.

Pupils' Records

1. Each classroom teacher must keep a set of records in the daily class record book of the class recitations, tests, exams, daily work, notebook, etc. This serves as a justification of the final grade in case of dispute between teacher and pupil, or teacher and parent, and assists in making out the final grades. This book must be turned into the principal at the end of each school year.
2. Report cards will be issued within one week following the end of the quarter unless otherwise announced.
   a) Reports should be conscientiously and accurately made because they are a serious estimate of the degree of success of the pupil.
   b) Each classroom teacher should be adequately prepared to defend all decisions given on the report card.
   c) Each classroom teacher is responsible for distribution of class cards on time.
   d) Classroom teachers must confer with the principal before recording any incomplete, failing, or conditional grades on report cards.

Rights of Certified and Probationary Teachers

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

School Day

All certified staff must be at school or on duty between the hours of 8:00 a.m. and 4:00 p.m., Monday through Friday. Under special circumstances, certified staff may seek permission from their building principal to vary these duty hours. In addition, certified staff may be assigned responsibilities at other hours by the principal or superintendent for supervising or directing school activities or affairs or for participation in affairs under the direct sponsorship of the school.

Each teacher will be in his or her classroom and ready to teach at 8:00 a.m. each day. Classroom teachers will stand at their doors when class is dismissed and must be outside their classroom doors before each class period. Classroom teachers must be physically present in their classrooms at all times during class periods and conference periods.

Personal work may not be done on school time.

Sponsors

Certified staff members are assigned by the superintendent as class and club sponsors. Sponsors must be present at all meetings and activities of the sponsored group. The procedure for activity accounts and meetings can be found in the student manual. Purchasing of supplies must be approved by the Superintendent.

Student Activities

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

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

Student Aides

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

Student Attendance

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

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

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

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

Student Attire

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

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

Student Illness

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

Student Medication

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

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

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

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

Student Searches

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

Substitute Teaching During Planning Period

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

If a teacher is asked to utilize their prep period to teach another class or supervise students, they will be compensated in the amount of 1/8 of the sub pay rate per period.

The following information is intended to help clarify this policy:

1. The building administrator must have requested the period supervision.
2. The building administrator will keep a log of those teachers asked to forfeit their prep period.
3. Teachers may wish to periodically check with the administrator to be sure their name is listed for compensation.
4. Building administrators will submit the list of individuals to be reimbursed at the end of each semester.
5. Substitute teachers will be utilized whenever possible.

Teaching Controversial Issues

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

- The issues discussed must be relevant to the curriculum and be part of a planned educational program.
- Students must have free access to appropriate materials and information for analysis and evaluation of the issues.
- The teacher must encourage students to consider and discuss a variety of viewpoints.
- The topic and materials used must be within the range, knowledge, maturity, and competence of the students.
- The teacher must inform parents and the building principal before discussing sensitive or controversial issues.
- The teacher must keep detailed, documentary evidence to prove that both sides and/or all facts available were presented.
- Teachers must refrain from advocating partisan causes, sectarian religious views, or selfish propaganda through any classroom or a school device; however, a teacher shall not be prohibited from expressing a personal opinion as long as the student is encouraged to reach his/her own decision independently.

Textbooks

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

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

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

POLICIES AND PROCEDURES REGARDING CLASSIFIED STAFF

At-Will Employment

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

Benefits

The following table represents the benefits that are available to each classified staff group:

Clerical, Custodial, Maintenance, Technology Coordinator (12 Month Employee)

- Social Security
- Nebraska School Retirement
- Flexible Benefit/Spending Account (Section 125 Plan)
- Worker's Compensation
- Sick Leave
- Vacation Leave
- Health Insurance
- Disability Insurance
- Optional: Tax Sheltered Annuities
- 2 Personal Days

Teacher Aides (9 Month Employees)

- Social Secuirty
- Nebraska School Retirement
- Flexible Benefit/Spending Account (Section 125 Plan)
- Worker's Compensation
- Sick Leave
- Personal Days
- Disability Insurance

Bereavement Leave

Classified employees will be granted up to 5 days off from work with pay in the event of the death of your spouse, child, parent, spouse's parent, or sibling; up to 1 day in the event of the death of any family member not listed above. All requests for bereavement leave should be submitted to the Superintendent.

Disability Insurance

The district provides long term disability coverage on eligible employees. This coverage provides a continued salary of 66 2/3% of the employee's current salary if an employee were to become disabled and unable to work.

This deduction is made after taxes so that the employee will not pay taxes if the benefit is needed.

Flexible Benefit Plan (Section 125 Plan)

As provided under Section 125 of the Internal Revenue Code, a Flexible Benefit Plan is a written Fringe Benefit Plan sponsored by an employer allowing employees to voluntarily pay for certain expenses on a pre-tax basis (not taxable for state and federal income tax purposes). The types of allowable expenses are; employee health insurance premiums for the employer sponsored insurance plans, medical expenses not covered by any health insurance plan, dependent/child care expenses while the employee and spouse are at work. More information regarding the Section 125 Plan can be obtained by calling **Take Care by Wageworks, 1-800-950-0105**. See a copy of the enrollment form for the Section 125 K Plan in Appendix J.

Health/Dental Insurance and Early Retirement

All eligible employees will be given the option to elect health/dental insurance at time of initial employment. For full time employees the district will provide Blue Preferred Health Insurance with a $750 deductible for family health and single dental insurance. Any qualified employee hired after August 31, 2009, the District will provide Blue Preferred Health Insurance with a $750 deductible for single health and single dental insurance. **Additional information regarding the insurance is available from the personnel office**.

If an employee, who has been covered by the District's health insurance, retires (or leaves the District's employment) between the ages of 50 and 64, he or she may be eligible to continue coverage under the Blue Cross and Blue Shield Direct Bill Plan. In order to be eligible for the Direct Bill Plan, the employee, spouse and dependents all must have had a minimum of 60 months of continuous coverage under the District's plan at the time the retiree left employment. Coverage through the Direct Bill Program can be carried until age 65.

Early retirees will also receive information regarding continuation of coverage through COBRA. Continuation of health coverage through COBRA is only available for a maximum of 18 months for individuals who have terminated employment. If an early retiree elects COBRA they can't elect the Direct Bill Program after the 18 months of COBRA has ended. As a result, each retiree needs to review both the COBRA and the Direct Bill options to determine which is the most beneficial for their individual situation.

Full time clerical, custodial, and maintenance will receive paid time off on the following holidays: Labor Day, Thanksgiving, Christmas Eve, Christmas Day, New Year's Day, Memorial Day, & the 4th of July.

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

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

Hours

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

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

Jury/Election Duty

Any employee who is summoned to serve on jury or election board duty, or who is subpoenaed to provide testimony, shall not be subject to discharge from employment, loss of pay, loss of sick leave, loss of vacation time, or any other form of penalty, as a result of his or her absence from work due to such service provided the employee submits a copy of the summons, in advance, to the employee's supervisor
Support staff employees will receive their regular salary. Any payment for jury duty shall be paid to the school district.

If the employee's normal working day is in the day and the employee is dismissed from jury/election duty prior to 12:00 PM, the employee is to report to work and resume duties for the balance of the work day. If jury/election service extends beyond 12:00 PM, the employee is excused from work for the rest of the day.

If the employee's normal working day is during the evening and the employee is dismissed from jury duty/election prior to 12:00 PM, the employee is to report to work at the regularly scheduled time. If jury/election service extends beyond 12:00 PM, the employee should notify their immediate supervisor and is excused from work that evening. ***See Employee Policy 4016*.**

Lunch and Rest breaks

Employees have a lunch break of 30 minutes and are entitled to two 15-minute breaks in an 8 hour day. **Lunch breaks are unpaid.** Rest breaks are paid. Rest break times will be prorated for those employees working fewer than 8 hours per day according to the chart below. Support staff employees may not forego rest breaks to reduce the hours assigned in a work day. With prior approval of the immediate supervisor, employees may forego a lunch break in order to shift work times. (i.e. leaving early for an appointment, taking an extended lunch another day of the week). NOTE: This has to be done with the approval of the immediate supervisor and it has to be completed within a work week as defined above.

Work Day	**Rest Break Total Minutes**
8 hours	30 minutes
7 hours	25 minutes
6 hours	20 minutes
4 hours	15 minutes
less than 4 hours	No Rest Breaks

Overtime and Compensatory Time

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

Personal Leave

All full-time twelve (12) month support staff employees qualify for vacations each school year (September 1 to August 31) as follows:

1. After working less than one (1) year during a given school year - 1 day for every 2 months worked up to a maximum of 5 days in year one.
2. After working one (1) year or longer during a given school year - one (1) work week.
3. After working two (2) full years - two (2) work weeks.
4. After working ten (10) full years – three (3) work weeks.
5. After working twenty (20) full years – four (4) work weeks.

Qualifying staff hired after February 8, 2010 qualify for the following vacation benefit:

1. After working less than one (1) year during a given school year – 1 day for every 2 months worked up to a maximum of 5 days in year one.

2. After working one (1) year or longer during a given school year - one (1) work week or 5 days.
3. After working two (2) full years and for each year thereafter - two (2) work weeks or 10 days.
4. After working ten (10) full years – three (3) work weeks.

Vacation leave for the school year is granted on September 1 of that school year. All vacation leave time must be approved by the immediate supervisor and a Request for Leave Form must be completed at least 24 hours prior to the requested leave period.

Vacation days are non-accumulative unless approved by the superintendent and in no case more than one half of the annual vacation days may be allowed to carry over to the following year. Vacation leave may be taken in one (2) hour increments.

New employees will not be entitled to any vacation leave for the first six months of employment. After the completion of the last day of the sixth month of employment, new employees will be awarded one-half of the total vacation days provided for their job assignment. After the completion of the last day of the ninth month of employment, new employees will receive the remaining days of vacation provided for their job assignment.

All nine (9) month classified employees shall receive four days of personal leave per year. Personal leave is non-accumulative and must have administrative approval.

Reporting When School is Closed

When school is closed due to inclement weather, classified staff should report to work based on their positions:

a) **Secretaries/Clerical staff** should not report to work unless specifically directed to do so by their supervisor or the superintendent.

b) **Paraprofessionals** should not report to work unless teaching staff are asked to report.

c) **Food Service staff** should not report to work.

d) **Bus Drivers** should not report to work**.**

e) **Custodians/Maintenance staff** should report to work.

Retirement

The Nebraska School Employees' Retirement System is a retirement program for all public school employees administered by the State of Nebraska to provide funds for granting retirement benefits. Permanent employees of the Oakland-Craig Public Schools who work at least 20 hours per week on an ongoing, regular basis are required by law to participate in

the Nebraska School Employees Retirement System. New employees must complete a Beneficiary Designation form. See Appendix H for a copy of this form.

The Nebraska School Employees' Retirement System is a cooperative program with all public school employees and the State of Nebraska to provide funds for granting retirement benefits to those who become members of the system and who continue in service (or school employment) for five (5) years or longer. To become familiar with the provisions of the State Retirement program, you should obtain a copy of the latest brochure from the State Retirement Office, **1-800-245-5712 or 1-402-471-2053 or website: www.npers.ne.gov**.

Change of Beneficiary - A form must be completed and notarized to change the employee's beneficiary or beneficiaries. The form is available from the Central Office or from the State Retirement Office. There is a notary available in the Central Office.

Employee Contributions - Employees in the retirement program will have 9.78 percent of their gross salary automatically deducted from each paycheck beginning September 1, 2012, through August 31, 2017, This deduction is a pre-tax deduction, thus you are not paying state or federal income tax on this retirement contribution. The contribution percentage is mandated by law.

If the employee should cease employment prior to retirement, he/she will be eligible for a refund of their account **(only the employee's contribution)**. An application for withdrawal of retirement funds may be obtained by writing to NEBRASKA RETIREMENT SYSTEMS, PO BOX 94816, LINCOLN NE 68509 or at the Retirement system website www.npers.ne.gov.
If the employee should cease employment prior to retirement, he/she may also leave the account on an inactive (but interest earning) basis in order to draw a benefit. Again, contact the State Retirement Office for more details.

Employer Contributions – Oakland-Craig Public Schools is required by law to match the employee's contribution at the rate of 101 percent. Note that the employer contributions are not credited to individual retirement accounts, but provide funds for payment of a portion of the formula annuities at retirement.

Vesting Credit - If the employee was employed with another Nebraska governmental entity prior to being employed with Oakland-Craig Public Schools, he/she has 30 days from the date of employment with Oakland-Craig Public Schools to make application for vesting credit. It is the employee's responsibility to have the application for vesting form properly

completed and filed. Vesting credit is not included in the calculations of benefits, and it is not a buy back. Please contact the State Retirement Office with any questions.

Sick Leave

Classified employees will receive 8 days of sick leave (10 days of sick leave cumulative to 48 days if hired prior to February 8, 2010) per year cumulative to 30 days. If an employee accrues over 30 sick days (48 days if hired prior to February 8, 2010), up to two of the exceeding days may be used as PTO days each school year. A staff member who is too ill to come to work, or who has a qualifying family member who is too ill to be left alone, must notify his or her immediate supervisor at least three hours prior to the time he/she regularly reports to work. Sick leave for the school year is granted on September 1 of that school year. For any employee that starts employment with Oakland-Craig Public Schools after the beginning of the school year, sick leave days will be prorated based on the percent of the total possible work days the employee is scheduled for. Classified employees shall not be paid for accrued unused sick days at the end of the school year or in the event of termination of employment.

Sick leave is available for use during the course of the work year. Employees may use sick leave for the following:

- Illness or accidental injury to the employee and/or family sick leave.

- Family sick leave may be used for an illness or disability relating to the employee's spouse, child, parent or person residing in the employee's home necessitating the employee's presence.

On **the sixth consecutive day** of absence, a written doctor's statement may be required to be on file with the Personnel/Payroll Department verifying illness or injury to the employee or immediate family member of the employee. Follow-up statements may be required following each additional days absence.

Doctor and dental appointments are to be scheduled outside of the normal working hours if at all possible. Time for those appointments that must be made during working hours may be charged against the employee's accumulated sick leave balance.

Social Security

From each paycheck, employees have 6.20% of their gross salary deducted for Social Security and 1.45% for Medicare. The school district must also

match that amount (7.65% of an employee's gross wages) and submit it monthly to the federal government.

Tax Sheltered Annuity (Optional)

Employees may elect to have money deducted from their pay check pre-tax for contributions to a 403(b) tax sheltered annuity. An employee must complete a Tax Sheltered Annuity Contact in order for the Payroll Department to properly process the deduction.

Time Cards

Most support staff employees are required to maintain a time card. The employee should be prompt and accurate when recording time in and out. Intentionally misrepresenting time worked is explicitly forbidden and will be grounds for disciplinary action. Time cards are due to the employee's immediate supervisor within two days of the 25th day of the month.

Worker's Compensation

Worker's Compensation Insurance is provided for all employees. If an employee is injured on the job and medical attention is necessary, the employee should see his/her physician. The employee instructs the physician's office to bill Oakland-Craig Public Schools for the appointment. An "Injured Employee Incident Report" form must be completed by the employee and submitted to the employee's supervisor. The supervisor should submit the completed form to the Central Office within 24 hours of the accident or injury. This form must be completed even if medical attention is not necessary. See Appendix E for a copy of the form to be completed.

STAFF DIRECTORY

Members of the Board of Education:

President	Jon Dockhorn
Vice-President	Aaron Anderson
Members	Marilee Groth
	Brett Johnson
	Dane Johnson
	Diane Pelan-Johnson
	Henry Unwin

Administrative Staff:

Superintendent	Jessica Bland
Secondary Principal	Travis Steinhoff
Elementary Principal	Rebecca Rennerfeldt

Teaching Staff:

Preschool	Erin Peterson
Kindergarten	Tawnya Meyer
	Marla Slaughter
1st Grade	Natalie Guenther
	Kristin Johnson
2nd Grade	Lana Hagedorn
	Ellen Eriksen
3rd Grade	Jade Jacobsen
4th Grade	Jadin Ostrand
	Korri Veskerna
5th Grade	Mya Johnston
	Stefanie Weitzenkamp
6th Grade	Aaron Meyer
Elementary Special	Lauren Krutilek
Education	Stephanie Brudigam
Title I	Chelsey Boden
Physical Education/Health	David Eriksen
	Molly Broekemeier
	Scott Guzinski
Art	Angie Meyer
Media Center	Elyce Peterson
Vocal Music	Harold Scott
Instrumental Music	Nathan Beutler
English Language Arts	Jennifer Anderson
	Blake Johnson

Mathematics	Joe Anderson
	Molly Broekemeier
	Rusty Droescher
Science	Clinton Anderson
	Vanessa Brand
	Molly Broekemeier
Social Sciences	Scott Guzinski
	Lonnie Lierman
	Mike Selk
Business/Information Technology	Cameron Hyde
Agriculture	Kylie Penke
Spanish	Elizabeth Okereke
Industrial Technology	Cale Kai
Secondary Special Education	Wendi Anderson
	Whitney Asche
	Michelle Rayburn
IT Director	Gerald Brand
Activity Director	Mike Selk
School Counselor	Annie Magnusson
JAG Nebraska	Bryan Dunn

Office Staff:

Business Manager	Julie Ehlers
Elementary Secretary	Robin Smith
Secondary Secretary	Amanda Wilson

Support Staff:

Preschool Paraprofessionals	Tammy Schinck
	TBD
Elementary Paraprofessionals	Ali Beckstrom
	Alissa Bousquet
	Alexa Dinville
	Shantelle Jernigan
	Kambree Mockenhaupt
	Teresa Pille
Secondary Paraprofessionals	Jeanette Anderson
	Tami Brands
	Cheri Droescher
	Sarah Gramke
	Christina Hallette
	Peggy Nelson
	Connie Rokusek

Child Nutrition Program:

Food Service Manager	Leslie Greve
Food Service Staff	Carol Lindstrom
	Jeanie Tanksley
	Shannon Thiefoldt

Custodians:

Maintenance/Custodian	Jakob Krutilek
	Scott Krutilek
	Terry Neiburg

Transportation Department:

Transportation Coordinator	Gregg Gahan
Route/Activity Driver	Curt Hineline

Staff Internet and Computer Use

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

I. Staff Expectations in Use of the Internet

A. Acceptable Use While on Duty or on School Property

1. Staff shall be restricted to use the Internet to conduct research for instructional purposes.

2. Staff may use the Internet for school-related e-mail communication with fellow educators, students, parents, and patrons.

3. Staff may use the Internet in any other way which serves a legitimate educational purpose and that is consistent with district policy and good professional judgment.

4. Teachers should integrate the use of electronic resources into the classroom. As the quality and integrity of content on the Internet is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter on the Internet.

B. Unacceptable Use While on Duty or on School Property

1. Staff shall not access obscene or pornographic material.

2. Staff shall not engage in any illegal activities on school computers, including the downloading and reproduction of copyrighted materials.

3. Staff shall not use school computers or district internet access to use peer-to-peer sharing systems such as BitTorrent, or participate in any activity which interferes

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

4. The only political advocacy allowed by staff on school computers or district internet access is that which is permitted by the Political Accountability and Disclosure Act and complies with district policy.

5. Staff shall not share their passwords with anyone, including students, volunteers or fellow employees.

II. School Affiliated Websites

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

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

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

III. Enforcement

A. Methods of Enforcement

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

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

2. Due to the nature of technology, the filter may sometimes block pages that are appropriate for staff research. The system administrator may override the technology protection measures that blocks or filters Internet access for staff access to a site with legitimate educational value that is wrongly blocked.

3. The district will monitor staff use of the Internet by monitoring Internet use history to ensure enforcement of this policy.

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

1. Discharge from employment or such other discipline as the administration and/or the board deem appropriate;

2. The filing of a complaint with the Commissioner of Education alleging unprofessional conduct by a certified staff member;

3. When appropriate, the involvement of law enforcement agencies in investigating and prosecuting wrongdoing.

IV. Off-Duty Personal Use

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

Title IX

As required by Title IX of the Education Amendments of 1972, it is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the district's programs or activities, or in regards to admission or employment. Any person may report sex discrimination, including sexual harassment. This report must be made by any means to the district's Title IX Coordinator whose contact information can be found on the district's website and in the district's student and staff handbooks. Any other inquiries regarding the application of this policy should be referred to the Title IX Coordinator.

EMERGENCY RESPONSE TO LIFE-THREATENING ASTHMA OR SYSTEMIC ALLERGIC REACTIONS (ANAPHYLAXIS)

DEFINITION: Life-threatening asthma consists of an acute episode of worsening airflow obstruction. Immediate action and monitoring are necessary.

A systemic allergic reaction (anaphylaxis) is a severe response resulting in cardiovascular collapse (shock) after the injection of an antigen (e.g. bee or other insect sting), ingestion of a food or medication, or exposure to other allergens, such as animal fur, chemical irritants, pollens or molds, among others. The blood pressure falls, the pulse becomes weak, **AND DEATH CAN OCCUR.** Immediate allergic reactions may require emergency treatment and medications.

LIFE-THREATENING ASTHMA SYMPTOMS: Any of these symptoms may occur:

- Chest tightness
- Wheezing
- Severe shortness of breath
- Retractions (chest or neck "sucked in")
- Cyanosis (lips and nail beds exhibit a grayish or bluish color)
- Change in mental status, such as agitation, anxiety, or lethargy
- A hunched-over position
- Breathlessness causing speech in one-to-two word phrases or complete inability to speak

ANAPHYLACTIC SYMPTOMS OF BODY SYSTEM: Any of the symptoms may occur within seconds. The more immediate the reaction, the more severe the reaction may become. Any of the symptoms present require several hours of monitoring.

- **Skin:** warmth, itching, and/or tingling of underarms/groin, flushing, hives
- **Abdominal:** pain, nausea and vomiting, diarrhea
- **Oral/Respiratory:** sneezing, swelling of face (lips, mouth, tongue, throat), lump or tightness in the throat, hoarseness, difficulty inhaling, shortness of breath, decrease in peak flow meter reading, wheezing reaction
- **Cardiovascular:** headache, low blood pressure (shock), lightheadedness, fainting, loss of consciousness, rapid heart rate, ventricular fibrillation (no pulse)
- **Mental status:** apprehension, anxiety, restlessness, irritability

EMERGENCY PROTOCOL:

1. CALL 911.
2. Summon school nurse if available. If not, summon designated trained, non-medical staff to implement an emergency protocol.

3. Check airway patency, breathing, respiratory rate, and pulse.
4. Administer medications (epinephrine auto injector and nebulized albuterol) per standing order.
5. Determine cause as quickly as possible.
6. Monitor vital signs (pulse, respiration, etc.).
7. Contact parents immediately and prescribing health care practitioner as soon as possible.
8. Any individual treated for symptoms with epinephrine at a school will be transferred to a medical facility.

STANDING ORDERS FOR RESPONSE TO LIFE-THREATENING ASTHMA OR ANAPHYLAXIS:

- Administer epinephrine auto injector junior for any child less than 60 pounds or adult epinephrine auto injector for any individual over 60 pounds into the muscle towards the front and outer side of the thigh.
- Follow with nebulized albuterol while awaiting EMS.
- If symptoms persist, repeat epinephrine auto injector followed by nebulized albuterol every fifteen minutes while awaiting EMS arrival.
- Administer CPR, if indicated.

OAKLAND-CRAIG PUBLIC SCHOOLS | 2026-2027 CALENDAR

JULY 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17-21 Burt County Fair

Return to School

2:30 Dismissal

No School

Teacher Work Day

P/T Conferences

AUGUST 2026						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10 Start of Fall Practice
06 New Teacher Inservice
10-12 In-service for All Teachers
11 Open House
13 Student First Day (1/2 Day)

August Teacher Days: 16
Student Days: 13

SEPTEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

07 No School - Labor Day

September Teacher Days: 21
Student Days: 21

OCTOBER 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

02 Teacher Inservice
09 End of 1st Q. 44 T/40 S days
12-13 State Girls Golf
***19, *22** P/T Conf. (K-6 4:00-7:00)
(7-12 5:30-8:30)
23 No School: Teacher Compensation Day
23 State Cross-Country
October Teacher Days: 22
Student Days: 20

NOVEMBER 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

5-6 State Volleyball
10 Veterans Day Program
16 Start of Winter Practice
25 2:30 Dismissal
26-27 Thanksgiving Vacation
30 Teacher Inservice

November Teacher Days: 19
Student Days: 18

DECEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

10 State Play Production
18 *End of 2nd Q. 48 T/46 S
23-27 5-Day Moratorium

December Teacher Days: 14
Student Days: 14
1st Semester Teacher Days: 92
Student Days: 86

JANUARY 2027						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 No School
4 Teacher Inservice
5 Students Return to School

January Teacher Days: 20
Student Days: 19

FEBRUARY 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

8, 11 P/T Conf. (K-6 4:00-7:00)
(7-12 5:30-8:30)
12 No School: Teacher Compensation Day
18-20 State Wrestling
19 Teacher Inservice

February Teacher Days: 20
Student Days: 18

MARCH 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 Start of Spring Practice
3-6 State GBB
5 End of 3rd Quarter 45 T/42 S
10-13 State BBB
18-19 No School
24-26 State Speech
26-29 No School Spring Break
March Teacher Days: 19
Student Days: 19

APRIL 2027						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

16 No School

April Teacher Days: 21
Student Days: 21

MAY 2027						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

08 Graduation
18 Last Day Pk-12
18 End of 4th Quarter 48 T 47 S
19 Teacher Inservice
21-22 State Track
May Teacher Days: 13
Student Days: 12
2nd Semester Teacher Days 93
Student Days 89

JUNE 2027						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Total 26-27: Teacher Days 185
Student Days 175

Certified Staff Evaluation Form

Planning and Preparation

The teacher plans using district and state content standards, district-supported curriculum, instructional materials and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.

a. Standards Alignment

Ineffective	Developing	Effective	Highly Effective
Does not prioritize district and state standards or appropriate pacing of the curriculum when planning, resulting in barriers to vertical alignment and appropriate pacing of curriculum	Recognizes the importance of district and state standards, engages in purposeful collaboration, and seeks necessary resources to build on experiences to ensure vertical alignment and appropriate pacing of curriculum Linked Evidence Identify a learning target aligned to standards Align curriculum to content standards Text and lesson complexity aligns to rigor of state standards; Activities directly tie to learning target, Identify critical content	Through collaboration with colleagues, prioritizes district and state content standards to ensure vertical alignment and appropriate pacing of curriculum Linked Evidence Frequent formative assessments utilized and aligned to standards Planning for differentiation; Traditional and digital resources are appropriately aligned to grade level standards Frequent reference to learning target, Provide proficiency scale for learning target	Leads efforts to develop, test, model, or promote processes to evaluate, select, and implement evidence-based curriculum and collaborates with colleagues to strengthen the vertical alignment and pacing of the curriculum

Evidence for level placement.

No Evidence that is not linked to an indicator.

b. Lessons

Ineffective	Developing	Effective	Highly Effective
Does not plan lessons that align with the locally determined curriculum or access high quality instructional materials, resulting in barriers to setting and maintaining high expectations for student growth, development, and achievement	Recognizes the importance of setting and maintaining high expectations for student achievement, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in developing lessons that align with the high quality, locally determined curriculum and instructional materials Linked Evidence Student work/assignments focus on critical content	Utilizes high quality instructional materials within a locally determined curriculum to implement coherent units, lessons, and activities that reflect high expectations and enable each student to achieve district and state content standards, learning goals, and instructional objectives Linked Evidence Incorporate story telling or dramatic instruction	Uses the locally determined curriculum and high quality instructional materials to create lessons that enable students to set high expectations for themselves and monitor their own achievement toward national, state, and local standards, learning goals, and instructional objectives Linked Evidence Use of community resources (i.e. outside speakers, field trips, partnership with local business, etc.) Use of multicultural resources Planned activities require student collaboration, reasoning, or modeling

Evidence for level placement.

No Evidence that is not linked to an indicator.

c. Instructional Materials

Ineffective	Developing	Effective	Highly Effective
Does not implement district-supported high quality instructional materials, resulting in barriers to ensuring learning experiences are challenging and engaging	Recognizes the importance of implementing district-supported high quality instructional materials, engages in purposeful collaboration, and seeks necessary resources to access appropriate supports to ensure learning experiences are challenging and engaging Linked Evidence Plans incorporate nonfiction text Plans identify how available technology will be used Plans integrate a variety of text types Homework is purposeful and directly tied to learning targets	Supplements locally determined curriculum and district-supported high quality instructional materials by evaluating and selecting resources to support specific student needs, while maintaining challenging, yet engaging learning experiences Linked Evidence Identify how to utilize human resources (co-teacher, paraprofessional tutor, etc.) Planned resources are specific to culture of students	Leads efforts to develop, test, model, or promote processes to evaluate and select high quality curriculum and instructional materials, connected to challenging and engaging classroom learning experiences that align with the school's vision, mission, and goals

Evidence for level placement.

No Evidence that is not linked to an indicator.

d. Integration of Experiences

Ineffective	Developing	Effective	Highly Effective
Does not recognize the importance of using each student's abilities, cultural norms, and personal, family, and community experiences when planning for instruction, resulting in barriers to differentiated, relevant, and rigorous instruction	Recognizes the importance of using each student's abilities, cultural norms, and personal, family, and community experiences when planning for instruction, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in differentiating instruction Linked Evidence Utilize peers as resources	Uses all students' abilities, cultural norms, and personal, family, and community experiences to prepare for differentiated, relevant, and rigorous instruction	Leads efforts to promote an understanding within the educational community that student growth and achievement are connected to differentiated instruction, base on students' abilities, cultural norms, and personal, family, and community experiences

Evidence for level placement.
No Evidence that is not linked to an indicator.

e. Learning Communities

Ineffective	Developing	Effective	Highly Effective
Does not recognize how data-centered collaboration with peers and professional learning informs planning and preparation, resulting in barriers to utilizing strategies that improve instruction and learning	Recognizes the knowledge to be gained from data-centered collaboration with peers and professional learning, and utilizes those connections for support in establishing student expectations Linked Evidence Staff member attends PLC and collaborative sessions	Engages in collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning Linked Evidence Collaborative planning (PLC notes, emails, shared units, etc.) Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing	Leads efforts to develop, test, model, or promote school-wide processes to strengthen data-centered peer collaboration and professional learning that aligns with the school's vision, mission, and goals

Evidence for level placement.
No Evidence that is not linked to an indicator.

f. Culturally Responsive Data Use

Ineffective	Developing	Effective	Highly Effective
Does not utilize data during planning and preparation, resulting in barriers to culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs	Recognizes the importance of utilizing relevant data to tailor learning experiences, engages in purposeful collaboration, and seeks necessary resources for support in addressing students' academic, physical, social-emotional, and mental health needs Linked Evidence Incorporate culturally relevant examples into content	Uses multiple sources of relevant data to tailor culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs, with specific attention toward equitable opportunities and outcomes for all student groups	Leads efforts to develop, test, model, or promote equitable opportunities and outcomes for all student groups and promotes understanding of how data can be used to address students' academic, physical, social-emotional, and mental health needs

Evidence for level placement.
No Evidence that is not linked to an indicator.

The Learning Environment

The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social-emotional development, and academic growth and achievement.

a. Student Relationships

Ineffective	Developing	Effective	Highly Effective
Engages in relationships with students that result in barriers to a learning environment built on trust, mutual respect, and support	Recognizes the importance of building relationships with students that foster trust, mutual respect, and support, engages in purposeful collaboration, and seeks necessary access to high quality resources to improve interactions with students Linked Evidence Compliment students regarding academic and personal accomplishments	Builds and sustains a relationship with each student that results in an accessible learning environment of trust, mutual respect, and support Linked Evidence Students change behavior when the teacher demonstrates understanding of their interest and diverse backgrounds Students demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher	Leads efforts to develop, test, model, or promote inclusive learning environments that anticipate challenges and respond to each student's unique experiences, enhancing relationships of trust, mutual respect, and support

Evidence for level placement.
No Evidence that is not linked to an indicator.

b. Student Experiences

Ineffective	Developing	Effective	Highly Effective
Is not responsive to students' diverse personal experiences, resulting in barriers to academic success	Recognizes the importance of student academic growth and achievement, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in responding to each student's diverse personal experiences Linked Evidence Discuss with students about topics in which are interested Engage in conversations with students about events in their lives outside of schools	Promotes recognition of each student's diverse personal experiences and builds upon those experiences to increase academic success Linked Evidence Students are given opportunities to share their experiences	Increases student academic growth, development, and achievement by facilitating a classroom climate of trust, critical reflection, and inclusivity, where students value each others' diverse personal experiences

Evidence for level placement.
No Evidence that is not linked to an indicator.

c. Collaborative Learning Environment

Ineffective	Developing	Effective	Highly Effective
Does not utilize collaborative classroom practices, resulting in barriers to meeting the academic, social-emotional, linguistic, physical strengths and needs of students	Recognizes the importance of meeting students' academic, social-emotional, linguistic, and physical strengths and needs, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in using collaborative classroom practices Linked Evidence Group students to ensure equity	Creates and maintains a collaborative learning environment that supports each student's diverse academic, social-emotional, linguistic, and physical strengths and needs Linked Evidence Students interact responsibly and respectfully even when critiquing the work/thoughts of others (conflict resolution, etc. Organize students in a variety of ways (i.e. Homogeneous grouping - similar ability; Heterogeneous grouping - mixed-ability)	Prioritizes positive relationships, inclusivity, and social-emotional development by analyzing student academic, social-emotional, and linguistic data, individually and with colleagues, to ensure responsiveness to each student's diverse strengths and needs

Evidence for level placement.
No Evidence that is not linked to an indicator.

d. Routines, Procedures, and Conduct

Ineffective	Developing	Effective	Highly Effective
Does not establish clear and consistent routines, procedures, and standards of conduct, resulting in barriers to meaningful learning that impacts student growth, development, and achievement	Recognizes the importance of establishing and communicating effective routines, procedures, and clear standards of conduct, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in being responsive to student needs Linked Evidence Establishes and communicates routines and guidelines for grouping and student interaction;	Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct to create a safe, efficient, and effective learning environment for all students Linked Evidence Actively teach student methods of self-regulation Proactively address inflammatory situations Linked Evidence Regularly demonstrate "with-it-ness" behaviors	Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct and involves students to engage parents and the educational community in a sustained collaborative communication process

Evidence for level placement.
No Evidence that is not linked to an indicator.

e. Student Ownership

Ineffective	Developing	Effective	Highly Effective
Does not create an environment of student ownership, resulting in barriers to setting and maintaining high expectations for student learning behaviors and academic progress	Recognizes the importance of setting and maintaining high expectations for students, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in cultivating an environment where students reflect on and take ownership of their own learning behaviors Linked Evidence Celebrate individual and group achievements when data indicate gains in achieving learning targets	Maintains a learning environment that encourages students to reflect on and take ownership of their own learning behaviors and academic progress Linked Evidence Students track and update individual progress toward the learning target (chart, graph, data notebook, etc.)	Leads efforts to develop, test, model, or promote learning environments in which students expect to be engaged in relevant content, to be reflective, and to take ownership of their own learning behaviors and academic progress Linked Evidence Implement a systematic and continuous process to provide feedback

Evidence for level placement.
No Evidence that is not linked to an indicator.

Instructional Strategies

The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.

a. Evidenced-Based Strategies

Ineffective	Developing	Effective	Highly Effective
Does not implement evidence-based, district-supported instructional strategies, resulting in barriers to meaningful learning that impacts student growth, development, and achievement	Recognizes the importance of using a range of evidence-based strategies, engages in purposeful collaboration, and seeks necessary access to high quality resources to ensure that each student meets district and state standards, learning goals, and instructional objectives Linked Evidence Review content (i.e. bellringers, homework review, questioning sequences, response methods, etc.) Incorporate activities to examine similarities and differences (i.e. comparison, classifying, analogy, metaphor, culturally relevant) Notice and react when students are not engaged Modeling	Implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state content standards, learning goals, and instructional objectives Linked Evidence Incorporates strategies to help students process new content (i.e. chunking, highlight relevant vocabulary, explicit questioning, group collaboration, etc.) Student artifacts and/or response to questioning indicate deeper understanding of content Engage class or small groups in an examination of how deeper understanding changed perceptions Using physical movement Maintaining a Lively Pace Interaction Sequence Using Academic Games	Leads efforts to develop, test, model, or promote processes that foster an understanding within the educational community that student academic growth and achievement are connected to the use of evidence-based strategies Linked Evidence Linked Evidence or response to questions show a revision of previous perceptions and evidence to defend the change is included

Evidence for level placement.
No Evidence that is not linked to an indicator.

b. Resources

Ineffective	Developing	Effective	Highly Effective
Does not use evidence-based, district-supported resources or multimodal tools, resulting in barriers to rous learning experiences that impact student elopment, and achievement	Recognizes the importance of using evidence-based, district-supported resources and multimodal instructional strategies, engages in purposeful collaboration, and seeks necessary access to high quality resources to create engaging learning experiences that challenge each student Linked Evidence Traditional resources, (textbooks, manipulatives, primary source materials), are aligned to grade level standards	Uses a variety of evidence-based, district-supported resources and multimodal instructional tools to engage students in rigorous learning experiences Linked Evidence Incorporates technology to enhance learning (rather than just a tool) Plans identify how technology will be used	Leads efforts to develop, test, model, or promote processes that foster an understanding within the educational community that student engagement is connected to the use of evidence-based, district-supported resources and multimodal instructional tools Linked Evidence Use of community resources to enhance learning objectives, (i.e. outside speakers, field trips, partnership with local business, etc.) Use of multicultural resources

Evidence

Evidence for level placement.

No Evidence that is not linked to an indicator.

c. Cultural Responsiveness

Ineffective	Developing	Effective	Highly Effective
Does not provide instruction that is responsive to each student's abilities, cultural norms, and personal, family, and community experiences, resulting in barriers to implementation of evidence-based, district-supported instructional strategies	Recognizes the importance of responding to each student's abilities, cultural norms, and personal, family, and community experiences, engages in purposeful collaboration, and seeks necessary access to high quality resources to identify, implement, and evaluate evidence-based, district-supported instructional strategies Linked Evidence Use cultural resources to facilitate students in making connections from previous understanding to new content	Identifies, implements, and evaluates evidence-based, district-supported instructional strategies that are responsive to each student's abilities, cultural norms, and personal, family, and community experiences Linked Evidence Students interact respectfully when examining cultural differences Highlight the important cultural influences from literature, etc.	Leads efforts to develop, test, model, or promote evidence-based, district-supported instructional strategies that are responsive to each student's abilities, cultural norms, and personal, family, and community experiences

Evidence for level placement.

No Evidence that is not linked to an indicator.

d. Differentiation

Ineffective	Developing	Effective	Highly Effective
Does not use observation or assessment data to differentiate instruction, resulting in barriers to a learning environment that is responsive to each student's strengths and needs	Recognizes the importance of differentiating instruction, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the use of observation and assessment data to respond to each student's strengths and needs Linked Evidence Utilize assessments to determine groups as well as student needs	Reflects on classroom observations and assessment data and differentiates instruction by adjusting the pace of instruction, focus of instruction, and method of delivery to address each student's strengths and needs Linked Evidence Organize students in a variety of ways (i.e. Homogeneous grouping - similar ability; Heterogeneous grouping - mixed-ability) Provide more intensive intervention for students who continue to struggle (i.e. increase instructional time, decrease group size, improve quality or specificity of instruction, etc.) Incorporate a variety of levels of questions Ask complex questions of each student	Leads efforts to develop, test, model, or promote strategies that foster an understanding within the educational community that the analysis of classroom observations and assessment data impacts the pace and focus of instruction and method of delivery to address each student's strengths and needs

Evidence for level placement.

No Evidence that is not linked to an indicator.

e. Meaningful Learning

Ineffective	Developing	Effective	Highly Effective
Does not provide opportunities for student problem-solving, critical and creative thinking, purposeful discourse and inquiry, resulting in barriers to meaningful learning that impacts student growth, development, and achievement	Recognizes that locally determined curriculum and district-supported high quality instructional materials must connect to meaningful learning, engages in purposeful collaboration, and seeks necessary access to resources to support student problem-solving, critical and creative thinking, and purposeful discourse and inquiry Linked Evidence Provide prompt(s) for students to experiment with their own thinking	Engages students in constructing new and meaningful learning through problem-solving, critical and creative thinking, purposeful discourse, and inquiry aligned with locally determined curriculum and district-supported high quality instructional materials Linked Evidence Connect new content to student experiences and the world today	Leads efforts to mentor colleagues in high quality, evidence-based instructional strategies that support the construction of new and meaningful learning that aligns and connects to the locally determined curriculum and district-supported high quality instructional materials Linked Evidence Engage students with a learning activity that requires them to generate conclusions, identify errors, or support theories

Evidence for level placement.

No Evidence that is not linked to an indicator.

f. Cultural Competence

Ineffective	Developing	Effective	Highly Effective
Does not demonstrate cultural responsiveness, resulting in barriers to implementation of strategies that confront and eliminate institutional bias and student marginalization	Recognizes the importance of cultural responsiveness, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the use of evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization Linked Evidence Ask questions of each student at the same rate and frequency	Models cultural competence and responsiveness by implementing and sustaining evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization Linked Evidence Chart questioning patterns to ensure each student is asked questions with the same frequency	Leads efforts to develop, test, or promote processes that foster an understanding within the educational community of cultural competence and responsiveness and models the implementation of evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization

Evidence for level placement.
No Evidence that is not linked to an indicator.

Assessment

The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.

a. Balanced Assessment

Ineffective	Developing	Effective	Highly Effective
Does not utilize formative, interim, and summative assessment data to adjust instruction, resulting in barriers to informed instruction that impacts student growth, development, and achievement	Recognizes the importance of utilizing formative, interim, and summative assessments, engages in purposeful collaboration, and seeks necessary access to high quality resources to ensure that the assessment is aligned with district and state standards, learning goals, and instructional objectives	Utilizes formative, interim, and summative assessments that align to district and state content standards, learning goals, and instructional objectives. Linked Evidence Artifacts demonstrate that the teacher utlizes formative, interim, and summative assessments that align to state	Leads efforts to develop, test, model, or promote the use of a balanced assessment system aligned and connected to district and state standards, learning goals, and instructional objectives to measure student progress Linked Evidence Artifacts demonstrate that the teacher serves as a

b. Bias and Marginalization

Linked Evidence	Developing	Effective	Highly Effective
Does not use a variety of district-supported, classroom-based assessments, resulting in barriers to an unbiased learning environment	Recognizes the importance of allowing students the opportunity to demonstrate understanding, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the implementation of district- supported, classroom-based assessments that confront and eliminate institutional bias and student marginalization	Uses a variety of district- supported, classroom-based assessments that confront and eliminate institutional bias and student marginalization, meet all students' developmental needs, and ensure each student has the opportunity to demonstrate understanding Linked Evidence Use formative and summative assessment tools that reflect awareness of cultural differences and biases Examine individual biases	Leads efforts to develop, test, model, or promote reflection on how assessment practices and assessment bias impact institutional bias and student marginalization

Evidence for level placement.
No Evidence that is not linked to an indicator.

c. Data Use

Ineffective	Developing	Effective	Highly Effective
Does not use assessment data to monitor student growth and achievement, resulting in barriers to meeting each student's strengths and needs over time	Recognizes the importance of responding to students' strengths and needs, engages in purposeful collaboration, and seeks necessary access to support the use of assessment data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student Linked Evidence Artifacts demonstrate that multiple sets of data to reflect on standards-based student learning objectives	Uses formative, interim, and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student Linked Evidence Artifacts demonstrate that the teacher collaboratively utilizes multiple sets of data to reflect and plan for growth on standards-based learning objectives	Analyzes formative, interim, and summative data, individually and with colleagues, to ensure responsiveness to each student's strengths and needs and to monitor school-wide growth and achievement over time Linked Evidence Artifacts demonstrate that teacher helps others in the use of multiple data sets for reflection and planning

Evidence for level placement.
No Evidence that is not linked to an indicator.

d. Data Analysis

Ineffective	Developing	Effective	Highly Effective
Does not analyze assessment data, resulting in barriers to instruction that aligns with each student's strengths and needs	Recognizes the importance of analyzing assessment data individually and collaboratively, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the alignment of instruction to each student's strengths and needs Linked Evidence Utilizes formative, interim, and summative assessment data to ensure the alignment of instruction	Analyzes formative, interim, and summative assessment data, individually and with colleagues, to ensure alignment to instruction Linked Evidence Utilizes collaborative planning time to regularly review formative, interim, and summative assessment data	Leads efforts to develop, test, model, or promote processes that integrate formative, interim, and summative assessment data and ensure school-wide instructional alignment Linked Evidence Assist others with the implementation of the review of assessment data

Evidence for level placement.
No Evidence that is not linked to an indicator.

e. Student Feedback

Ineffective	Developing	Effective	Highly Effective
Does not provide student feedback, resulting in barriers to providing opportunities for students to reflect on their progress toward learning goals	Recognizes the importance of enabling students to assess, monitor and reflect on their progress toward learning goals, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in providing students with constructive, specific, and frequent feedback	Provides students with constructive, specific, and frequent feedback during and after instruction to enable students to assess, adjust, monitor, and reflect on their own progress toward learning goals Linked Evidence Students are given opportunities to describe their status relative to learning targets using the proficiency scale Monitor student progress, analyze patterns of error, and provide constructive feedback	Identifies opportunities when student voice will enhance learning and encourages students to choose how to assess their own progress toward learning goals Linked Evidence Facilitate growth-minded individual conferences to track progress using data Use formative measures to chart individual and/or class progress towards learning targets using a performance scale

Evidence for level placement.
No Evidence that is not linked to an indicator.

f. Communicating Student Progress

Ineffective	Developing	Effective	Highly Effective
Does not accurately document or communicate student progress, resulting in barriers to stakeholder engagement	Recognizes the importance of clear performance expectations, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in documenting and communicating assessment data to students, parents, teachers, administrators, and other relevant stakeholders as appropriate about student progress over time	Accurately documents and clearly communicates assessment data about student progress over time to relevant stakeholders Linked Evidence Students track and update individual progress toward the learning target (chart, graph, data notebook, etc.)	Provides substantive, specific information about student progress over time in order to enhance students', parents', teachers', administrators', and other relevant stakeholders' understanding of student learning

Evidence for level placement.
No Evidence that is not linked to an indicator.

Professionalism

The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession.

a. Policies, Procedures, & Regulations

Ineffective	Developing	Effective	Highly Effective
Does not adhere to school policies, procedures, and regulations and engages in unethical behavior as established by the standards of the district	Does not adhere to school policies, procedures, and regulations and engages in unethical behavior as established by the standards of the district	Adheres to school policies, procedures, and regulations and models ethical behavior and integrity in accordance with the established standards of the district Linked Evidence Performs assigned duties; attempts to fill responsibilites and meet deadlines demonstrates personal integrity and ethics Fills responsibilities and meets deadlines a majority of the time uses social media appropriately advocates for equality of each student	Leads efforts to develop, test, model, or promote processes to access and interpret school policies and procedures, and advocates for changes in policy as needed Linked Evidence Mentors others in the performance of assigned duties; serves as a district leader in using social media appropriatey assists and models how to appropriately advocate for the equality of each student

Evidence for level placement.
No Evidence that is not linked to an indicator.

b. Relationships

Ineffective	Developing	Effective	Highly Effective
Does not develop productive and appropriate relationships with students, colleagues, administrators, families, and the larger community, resulting in barriers to supporting each student's academic success and well-being	Recognizes the importance of the development of relationships with students, colleagues, administrators, families, and the larger community, engages in purposeful collaboration, and seeks necessary access to high quality resources for support with the utilization of those relationships to enhance each student's academic success and well-being Linked Evidence Accepts mentorship from school personnel in order to develop highly effective practices Attends district activities Communicates with families Uses Thrillshare or district-approved methods to share information with stakeholders via media, (Remind, Seesaw, etc.)	Develops and sustains productive and appropriate relationships through communication with students, colleagues, administrators, families and the larger community in an effort to support and enhance each student's academic success and well-being Linked Evidence Seeks mentorship from subject area experts or highly effective teachers Participates in school and community activities that support students and families Uses multiple modalities to communicate with students and families as appropriate;	Seeks feedback from students, colleagues, administrators, families, and the larger community to develop and sustain productive and appropriate relationships with a focus on supporting and enhancing each student's academic success and well-being Linked Evidence Mentors teachers in the profession in highly effectiv

Evidence for level placement.
No Evidence that is not linked to an indicator.

c. Professional Growth

Ineffective	Developing	Effective	Highly Effective
Does not participate in individual or collaborative opportunities for professional growth or leadership development, resulting in barriers to developing an understanding of the changing needs of students	Recognizes the importance of individual and collaborative learning, engages in purposeful collaboration, and seeks necessary access to high quality resources to support professional growth and leadership development Linked Evidence Identifies areas of strength and areas for growth and creates professional growth plan accordingly	Actively pursues opportunities for professional growth and leadership development both as an individual and as a member of a learning community Linked Evidence Utilize data to determine areas of strength and areas for growth to create, monitor, and evaluate professional growth plan Actively participates in the PLC process with an open and growth mindset	Leads efforts to develop, test, model, or promote processes that support personal and professional growth and leadership development in members of the learning community Linked Evidence Documents specific instances of mentoring other teachers

Evidence for level placement.

No Evidence that is not linked to an indicator.

d. Expectations

Ineffective	Developing	Effective	Highly Effective
Does not reflect on professional practice or hold high expectations for self, resulting in barriers to quality instruction that impact student growth, development, and achievement	Recognizes the importance of maintaining high expectations of self in lesson preparedness, engages in purposeful collaboration, and seeks necessary access to high quality resources to support reflection of professional practice to improve student learning Linked Evidence Participates in district-provided professional development opportunities	Reflects on professional practices to support and improve student learning and maintains high expectations for self in lesson preparedness Linked Evidence Participates in district-provided and personal professional development opportunities, (ex: webinars, courses, book studies) Demonstrates a growth mindset and/or seeks feedback	Leads efforts to develop, test, model, or promote processes for reflection of professional practice and high expectations for lesson preparedness Linked Evidence Implements a deliberate practice or professional growth plan

Evidence for level placement.

No Evidence that is not linked to an indicator.

e. Mission, Vision, & Continuous Improvement

Ineffective	Developing	Effective	Highly Effective
Does not support the shared mission, vision, and goals of the school, resulting in barriers to the continuous improvement of the school and professional community	Recognizes the importance of the school's shared mission, vision, and continuous improvement, engages in purposeful collaboration, and seeks necessary access to high quality resources to contribute to the school and professional community Linked Evidence Participates in school and district initiated improvement opportunities	Advocates for and contributes to the shared mission, vision, and continuous improvement of the school and professional community Linked Evidence Work to achieve school and district improvement goals	Leads efforts to develop, test, model, or promote processes to advocate for and contribute to the shared mission, vision, and continuous improvement of the school and professional community Linked Evidence Leads or assists others in the implementation of school and district goals

Evidence for level placement.

No Evidence that is not linked to an indicator.

f. Shared Responsibility

Ineffective	Developing	Effective	Highly Effective
Does not collaborate with students, families, colleagues, and the larger community, resulting in barriers to culturally responsive interactions that impact student growth, development, and achievement	Recognizes the importance of a shared responsibility for the growth of student learning, development, achievement through culturally responsive interactions, engages in purposeful collaboration, and seeks necessary access to high quality resources to support collaboration with students, families, colleagues, and the larger community Linked Evidence Accepts responsibility for the growth or lack theirof of student learning, development, and achievement	Collaborates to enhance culturally responsive interactions with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement Linked Evidence Seeks mentors and/or mentors others based on areas of need or interest Serves on school committees	Leads efforts to develop, test, model, or promote processes to enhance culturally responsive interactions with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement Linked Evidence Serves on school and district-level committees

Evidence for level placement.

No Evidence that is not linked to an indicator.

g. Rights and Confidentiality

Ineffective	Developing	Effective	Highly Effective
Does not communicate with or protect the confidentiality of students, families, colleagues, and the larger community, resulting in a possible violation of a person's established rights	Recognizes the importance of communication, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the protection of the established rights and confidentiality of students, families, colleagues, and the larger community	Communicates with and protects the established rights and confidentiality of students, families, colleagues, and the larger community	Advocates for the established rights of students, families, colleagues, and the larger community and maintains communication of confidentiality of all parties

Evidence for level placement.

No Evidence that is not linked to an indicator.

Classified Evaluation Form

CLASSIFIED EMPLOYEE REVIEW FORM

NAME: POSITION: LENGTH OF SERVICE:

PERFORMANCE ELEMENTS	COMMENTS	RATING
JOB KNOWLEDGE: Knowledge necessary to perform the various duties associated with the job: knowledge of related systems and procedures.		
QUALITY OF WORK: Accuracy, care and neatness in performing the various duties required by the job. Recognizing problems and catching errors. Completeness and thoroughness with which assignments, instructions and duties are carried out.		
PRODUCTIVITY: Carrying his/her share of the work load. Work pace. Amount of work turned out.		
WORKING RELATIONS: Working effectively and cooperatively with others (co-workers and supervisors) in all areas. Getting along (pleasantness, friendliness) with others. Acceptance of guidance and correction.		
RESPONSE TO WORK DEMANDS: Willingness to switch assignments, take on additional responsibility, perform more difficult or less desirable tasks when necessary. Doing what needs to be done without being told. Taking the initiative to find other work when normal work pressures decrease. Pitching in to help co-workers.		
ADHERENCE TO SCHOOL POLICY: Lunches, breaks, personal phone calls, attendance, tardiness, recording hours, etc. (Rate "yes" or "no". If "no," explain in comments section.)		

PERFORMANCE RATING SCALE

1	2	3	4	5
MARGINAL	FAIR	COMPETENT	SUPERIOR	DISTINGUISHED
Performances generally less than satisfactory. Falls below what is required on most aspects of the element. Improvement is necessary to meet job requirements.	Performance generally satisfactory but sometimes falls below an acceptable level. (Below on some, but not most) aspects of the element. Some improvement necessary to meet job requirements.	Performance consistently good. Meets requirements of job on all aspects of the element. No performance problems or cause for concern. Though not required, some improvement may be desirable.	Performance is consistently outstanding. Exceeds requirements of job on most, but not all, aspects of the element. At a performance level where only slight refinement of skills is possible.	Performance is consistently distinguished. Far exceeds requirements of job on almost all aspects of the element. Virtually no room for improvement.

-OVER-

ADDITIONAL SUPERVISOR COMMENTS:

EMPLOYEE COMMENTS:

INTERVIEW SUMMARY:

Employee Signature

Supervisor Signature

Date

ACKNOWLEDGMENT OF RECEIPT

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

_____ _____

Signature Date