



# Lexington Public Schools Staff Handbook

**2022-2023**

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## INTRODUCTION

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

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

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

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

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

## **NONDISCRIMINATION IN EDUCATION PROGRAMS AND ACTIVITIES (Policy 3053)**

Lexington Public Schools does not discriminate on the basis of race, color, national origin, sex, 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 following person has been designated to handle inquiries regarding the nondiscrimination policies:

Name: Angie Kovarik

Title: Student Services Director

Address: 300 South Washington St., Lexington, NE 68850 Telephone: 308.324.1209

E-mail: [angie.kovarik@lexschools.org](mailto:angie.kovarik@lexschools.org)

For further information on notice of nondiscrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area or call 1-800-421-3481.

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

## **DRUG-FREE WORKPLACE REQUIREMENTS (Policy 4002)**

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

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

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

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

## **POLICIES AND PROCEDURES REGARDING ALL STAFF**

### **Accidents and Injuries (Policy 4063)**

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

### **Activity Accounts and Fundraising**

Activity accounts are handled through the business office. No student or sponsor may make any purchase without a signed purchase order from the activities director or finance director. Purchases made without permission are the personal obligation and responsibility of the purchaser.

The superintendent or his/her designee is responsible for authorizing any fundraising on the part of student activities. No fundraising may occur without express permission of the superintendent.

New student activities requiring the expenditure of district funds must be approved by the Board of Education.

### **Activity Tickets**

The provision of activity passes is addressed in the collective bargaining agreement. This provision applies to both certified and classified employees.

### **Agents, Salesmen and Other Business Representatives (Policy 4008)**

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, school equipment, 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 (Policy 3028)**

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.

### **Board Policies, Rules, and Directives (Policy 1004)**

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 central 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. 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-Parent Handbook, respective Student-Parent Handbook Supplement(s), and Staff 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.

### **Chaperoning**

Upon approval by the administrator in charge, a staff member may be allowed to accompany and assist in supervising a student group on a school field trip. In such cases, the district shall pay the employee his/her daily rate of pay if the field trip occurs during contract time or normal work hours. If the approved employee is ordinarily compensated on an hourly rate basis, the district shall pay for time not to exceed the employee's normal work hours; time spent chaperoning beyond this time shall be considered voluntary. Employees shall not be compensated for field trips occurring over the weekend or during other off contract or off work times.

### **Complaint Procedure (Policy 2006)**

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such 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 below:

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

#### **Complaint and Appeal Process:**

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
  - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
  - b) Complaints about the operation, decisions, or personnel relating to secondary activities programs should be submitted to the Activities Director.
  - c) Complaints about the operation, decisions, or personnel relating to district curriculum, assessment, or instructional matters should be submitted to the Curriculum, Assessment, and Instruction Director.
  - d) Complaints about the operation, decisions, or personnel relating to district technology

matters should be submitted to the Technology Director.

- e) Complaints about the operation, decisions, or personnel relating to district business or financial matters should be submitted to the Finance Director.
- f) Complaints about the operation, decisions, or personnel relating to special education or other student services should be submitted to the Student Services Director.
- g) Complaints about the operation, decisions, or personnel relating to buildings and grounds upkeep and maintenance or transportation matters should be submitted to the Buildings, Grounds, and Transportation Director.
- h) Complaints about the operation, decisions, or personnel relating to food service matters should be submitted to the Food Service Director.
- i) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
- j) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
- k) Complaints involving discrimination or harassment on the basis of race, color, national origin, gender, marital status, disability, or age may also be submitted, at any time to the School District's Title IX/504 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](mailto: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 to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:

- a) Determine whether the complainant has discussed the matter with the staff member involved.
  - 1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.
  - 2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
- b) Strongly encourage the complainant to reduce his or her concerns to writing.
- c) Interview the complainant to determine:

- 1) All relevant details of the complaint;
  - 2) All witnesses and documents which the complainant believes support the complaint;
  - 3) The action or solution which the complainant seeks.
- d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator or Title IX/504 coordinator received the complaint.
4. If either the complainant or the accused party is not satisfied with the director's, administrator's or Title IX/504 coordinator's decision regarding a complaint he or she may appeal the decision to the superintendent.
- a) This appeal must be in writing.
  - b) This appeal must be received by the superintendent no later than ten (10) business days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.
  - c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
  - d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.
5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint he or she may appeal the decision to the board.
- a) This appeal must be in writing.
  - b) This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.
  - c) 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 shall be promptly and thoroughly investigated.
  - d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.

- e) There is no appeal from a decision of the board.
6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:
- a) Determine whether the complainant has discussed the matter with the superintendent.
    - 1) If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
    - 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 be pursued further.
  - b) Strongly encourage the complainant to reduce his or her concerns to writing.
  - 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.
  - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

**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 Student Services Director. The Director 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 Student Services Director. The Director 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 Student Services Director. The Director 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.

### **Copyright and Fair Use (Policy 4020)**

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.

### **Conflict of Interest (Policy 4062)**

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.

### **Corporal Punishment (Policy 4018)**

Corporal punishment, defined as the infliction of bodily pain as a penalty for disapproved behavior, is prohibited. Some physical contact is inevitable, and most of it is appropriate. Therefore, physical contact, short of corporal punishment, is acceptable to promote personal interaction with students, to maintain order and control, and to protect persons and property.

### **Credit Card Use (Policy 3040)**

Authorized users have standing authority to use the purchasing card to charge actual, necessary, and reasonable travel expenses. Otherwise, the purchasing card may only be used to purchase goods and services approved by the board or the superintendent or designee. Authorized users may check out district credit cards for approved travel expenses requiring an overnight stay. Ordinarily, the district will not issue credit cards when staff depart and return on the same day of the event.

### **Crisis Team Duties (Policy 3039)**

Any staff member appointed by the district administration will serve on the Crisis Response Team as outlined in board policies and the Crisis Team Handbook. 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 which may affect the staff member's ability to perform the tasks required by board policy.

### **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, sex, or any other unlawful discrimination should contact the Student Services Director Angie Kovarik at 308.324.1209, [angie.kovarik@lexschools.org](mailto:angie.kovarik@lexschools.org), or in person at the District Administration Building. 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.

### **Disability Leave**

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. Disability leave will run concurrently with FMLA leave.

### **Driving (School or 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 (Policy 4041)**

The attire worn by staff members projects an important image to students and the general public. Certified staff, paraeducators and office staff should generally dress in business casual attire. Classroom staff may not wear the following types of clothing during the traditional school day from 7:45 a.m. to 3:45 p.m. when students or visitors are in attendance or when the employee is supervising, directing or coaching students when the public is in attendance:

- T-shirts or sweatshirts, except when the shirt has a logo which identifies the school and/or the school's mascot.
- Sweat, jogging and wind suits, except when teaching a physical education activity in the gymnasium or on a playing field.
- Shorts, except when teaching physical education class or at athletic or other activity practices. People may not wear leggings without a cover garment or miniskirts but may wear capris.

- Blue jeans, except on Fridays which is considered a dress casual day. Other denim colors are acceptable Monday through Friday.
- Any clothing which creates modesty difficulties for the employee or distracts other employees or students in the learning environment.

The building principal may temporarily suspend all or a portion of the dress code in the event other factors support a lower dress expectation for school employees.

The appearance of professional staff members shall be appropriate to their assigned duties and indicative of their professional standing in the school and community.

Custodial, maintenance and transportation, and nursing staff should dress in attire appropriate to the work they are performing and as approved by their supervisors.

Face coverings: Administration may require staff to wear face coverings based on health recommendations and local considerations. Face coverings will be provided for staff members who do not supply their own.

### **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 against the employee for child abuse and/or neglect;
- Any complaint or other administrative filing against the employee 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, engaging in telephone conversations, 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.

### **Emergency Response to Life Threatening Asthma or Anaphylaxis (Policy 5048)**

School employees will comply with the requirements of "Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)" exhibited below. The district shall procure and maintain the equipment and medication necessary to implement the protocol.

The superintendent shall obtain the required signature(s) of one or more physicians licensed to practice medicine in Nebraska on the form entitled "Protocol: Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)" ("Protocol"). The superintendent shall publish this policy and Protocol in each employee handbook.

The superintendent shall arrange to have a qualified medical person train employees, and for training updates as necessary.

## **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 reactions, the more severe the reaction may become. Any of the symptoms present requires 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 emergency protocol
3. Check airway patency, breathing, respiratory rate, and pulse
4. Administer medications (EpiPen and albuterol) per standing order
5. Determine cause as quickly as possible
6. Monitor vital signs (pulse, respiration, etc.)
7. Contact parents immediately and physician as soon as possible

### **Employee-Related Sexual Harassment (Policies 3053, 4014)**

It is the policy of the school district to provide an environment free of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication constituting sexual harassment. Sexual harassment by any employees and students is unequivocally prohibited. Sexual harassment is misconduct that interferes with work productivity and wrongfully deprives employees of the opportunity to work and students of the opportunity to study and be in an environment free from unsolicited and unwelcome sexual overtones. Sexual harassment includes all unwelcome sexual advances, requests for sexual favors and other such verbal or physical misconduct. Sexual harassment is a prohibited practice and is a violation of the law.

The U.S. Equal Employment Opportunity Commission has issued guidelines interpreting Section 703 of Title VII as prohibiting sexual harassment. Sexual harassment is defined in those guidelines as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical misconduct of a sexual nature constitutes sexual harassment when:

- (1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment,
- (2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
- (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

A person who feels harassed is encouraged to inform the person engaging in sexually harassing conduct or communication directly that the conduct or communication is offensive and must stop. If the person who feels harassed does not wish to communicate directly with the person whose conduct or communication is offensive, or if direct communication with the offending person has been ineffective, the person who feels harassed should report the conduct or communication using the district's complaint policy. Complaints involving sexual harassment may also be submitted at any time to the district's Title IX coordinator.

Regardless of the means selected for resolving the problem, the good faith initiation of a complaint of sexual harassment will not affect the complainant's employment, compensation or work assignments as an employee, or status as a student.

Sexual harassment of students is addressed in a separate policy.

### **Expenses (Policy 3004)**

The board of education 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 car 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) (Policy 4011)**

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

### **Family Military Leave (Policy 4011.1)**

Qualified employees will be provided leave under the Nebraska Family Military Leave Act as provided in board policy. 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.

### **In-School Communication**

Every staff member will be assigned a mailbox in the building where he or she works. Staff are expected to check their mailboxes daily.

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 at least once a 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.

Mass emails and District auto-calling system: Mass emails shall only be used for school/educational purposes. The District's auto-calling system shall be utilized only for relaying messages of an urgent nature (school closings, emergencies or crises, etc.). Requests to send mass emails or utilize the district's auto-calling system shall be submitted to the superintendent for approval.

### **Intellectual Property (Policy 4008)**

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 Duty – Service as Witness in Court (Policy 4016)**

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. 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 (Policy 4062)**

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

### **Maintenance & Cleaning Requests**

Staff members should communicate with their supervisor or principal about maintenance or cleaning requests.

### **Meal Program**

Staff may take advantage of meals offered through the district's food program. Staff may purchase lunches from the school cafeteria at the district's established adult meal prices. The lunch price includes one carton of milk. 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.

### **Milk Expression (Policy 4045)**

The district will provide reasonable break time for an employee who wishes to express breast milk for her nursing child in a place, other than a bathroom, which is shielded from view and free from intrusion from co-workers, students, and the public for one year after the child's birth.

### **News and Press Releases**

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

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

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

### **Newsletters (if applicable)**

The building principal will inform staff of the relevant deadlines for each newsletter. Staff members are encouraged to submit articles for the newsletter that report recent classroom activities and that emphasize 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 (Policy 4008)**

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

### **Political Activities (Policy 4044)**

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 elected 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 (Policy 5008)**

The school district encourages students who are pregnant or parenting 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.

### **Problem Resolution (Policies 3034, 4005, 4054)**

Disputes or disagreements that are not otherwise governed by the grievance procedure contained in the Negotiated Agreement shall be subject to the complaint procedure contained in school district policy.

Employees should submit communications or reports regarding the district to their immediate supervisor, then the superintendent, and only then to the board. They have the same right to communicate with the board about matters of public concern as other patrons of the district, but must follow the chain of command before communicating about employment-related issues.

### **Professional Boundaries Between Staff and Students (Policy 4043)**

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, Instagram, and Twitter, along with communications and interactions of any kind between staff and students.

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.

Further guidance and examples of prohibited behaviors can be found in board policy.

### **Professional Growth (Policy 4032)**

Every six years, permanent certificated employees shall give evidence of professional growth. Six semester hours of college credit shall be accepted as evidence of professional growth.

The board of education believes the goal of professional self-improvement to be inherent in the responsibilities of each certificated district employee.

Other professional growth activities which may count toward the six-year requirement include non-credit courses, lecture series, workshops, conferences, study groups, local in-service courses, committee service, supervising a student teacher, serving with professional groups, travel of significant educational value, and membership in professional organizations. The employee must receive prior approval from the building principal for any of these activities to count toward professional growth.

No professional growth units will be awarded if the applicant has been paid for a non-college activity either by released time or by an additional amount paid by the school district.

One unit of professional growth credit will generally be equivalent to ten hours of personal time spent on an educational activity.

### **Purchasing (Policy 3004)**

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 on the district's website. Orders should not be placed until the district office has issued a purchase order number. Once an order has been received, the staff member placing the order shall verify its accuracy and submit the packing slip to the business office 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.

**Records and Reports (Policies 4007, 4022)**

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.

**Reporting Child Abuse or Neglect (Policy 4064)**

Because of their daily contact with school-age children, educators and other school employees are in a unique position to identify abused and/or neglected children. Nebraska law defines child abuse or neglect as knowingly, intentionally, or negligently causing or permitting a minor child to be (1) placed in a situation that endangers his or her life or physical or mental health; (2) cruelly confined or cruelly punished; (3) deprived of necessary food, clothing, shelter or care; (4) left unattended in a motor vehicle, if such child is six years of age or younger; (5) sexually abused; or (6) sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Reporting Procedure. 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.

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. Generally, the employee and principal together shall report the suspected abuse and neglect to local law enforcement and/or to the Department of Health and Human Services. In the event that (a) the principal does not believe that there is reasonable cause to believe that a child has been abused or neglected but the employee does or (b) there are exigent circumstances requiring the immediate report of child abuse and neglect and the principal or other administrator is not available for consultation, the employee shall personally report or cause a report to be made to local law enforcement or to the Department of Health and Human Services and inform the principal of the report.

When the principal makes a report of suspected child abuse or neglect at the request of or based upon information provided by an employee without the employee present, he/she shall inform the employee(s) who made the initial report.

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.

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.

Contents of the Report. The report to authorities shall contain the following information to the extent

it is available: (1) name and position of reporting person; (2) name, address, and age of abused or neglected person; (3) address of the person or persons having custody of the abused or neglected person; (4) the nature and extent of the abuse or neglect, or the conditions and circumstances which would reasonably result in such abuse or neglect; and (5) any other information that may be useful in establishing the identity of the persons involved and cause of the abuse or neglect.

Legal Immunity. Nebraska statutes give legal immunity from any civil or criminal liability to any person who makes a good faith report of child abuse or neglect or participates in a judicial proceeding resulting from such a report.

### **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 or activities director. 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 appropriate administrator.

### **School Property (Policy 3014)**

School property is not to be lent to individuals.

Staff or groups who wish to use school facilities should make requests to the building principal or activities director 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, Tobacco Use, E-cigarette Use on School Premises or at School Activities (Policy 3016)**

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

## **Sniffer (Drug) Dogs (Policy 3045)**

The board of education finds that the possession of illegal drugs and other contraband on school grounds is unlawful, is disruptive of the educational process, is harmful to students and staff, and is contrary to the interests of the school district. Accordingly, to minimize the presence of these items on school grounds, the administration is authorized to use sniffer dogs according to the protocol set forth in this policy.

### **Protocol for Use of Sniffer Dogs**

1. The superintendent, or the building principal with the superintendent's permission, may initiate the use of specially trained sniffer dogs to conduct an inspection.
2. The administration will contact the canine provider and/or the appropriate law enforcement agency to schedule the use of a sniffer dog or dogs. The administration shall require an assurance from the provider that any sniffer dogs to be used in the school have been properly trained, and may request evidence of the training and/or certification of the dogs. In no event will the school district authorize a sniffer dog to sniff any person.
3. The superintendent or if designated by the superintendent, the building principal, and law enforcement representatives or canine provider will confer regarding the specific plan of areas to be inspected. The plan may involve any or all school building facilities, vehicles in the school parking lot, or other areas where student and staff vehicles are parked on school property during or after school hours.
4. If the inspection is scheduled for a day when school is in session, students and staff will be informed over the public address system, and will be directed to remain in their rooms until given further directions.
5. During the inspection, administrators may assign personnel to designated areas as deemed appropriate to assist in the smooth handling of the inspection.
6. After the inspection is finished, students and staff will be notified over the public address system, and will be thanked for their cooperation.
7. If the sniffer dog alerts, the alert will constitute reasonable cause for the administration to conduct a search of the property. If the sniffer dog alerts on a vehicle on school grounds, the owner will be required to unlock the vehicle doors and trunk for further inspection of the interior of the vehicle. If the owner refuses to unlock the vehicle, the matter will be turned over to law enforcement authorities. The owner will be subject to disciplinary action as specified in board policy and/or the student or staff handbook or

as otherwise allowed by law. This may include discipline for the refusal to obey an administrative directive.

8. Any illegal drugs or contraband found on school grounds, whether in a desk, locker, vehicle, or any other place on school grounds, will be confiscated and turned over to law enforcement authorities. A student's parents will be contacted. The individual will be subject to disciplinary action as specified in board policy and/or the student or staff handbook or as otherwise allowed by law.
9. At the conclusion of the inspection, school officials will confer with the canine provider and/or any law enforcement authorities who were involved in the inspection to review the results of the inspection. The administration may authorize any follow-up inspections or other action deemed appropriate.

#### **Notice to Students and Staff:**

Students and staff shall be informed of the District's policy regarding the use of sniffer dogs as soon as practicable after the adoption of this policy. Thereafter, students and staff shall be informed of the policy at the beginning of the school year. By this policy and/or via the provision in the student or staff handbook, 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 Use (Policy 4051)**

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. This policy is intended to ensure (1) appropriate use of social media by staff and (2) appropriate control of social media accounts belonging to or affiliated with the district. Staff should also refer to the district's Acceptable Use Policy on Staff Computer and Internet Usage.

##### **I. Personal Versus School-Affiliated Social Media Use**

###### **A. Personal Social Media Use**

1. The school district will not require staff members or applicants for employment to provide the district with their username and password to personal social media accounts.
2. The district will not require staff to add anyone to the list of contacts associated with the staff member's personal social media accounts or require a staff

member to change the settings on his or her personal social media accounts so that others can or cannot view their accounts.

3. Staff members whose personal social media use interferes with the orderly operation of the school or who use social media in ways that are not protected by the First Amendment may be subject to discipline by the district.
4. Staff members who wish to begin using or to continue using the school district name, programs, mascot, image or likeness as part of any social media profile must notify their supervising administrator of the use, and must secure the administrator's permission to do so.

B. School-Affiliated Social Media Use

1. Any social media account which purports to be "the official" account of the school district (e.g., "Minuteman Wrestling"), or any of its programs, classes or entities will be considered to be an account that is used exclusively for the school district's business purpose. Staff members may not use "official" accounts for personal use.
2. Staff may be required to provide their supervising administrator with the username and password to school-affiliated social media accounts.
3. Staff may be required to interact with specified individuals on school-affiliated social media accounts.
4. When staff use school-affiliated social media accounts to comment on school-related matters, they do not do so as private citizens and are therefore not entitled to First Amendment protections.

II. Staff Expectations in Use of Social Media – Applicable to Both Personal and School-Affiliated Use

A. General Use and Conditions

Staff must comply with all board policies, contract provisions, and applicable rules of professional conduct in their social media usage. They must comply with the board's policy on professional boundaries between staff and students at all times and in both physical and digital environments.

Staff must obtain the consent of their building principal or the superintendent prior to posting any student-related information in order to make sure that the publication does not violate the Federal Education Records Privacy Act or any other laws. Staff must also comply with all applicable state and federal record retention requirements, even with regard to personal social media usage.

Staff must comply with all applicable laws prohibiting the use or disclosure of impermissible content, such as copyright laws, accountability and disclosure laws, and any other law governing the use of resources of a political subdivision. Questions about appropriate content

should be referred to the staff member's supervising administrator.

A. Acceptable Use

1. Staff may use social media for instructional purposes.
2. Staff may use social media for school-related communication with fellow educators, students, parents, and patrons.
3. Teachers should integrate the use of electronic resources, which may include social media, into the classroom. As the quality and integrity of content on social media 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.

B. Unacceptable Use

1. Staff shall not access obscene or pornographic material while at school, on school-owned device or on school-affiliated social media accounts.
2. Staff shall not engage in any illegal activities, including the downloading and reproduction of copyrighted materials.
3. Staff shall not access social media networking sites such as Facebook, Twitter, and Instagram on school-owned devices or during school time unless such access is for an educational activity which has been preapproved by the staff member's immediate supervisor. This prohibition extends to using chat rooms, message boards, or instant messaging in social media applications and includes posting on social networking sites using personal electronic devices.

III. School-Affiliated Digital Content

A. General Use and Conditions for School-Affiliated Accounts

Staff must obtain the permission of their supervising administration prior to creating, publishing, or using any school-affiliated web pages, microblogs, social media pages or handles, or any other digital content which represents itself to be school-related, or which could be reasonably understood to be school-related. This includes any content which identifies the school district by name in the account name or which uses the school's mascot name or image.

Staff must provide administrators with the username and password for all school-affiliated accounts and must only publish content appropriate for the school setting. Staff may not provide the username and password to school-affiliated accounts to any unauthorized individual, including students and volunteers.

B. Moderation of Third Party Content

The purpose of school-related social media accounts is to disseminate information. No school-related or school-affiliated social media account covered by this policy shall permit comments by the public unless otherwise approved by the superintendent. All comment functions for

applications such as Facebook and Instagram must be turned to “off” without this approval.

In the event the superintendent permits content created by anyone other than the administrator of the account to appear on the account’s pages, such as comments made by students, parents, and patrons, the account administrator must monitor the content to ensure it complies with this policy. Posts, comments, or any other content made on the account’s pages may be removed when the content meets any of the following conditions:

1. Is obscene, lewd, or appeals to prurient interests;
2. Contains information relating to a student matter or personnel matter which is protected under or prohibited by state or federal law;
3. Contains threatening, harassing, or discriminatory words or phrases;
4. Incites or is reasonably anticipated to incite violence, illegal activity, or a material and substantial disruption to school operations or activities; or
5. Contains any other threat to the safety of students and staff.

Every account administrator must keep a copy of any removed content and must provide a copy to the superintendent along with written notification for the reason the post has been removed. All questions about the appropriateness of removal must be directed to the superintendent.

### **Solicitation and Distribution of Merchandise (Policy 4008)**

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 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. 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.

#### **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.

#### **Staff Work Room**

The staff work 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.

#### **Standard Response Protocol (SRP)**

In the event of the need for a lockdown, lockout, evacuation, or sheltering, please refer to the Standard Response Protocol guidance at the back of this handbook. In the event of an evacuation, please also see guidance on the reunification procedure with parents at the back of this handbook.

#### **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.

### **Suicide Prevention Training (Policy 4059)**

School nurses, teachers, counselors, school psychologists, administrators, social workers, community coaches, paraeducators, bus drivers, kitchen staff, and secretarial and clerical staff must complete the on-line training provided by the Nebraska Department of Education no later than October 31 of each school year or within 30 days of their initial employment. Failure to complete this training shall constitute just cause for the termination or nonrenewal of an employee's contract.

### **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 (including cell phones)**

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 or other assigned duty times.

### **Threat Assessment and Response (Policy 3037)**

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.

#### **Definitions**

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

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

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

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.

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

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.

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.

#### 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.**

#### Threat Assessment Team

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

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

#### 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 team 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 team determines to be reasonable and useful.

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

#### Communication with the Public about Reported Threats

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

#### Coordination with the Crisis Team After Resolution of Threat

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

#### **Ticket Taking, Officiating, and Other Activities Duties**

All staff are required to work at one extra-curricular event each year. Staff may either be compensated for the work or receive an activity pass as described in the collective bargaining agreement between the Lexington Education Association and school board.

#### **Title IX Policy and Grievance Procedures**

It is the policy of the school 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 school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.

### **1. Title IX Coordinator**

1.1. **Designation.** The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the "**Title IX Coordinator**." The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX

Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

2. **Definitions.** As used in this policy, the following terms are defined as follows:

2.1. **Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.

2.2. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

2.3. **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1 above, and by any additional method designated by the district. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34 C.F.R. part 106, and will comply with the requirements of this policy and 34 C.F.R. part 106, including subsections 5.1.3-5.1.4 and 34 C.F.R. § 106.45(b)(1)(iii).

2.4. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

2.5. **Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

2.6. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

2.6.1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2.6.2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;

2.6.3. **Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:

2.6.3.1. **Sex Offenses, Forcible**—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.

2.6.3.1.1. **Rape**—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

2.6.3.1.2. **Sodomy**—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.1.3. **Sexual Assault With An Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.1.4. **Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.2. **Sex Offenses, Non-forcible**—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.

2.6.3.2.1. **Incest**—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law

2.6.3.2.2. **Statutory Rape**—Non-Forcible sexual intercourse with a person who is under the statutory age of consent

2.6.4. **Dating violence**, as defined in 34 U.S.C. § 12291(a), which means violence committed by a person—

2.6.4.1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and

2.6.4.2. where the existence of such a relationship shall be determined based on a consideration of the following factors:

2.6.4.2.1. The length of the relationship.

2.6.4.2.2. The type of relationship.

2.6.4.2.3. The frequency of interaction between the persons involved in the relationship.

2.6.5. **Domestic violence**, as defined in 34 U.S.C. § 12291(a), which includes felony or misdemeanor crimes committed by a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction receiving grant funding and, in the case of victim services, includes the use or attempted use of physical abuse or sexual abuse, or a pattern of any other coercive behavior committed, enabled, or solicited to gain or maintain power and control over a victim, including verbal, psychological, economic, or technological abuse that may or may not constitute criminal behavior, by a person who—

2.6.5.1. is a current or former spouse or intimate partner of the victim, or person similarly situated to a spouse of the victim;

2.6.5.2. is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

2.6.5.3. shares a child in common with the victim; or

2.6.5.4. commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.

2.6.6. **Stalking**, as defined in 34 U.S.C. § 12291(a), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

2.6.6.1. fear for his or her safety or the safety of others; or

2.6.6.2. suffer substantial emotional distress.

2.7. **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party,

including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

### **3. Discrimination Not Involving Sexual Harassment.**

**3.1. General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.

**3.2. Specific Prohibitions.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:

3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;

3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;

3.2.3. Deny any person any such aid, benefit, or service;

3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;

3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;

3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;

3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

**3.3. Complaint Procedure.** All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above—shall be addressed pursuant to the district's general complaint procedure, Board Policy 2006.

## 4. Response to Sexual Harassment

**4.1. Reporting Sexual Harassment.** Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District's Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.

**4.2. General Response to Sexual Harassment.** When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this policy "education program or activity" includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district's response will treat complainants and respondents equitably by offering supportive measures as defined in subsection 2.7 above to a complainant, and by following the grievance process described in section 5 below before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

**4.3. Emergency Removal.** Nothing in this policy precludes the district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

**4.4. Administrative Leave.** Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

**4.5. General Response Not Conditioned on Formal Complaint.** With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.

## 5. Grievance Process for Formal Complaints of Sexual Harassment.

### 5.1. General Requirements.

5.1.1. **Equitable Treatment.** The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district's education program or activity. Remedies may include the same individualized services described in subsection 2.7 as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

5.1.2. **Objective Evaluation.** This grievance process requires an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

5.1.3. **Absence of Conflicts of Interest or Bias.** The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

5.1.4. **Training.** The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

5.1.4.1. **All District Employees and Board Members.** All district employees and board members will be trained on how to identify and report sexual harassment.

5.1.4.2. **Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.** The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:

5.1.4.2.1. The definition of sexual harassment in subsection 2.6;

5.1.4.2.2. The scope of the district's education program or activity;

5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and

5.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

5.1.4.3. **Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.

5.1.4.4. **Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.

5.1.5. **Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

5.1.6. **Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

5.1.7. **Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.

5.1.8. **Range of Supportive Measures.** The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.

5.1.9. **Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

## 5.2. Notice of Allegations.

5.2.1. **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:

5.2.1.1. A copy of this policy.

5.2.1.2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

5.2.2. **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.

### 5.3. Dismissal of Formal Complaint.

5.3.1. The district will investigate the allegations in a formal complaint.

5.3.2. **Mandatory Dismissals.** The district **must** dismiss a formal complaint if the conduct alleged in the formal complaint:

5.3.2.1. Would not constitute sexual harassment as defined in subsection 2.6 even if proved;

5.3.2.2. Did not occur in the district's education program or activity; or

5.3.2.3. Did not occur against a person in the United States.

5.3.3. **Discretionary Dismissals.** The district **may** dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:

5.3.3.1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;

5.3.3.2. The respondent is no longer enrolled in or employed by the district; or

5.3.3.3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

5.3.4. Upon a dismissal required or permitted pursuant to subsections 5.3.2 or 5.3.3 above, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.

5.3.5. Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district's code of conduct or pursuant to another district policy.

5.4. **Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

5.5. **Investigation of Formal Complaint.** When investigating a formal complaint and throughout the grievance process, the district will:

5.5.1. Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district's investigation of a formal complaint;

5.5.2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);

5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;

5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and

5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

## 5.6. **Determination Regarding Responsibility**

5.6.1. **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).

5.6.2. **Exchange of Written Questions.** After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.

5.6.3. **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:

5.6.3.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;

5.6.3.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

5.6.3.3. Findings of fact supporting the determination;

5.6.3.4. Conclusions regarding the application of the district's code of conduct to the facts;

5.6.3.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and

5.6.3.6. The district's procedures and permissible bases for the complainant and respondent to appeal.

5.6.4. The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

5.6.5. The Title IX Coordinator is responsible for effective implementation of any remedies.

5.7. **Appeals.** The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.

5.7.1. **Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.

5.7.2. **Grounds for Appeal.** Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:

5.7.2.1. Procedural irregularity that affected the outcome of the matter;

5.7.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

5.7.2.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

5.7.3. As to all appeals, the district will:

5.7.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

5.7.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

5.7.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3-5.1.4.

5.7.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

5.7.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and

5.7.3.6. Provide the written decision simultaneously to both parties.

**5.8. Informal Resolution.** The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

5.8.1. Provides to the parties a written notice disclosing:

5.8.1.1. The allegations;

5.8.1.2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;

5.8.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and

5.8.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

5.8.2. Obtains the parties' voluntary, written consent to the informal resolution process; and

5.8.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

## **5.9. Recordkeeping.**

5.9.1. The district will maintain for a period of seven years records of:

5.9.1.1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;

5.9.1.2. Any appeal and the result therefrom;

5.9.1.3. Any informal resolution and the result therefrom; and

5.9.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.

5.9.2. For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

6. **Superintendent Authorized to Contract.** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

## 7. **Access to Classes and Schools.**

7.1. **General Standard.** Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.

7.1.1. **Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.

7.1.2. **Ability grouping in physical education classes.** This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

7.1.3. **Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.

7.1.4. **Choruses.** The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.

7.2. **Classes and Extracurricular Activities.** The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.

8. **Athletics.** 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, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.

8.1. **Separate Teams.** Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.

8.2. **Equal opportunity.** The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance with this section.

9. **Certain Different Treatment on the Basis of Sex Permitted.** Nothing herein shall be construed to prohibit the district from treating persons differently on the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate

toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

**10. Retaliation Prohibited.** Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).

#### **10.1. Specific Circumstances.**

10.1.1. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.

10.1.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

**11. Notification of Policy.** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

**12. Publication of Policy.** The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).

**13. Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.

**14. Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the

extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.

### **Transportation Request Forms (Policy 6027)**

Staff members must complete transportation request forms as soon as they know they need school-provided transportation to allow adequate time to schedule drivers and vehicles. All out-of-state and overnight requests must be approved by the school board and require submission to the A.D. or respective principal on the proper district form at least 40 days prior to the date of departure or as soon as the sponsor anticipates the need for travel.

### **Visitors and Access to Students (Policies 3018, 5064)**

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 and receive an identification badge 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.

Custodial and non-custodial parents' access to their student will not be restricted unless the district has been provided a copy of a court order that limits those rights or as otherwise provided in policy.

Individuals other than parents, parent's designees, and law enforcement officers shall not be given access to students unless the person: (1) provides appropriate identification, (2) provides a clearly valid and proper reason for contacting the student, and (3) receives permission from the administrator. Third parties shall not be allowed to remove a student from school during school hours or during a supervised school activity without the permission of the student's parent or guardian except in the case of an emergency or as otherwise required by law.

### **Wage and Salary Payments**

Staff members are paid on the 20th of each month. The district requires direct deposit of paychecks to designated financial institutions. Staff members who wish to activate or modify their direct deposits must contact the business office. 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 the business office.

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 (Policy 3013, 5001)**

If school is called off because of bad weather or for any other reason, it will be announced on radio station 93.1 KRVN, radio and tv media that utilize WeatherThreat.com including KRVN, the district's website ([www.lexschools.org](http://www.lexschools.org)) and Twitter/Facebook accounts, and through automated phone calls.

Parents may decide to keep their children at home in inclement weather because of personal circumstances. 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 be dismissed from school during severe weather on the basis of a telephone request. The building principal shall evaluate whether inclement weather made student attendance impossible or impracticable when determining whether the absence counts toward compulsory attendance. (See policy 5001.)

### **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 Lexington 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 or designee before 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. Per the negotiated agreement, in the event that it is anticipated that more than 5% of the classroom teaching staff will be absent on a given day, the building administrator may, but is not required to, deny personal leave requests for such days and shall prioritize requests on a first-come, first-served basis. Classroom teaching staff acting as activity sponsors missing school for less than a full day of school will not be counted as "absent" when the 5% is calculated. Other terms are described in the negotiated agreement.

#### 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/travel 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.

Professional leave requests shall be submitted to the respective building principal and approved by both the principal and respective central office director. Staff shall be paid at their daily rates of pay for approved professional leaves that occur during contract time. If the district requests that a staff member attends professional development activities offered off contract time and the staff member is agreeable to attending, the district shall compensate the attendee at the established professional development rate of pay. The district shall not ordinarily compensate staff members for professional development activities that are off contract time and are either not requested by the district or are required as a part of a teacher's instructional improvement plan; however, the district may pay conference fees at the discretion of the respective central office administrator. If hotel accommodations are necessary for attending an approved request, the district may require the attending staff members to share rooms based on budget, number of attendees, or other relevant factors.

One day of professional leave will be granted for staff to attend their own graduation ceremony or to complete course requirements in fulfillment of degree program.

#### 4. Substitute Folders

Each teacher must prepare an up-to-date substitute folder and keep the completed folder in 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 plans.)

Certified staff members may not make arrangements for their own substitute unless authorized by the principal. The district utilizes an automated calling program for securing substitute teachers.

### **Assemblies and School Functions**

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

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

### **Assignment of Teachers**

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

### **Certificates, Teacher Contracts, Salary Information**

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

Each certified staff member must provide the business 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 central office of any changes, including but not limited to changes in certification, endorsements, benefits plans, and salary payment information.

### **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.

## **Classroom Management and Student Discipline (Policy 5035)**

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.

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

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.

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 middle/high school 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 may not dismiss classes early except by permission of the building principal.

Staff members may never send a student off school grounds without with 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 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. Communicable Diseases (Policy 3048)**

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 activities director or designee. Such items include tape, pre-wrap, heel pads, band aids, ankle braces, game balls, etc. Coaches should request additional supplies from the activities director 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 Lexington Public Schools, unless otherwise instructed. Certified staff must submit a monetary records 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 Use (Policies 4012, 5037)**

Students and staff who use computers owned by the district must abide by the district's acceptable use policies. Students may use district computers during lunch and after school.

### **Corporal Punishment (Policy 4018)**

The use of corporal punishment is unlawful and is prohibited by the school district. The Nebraska Supreme Court has defined corporal punishment as the infliction of physical pain for the purpose of punishing misconduct. 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.

### **Curriculum and Instruction (Policy 6004)**

All professional staff members are responsible for implementing the district's curriculum and instructional models.

### **Display of Classroom Work in the School and the Community (Policy 5017)**

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.

### **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 work room.
- 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 clubs, memberships, mailing lists or other private affiliations 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/Response to Intervention (RTI) 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 for Extra-curricular Activities in Grades 6-12**

Teachers are expected to contact parents of students who have failing grades on a bi-weekly basis until the grade is passing. Parents are welcome to ask for weekly communication if needed.

Teachers should apprise themselves and be sure to follow extra-curricular eligibility rules. See student/parent/activity handbook for further information.

Teachers should inform parents any time they feel a student is not working up to his/her ability. Teachers should always document this contact.

### **Extracurricular Activities (Policies 3015, 6026, 6028)**

Staff must schedule all events and other extracurricular activities at the activity director's office to avoid conflicts. Staff should finish practices, rehearsals, etc. by 6:30 PM on Wednesday evenings in order to give students sufficient time away from school for family-related activities. Inter-scholastic

activities and performances shall not be scheduled on Wednesdays or Sundays unless approved by the Superintendent.

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. Fund raising activities must be approved by the superintendent.

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. Non-school sponsors must be approved by the administration. If cars 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 and for interpreting and enforcing activity-related policies. Further information may be found in the district's student/parent/activities handbook.

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. Evacuation protocols can be found in the District's crisis team manual and building safety and security plans.

### **Evaluations (Policies 4030, 4031)**

All certificated employees to be evaluated shall be notified annually in writing of the evaluation process. A certificated administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certificated employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once every three school years. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only. The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

**Entire Instructional Period.** For certificated employees whose classes are held during defined periods of time (e.g., senior high classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods (e.g., librarians or speech therapists) consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

**Actual Classroom Observation.** Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

This policy and the evaluation instrument shall be included in the teacher handbook which will be distributed to staff members upon their employment and annually thereafter.

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. Please log into employee portal on the district website to view evaluation schedules, assignments, and required forms for your specific position.

### **Examinations**

Semester examinations will be given in all classes except physical education, journalism, yearbook, and music at the senior high level. Tests and final exams will not be given ahead of time. Students are not to create tests or grade any major tests.

### **Faculty Meetings**

Administrators and directors will call meetings as needed. Certified staff are required to be present at all faculty meetings unless excused by the administrator or director.

### **Field Trip Request Forms**

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

### **Guest Lecturers**

Guest lecturers must be approved by the administration before they are asked to address students. 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 (Policy 6017)**

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**

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 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 upcoming week must be submitted by 8:00 a.m. on Monday.

### **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 grades and recording grades. Paraeducators are to work only on their assigned work days and within their assigned work day. 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 (Policy 5019)**

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 mail, electronic communication, telephone calls, personal contact or other appropriate methods. Certified staff must attend parent teacher conferences, promptly return phone calls, participate in teacher events for students and parents, and utilize a planner where necessary as a communication tool. Certified staff who need additional support in communicating with parents should contact their building principal or guidance counselor.

### **Parking**

Each building shall designate parking for staff, students, and visitors.

### **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 is not ordinarily to be used for running personal errands, conducting personal business, or pursuing non-school hobbies and/or interests. Use of planning time for a personal reason needs to be approved by the principal.

### **PowerSchool and PowerGrade**

All teachers/classroom aides will be required to use PowerSchool and PowerGrade. 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 PowerGrade.

Classroom teachers will be required to synchronize the PowerGrade 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 on their home computer.

Certified staff who have trouble/problems with PowerSchool/PowerGrade, should contact Kim Taylor.

### **Private Tutoring for Pay (Policy 4008)**

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.

### **Pupils' Records**

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 report 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 or applicable statutes.

### **School Day**

All certified K-12 staff must be at school or on duty between the hours of 7:45 a.m. and 3:45 p.m., Monday through Friday. On Fridays and days preceding certain holidays or vacation periods, certified staff are permitted to leave after the students are dismissed. 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 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 or his/her designee 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 Handbook. Purchasing of supplies must be approved by the activities director or finance director.

### **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 the 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/Parent/Activities 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 (Policy 5023)**

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

## **Student Medication (Policy 5024)**

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

No untrained staff members may dispense medications (prescription or over-the-counter) to students at any time. Students may, with written parental or guardian permission, self-administer medications.

Trained 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, and will be compensated per the terms of the negotiated agreement.

## **Teaching Controversial Issues (Policy 6013)**

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.

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 (Policies 4038, 4039)**

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.

### **Hours**

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

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

### **Overtime (Policy 4050)**

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 or per the terms of their employment contract without the express permission of their immediate supervisor. Those who accrue more than forty hours in a given workweek will receive overtime, pursuant to board policy.

Hourly employees who accept extra-duty assignments in addition to their primary position shall be required to clock out before the extra-duty assignment begins each day, since the employee is compensated through the extra-duty schedule.

### **Paid Leaves, Holidays, and Other Benefits (Policy 4040)**

The amount and types of paid leave, paid holidays, and other benefits are specified in board policy and/or the employee employment agreement. In the event an employee has exhausted available and applicable paid leaves as described in Policy 4040, s/he may request unpaid leave for special circumstances that require the absence of the employee. Unpaid leave requests must be submitted to and approved by the employee’s immediate supervisor and will be considered on a case-by-case basis.

### **Reporting When School is Closed (Policy 4010)**

Unless otherwise requested by the superintendent or you are a member of the maintenance department needed for snow removal, staff will not be required to attend work on days school has been canceled for weather-related reason.

### **Sick Leave (Policy 4040)**

Classified employees will receive sick leave as specified in board policy or their employment agreement. 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. 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.

# IN AN EMERGENCY TAKE ACTION



## HOLD! In your room or area. Clear the halls.

### STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

### ADULTS

Close and lock the door  
Account for students and adults  
Do business as usual



## SECURE! Get inside. Lock outside doors.

### STUDENTS

Return to inside of building  
Do business as usual

### ADULTS

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Account for students and adults  
Do business as usual



## LOCKDOWN! Locks, lights, out of sight.

### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door

### ADULTS

Recover students from hallway if possible  
Lock the classroom door  
Turn out the lights  
Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend



## EVACUATE! (A location may be specified)

### STUDENTS

Leave stuff behind if required to if possible, bring your phone  
Follow instructions

### ADULTS

Lead students to Evacuation location  
Account for students and adults  
Notify if missing, extra or injured students or adults



## SHELTER! Hazard and safety strategy.

### STUDENTS

Use appropriate safety strategy for the hazard

#### Hazard

Tornado  
Hazmat  
Earthquake  
Tsunami

#### Safety Strategy

Evacuate to shelter area  
Seal the room  
Drop, cover and hold  
Get to high ground

### ADULTS

Lead safety strategy  
Account for students and adults  
Notify if missing, extra or injured students or adults

# PARENT REUNIFICATION



## STANDARD™ REUNIFICATION METHOD

### STUDENT/PARENT REUNIFICATION

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

### NOTIFICATION

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: *"The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID."*

### PARENT/GUARDIAN EXPECTATIONS

If a parent or guardian is notified that a reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

### WHAT IF A PARENT CAN'T PICK-UP THEIR STUDENT?

When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick up their student.

### WHAT IF THE STUDENT DROVE TO SCHOOL?

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, parents are advised to recover the student. In some circumstances, high school students may be released on their own.

	<b>Reunification Information</b> <small>PLEASE PRINT CLEARLY</small> Have photo identification out and ready to show school district personnel.
Student Name _____	
Student Grade _____ Student Cell Phone Number _____	
Name of person picking up student: _____	
Signature _____	
Phone number of person picking up student: _____	
Relationship to student being picked up: _____	
Photo identification matches name of person picking up student? Y or N _____	
<b>Parent completes:</b>	
Print Student Name Again _____	School personnel completes upon release of student
Student Grade _____	
Student Birthday _____	TIME RELEASE OTHER

### HOW IT WORKS

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

### REUNIFICATION CARDS

For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification "Check In" area and form lines based on the first letter of their student's last name. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card.

In the case of multiple students being reunified, a separate card for each student needs to be completed.

### BRING ID TO CHECK IN

During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent.

From the "Check In" area parents are directed to the "Reunification" area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students.

Parents should be aware that in some cases, they may be invited into the building for further information.

### INTERVIEWS AND COUNSELING

In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.



## TEACHER EVALUATION SCHEDULE

### TENURED TEACHERS

#### YEARS ONE and TWO will include a minimum of:

- 1) One Formal Observation Per Year (full-period or the equivalent of 40 minutes)
- 2) One Written Pre-Observation Document to be Filled Out By the Teacher Prior to Each Formal Observation
- 3) One Written Post-Observation Document to be Filled Out By the Teacher After Each Formal Observation
- 4) One Written "Teacher Goal" Document to be Addressed in Meeting with Evaluating Administrator
- 5) Two Walk-Through Evaluations (written walk-through evaluation notes forwarded to the teacher)

#### YEAR THREE will include a minimum of:

- 1) One Formal Observation (full-period or the equivalent of 40 minutes)
- 2) One Written Pre-Observation Document to be Filled Out By the Teacher Prior to Formal Observation
- 3) One Written Post-Observation Document to be Filled Out By the Teacher After Formal Observation
- 4) Two Walk-Through Evaluations (written walk-through evaluation notes forwarded to the teacher)
- 5) One Written "Teacher Goal" Document to be Addressed in Meeting with Evaluating Administrator
- 6) One Written Summative Evaluation (address strengths, weaknesses, goals, etc.) \*

### NON-TENURED TEACHERS

#### YEARS ONE, TWO and THREE will include a minimum of:

- 1) One Formal Observation Per Semester (full-period or the equivalent of 40 minutes)
- 2) One Written Pre-Observation Document to be Filled Out By the Teacher Prior to Each Formal Observation
- 3) One Written Post-Observation Document to be Filled Out By the Teacher After Each Formal Observation
- 4) Two Walk-Through Evaluations (written walk-through evaluation notes forwarded to the teacher)
- 5) One Written "Teacher Goal" Document to be Addressed in Meeting with Evaluating Administrator
- 6) One Written Summative Evaluation Per Semester (address strengths, weaknesses, goals, etc.) \*

*\* Administrators may conduct additional formal and informal walk-throughs, observations, and/or evaluations as they determine appropriate*

# TEACHER SUMMATIVE PERFORMANCE EVALUATION

## Lexington Public Schools Teacher Performance Evaluation

Teacher:  
 Date:  
 Subject:  
 Administrator (Observer):

**Probationary Teacher (Non-Tenured)**
                         
  **Permanent Teacher (Tenured)**

**LPS TEACHER EVALUATION ASSESSMENT:    Acceptable    Needs Improvement**

*This evaluation document will address the following standards:  
 (1) Planning & Preparation, (2) Learning Environment, (3) Instructional Strategies (4) Assessment (5) Professionalism*

**Evaluation Codes: A – Acceptable N – Needs Improvement**

<b>1 - Planning &amp; Preparation</b>	<b>Comments</b>
<p>A <input type="checkbox"/> N <input type="checkbox"/> 1A. Standards are aligned  <i>Uses appropriate curricula (including state and national standards) to develop lesson plans.</i></p>	
<p>A <input type="checkbox"/> N <input type="checkbox"/> 1B. Lesson Planning  <i>Sets high expectations for student achievement that align with locally determined curriculum and instructional materials.</i></p>	
<p>A <input type="checkbox"/> N <input type="checkbox"/> 1C. Use of Instructional Materials  <i>Implements district instructional materials to ensure learning experiences are challenging and engaging.</i></p>	
<p>A <input type="checkbox"/> N <input type="checkbox"/> 1D. Integration of Experiences  <i>Uses students' abilities, cultural norms, and personal, family and community experiences when planning for support of differentiated instruction.</i></p>	
<p>A <input type="checkbox"/> N <input type="checkbox"/> 1E. Learning Communities  <i>Seeks out and participates in relevant professional growth opportunities and peer collaboration.</i></p>	
<p>A <input type="checkbox"/> N <input type="checkbox"/> 1F. Responsive Data Use  <i>Utilizes relevant data to tailor learning to support student academic achievement.</i></p>	
<b>2 - Learning Environment</b>	
<p>A <input type="checkbox"/> N <input type="checkbox"/> 2A. Student Relationships  <i>Builds and sustains student relationships.</i></p>	
<p>A <input type="checkbox"/> N <input type="checkbox"/> 2B. Student Experiences  <i>Recognizes the importance of academic growth through students' diverse personal experiences.</i></p>	
<p>A <input type="checkbox"/> N <input type="checkbox"/> 2C. Collaborative Learning Environment  <i>Creates and maintains a collaborative learning environment to support effective classroom practices.</i></p>	
<p>A <input type="checkbox"/> N <input type="checkbox"/> 2D. Routines, Procedures, Conduct  <i>Establishes and communicates effective routines, procedures and clear standards of conduct.</i></p>	
<p>A <input type="checkbox"/> N <input type="checkbox"/> 2E. Student Ownership  <i>Sets and maintains high expectations where students reflect on and take ownership of their own learning behaviors.</i></p>	
<b>3 - Instructional Strategies</b>	
<p>A <input type="checkbox"/> N <input type="checkbox"/> 3A. Evidenced-Based Strategies  <i>Implements district-supported strategies to ensure student learning.</i></p>	

<p><input type="checkbox"/> <input type="checkbox"/> 3B. Resources <i>Uses evidence-based, district-supported resources.</i></p> <p><input type="checkbox"/> <input type="checkbox"/> 3C. Differentiation <i>Differentiates instruction by using assessment data to adjust instruction based on student needs.</i></p> <p><input type="checkbox"/> <input type="checkbox"/> 3D. Meaningful Learning <i>Engages students in meaningful learning through problem-solving, critical and creative thinking, purposeful discourse and inquiry aligned with district-supported curriculum.</i></p>	
<p><b>4 – Assessment</b></p> <p><input type="checkbox"/> <input type="checkbox"/> 4A. Balanced Assessment and Data Use <i>Uses formative, interim, and summative assessments that align with state standards and guide instruction.</i></p> <p><input type="checkbox"/> <input type="checkbox"/> 4B. Data Analysis <i>Uses formative, interim, and summative assessments in collaboration with colleagues.</i></p> <p><input type="checkbox"/> <input type="checkbox"/> 4C. Student Feedback <i>Provides students constructive, specific, and frequent feedback.</i></p> <p><input type="checkbox"/> <input type="checkbox"/> 4D. Communicating Student progress <i>Documents and communicates student assessment data to relevant stakeholders.</i></p>	
<p><b>5 – Professionalism</b></p> <p><input type="checkbox"/> <input type="checkbox"/> 5A. Policies, Procedures, &amp; Regulations <i>Adheres to school policies, procedures, and regulations.</i></p> <p><input type="checkbox"/> <input type="checkbox"/> 5B. Relationships <i>Develops and sustains appropriate relationships with all stakeholders.</i></p> <p><input type="checkbox"/> <input type="checkbox"/> 5C. Professional Growth <i>Actively pursues opportunities for professional growth and leadership development.</i></p> <p><input type="checkbox"/> <input type="checkbox"/> 5D. Expectations <i>Reflects on professional practices and maintains high expectations for self.</i></p> <p><input type="checkbox"/> <input type="checkbox"/> 5E. Mission, Vision, &amp; Continuous Improvement <i>Advocates for and contributes to the district's shared mission and vision.</i></p> <p><input type="checkbox"/> <input type="checkbox"/> 5F. Shared Responsibility <i>Collaborates with stakeholders to share responsibility for student achievement.</i></p> <p><input type="checkbox"/> <input type="checkbox"/> 5G. Rights and Confidentiality <i>Communicates with and protects the rights and confidentiality of all stakeholders.</i></p>	

\_\_\_\_\_  
Signature of Staff Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluating Administrator

\_\_\_\_\_  
Date

*Note: The signature of the staff member indicates that he/she has seen the evaluation report and has been given a copy. It does not necessarily indicate agreement with the contents thereof. Within seven days of signing this document, the staff member may, if so desired, submit a rebuttal or written comments to this evaluation to be filed along with the evaluation in the employee's personnel file.*

# TEACHER PRE-OBSERVATION FORM

LEXINGTON PUBLIC SCHOOLS

PRE-OBSERVATION FORM

Teacher: **TYPE NAME HERE**      Observer: **TYPE NAME HERE**

Grade Level(s): **Type Grade(s)**      Subjects: **Type Subject(s)**      Today's Date: **Type Date**

**DIRECTIONS TO THE TEACHER:** Please answer these questions concerning the lesson to be observed. Return this form to your principal prior to the observation. *A pre&observation conference can be requested by either party.*

1. What specific Standard/Benchmark will be focused on in today's lesson?

**Highlight this gray area and begin typing....**

2. What is the objective of the lesson?

**Highlight this gray area and begin typing....**

3. Is this a new, review, or extension lesson?

**Highlight this gray area and begin typing....**

4. How will you determine if the objective was achieved?

**Highlight this gray area and begin typing....**

5. What methods/activities will you use to achieve the objective?

**Highlight this gray area and begin typing....**

6. What assessment will be used to demonstrate objective achievement?

**Highlight this gray area and begin typing....**

7. Are there special circumstances I should be aware of? Are there specific teaching behaviors you would like me to observe?

**Highlight this gray area and begin typing....**

8. Are there modifications/accommodations for special learning styles/needs that will be made for the lesson?

**Highlight this gray area and begin typing....**

9. Is there anything I can do during this observation to make you feel as comfortable as possible?

**Highlight this gray area and begin typing....**

10. Other comments?

**Highlight this gray area and begin typing....**

# TEACHER POST-OBSERVATION FORM

## LEXINGTON PUBLIC SCHOOLS POST-OBSERVATION FORM

Teacher: **TYPE NAME HERE** Observer: **TYPE NAME HERE**

Grade Level(s): **Type Grade(s)** Subjects: **Type Subject(s)** Today's Date: **Type Date**

**DIRECTIONS TO THE TEACHER:** Please set up a time to meet with your administrative observer within one week of the formal observation. Prior to the meeting with your administrator, make sure to answer the following questions concerning the lesson that was observed. Plan to include any/all relevant artifacts (i.e., any handouts, assignments, or assessments related to the lesson).

1. In general, how successful was the lesson? Did the students appear to learn what you intended them to learn?

**Highlight this gray area and begin typing....**

2. To what extent were your goals and objectives appropriate for your students?

**Highlight this gray area and begin typing....**

3. To what extent were your assessment strategies effective? Would you make any changes in your approach to assessment? If so, what changes would you make and why?

**Highlight this gray area and begin typing....**

4. Please comment on your classroom procedures, your use of physical space, and the students' conduct. To what extent did the classroom environment contribute to student learning?

**Highlight this gray area and begin typing....**

5. Were modifications made to the plan during the lesson? If so, what were they? What motivated the changes?

**Highlight this gray area and begin typing....**

6. How did you provide appropriate feedback for your students?

**Highlight this gray area and begin typing....**

7. Please describe an instance in which your feedback positively impacted a student's learning.

**Highlight this gray area and begin typing....**

**Signatures:**

**Teacher:**

**Principal:**

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

*Copies to: Teacher and Principal*

# TEACHER GOAL SETTING FORM

## LEXINGTON PUBLIC SCHOOLS TEACHER GOAL-SETTING FORM

Teacher: **TYPE NAME HERE**    Observer: **TYPE NAME HERE**

Grade Level(s): **Type Grade(s)**    Subjects: **Type Subject(s)**

Mentor (if you are a first year teacher): **Type Mentor's Name**    Today's Date: **Type Date**

*This form is intended to be developed by the teacher and should be shared with the principal. Teachers are expected to set goals; the number of goals is determined by the teacher with principal input. One goal per teacher is suggested unless directed by administration.*

**3-**

Highlight this gray area and begin typing....

This goal address components in:

<input type="checkbox"/> Standard 1: instructional Performance	<input type="checkbox"/> Standard 3: Personal & Professional Conduct
<input type="checkbox"/> Standard 2: Classroom Organization & Management	

To be completed by the Teacher and Agreed to (signed) by the Principal:

<b>1. Activities and/or Steps to be Taken:</b> Highlight this gray area and begin typing....
<b>2. Resources Needed:</b> Highlight this gray area and begin typing....
<b>3. Artifacts/Documentation to Demonstrate Goal Achievement:</b> Highlight this gray area and begin typing....
<b>4. Time/Deadline:</b> Highlight this gray area and begin typing....

**DETAILED EXPLANATION OF YOUR GROWTH PLAN**

Highlight this gray area and begin typing....

Date: \_\_\_\_\_  
Teacher \_\_\_\_\_ Principal \_\_\_\_\_

## Grades PreK-5 WALK-THROUGH EVALUATION FORM

(As applicable based on training and experience with EI Model)

### Explicit Instruction Targeted Fidelity Form

Teacher: \_\_\_\_\_

Observer: \_\_\_\_\_

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

Items	Rating				
	Comments and Tallies	0 = Never 1 = Inconsistent 2 = Consistent NO = No opportunity to observe			
District adopted materials are used for core					
Classroom is organized for instruction					
Lesson progress (5 lessons in 6 days core)					
Following schedule					
<b>Item: Unison Response</b>					
Teacher states the task and provides <b>think time</b> appropriate for the group or individual (2-5 seconds)					
Teacher <b>provides a clear signal</b> (such as a hand drop, tap, snap, touching under the sound or word students are expected to read)					
* Teacher <b>monitors responses and catches all errors related to responding on signal</b> (includes delayed response, jumping the signal).					
* Teacher <b>responds to non-responder "response errors"</b> by saying: "I didn't have everyone responding/following the text. I need everyone" and presenting task again (continue to do that 5 times before moving on) Includes not tracking, reading the text, looking at chart, or responding.					
<b>Item: Error Correction Procedures</b>					
Teacher provides immediate error correction procedure for <b>all errors with Model, Lead, Practice, Test</b> . "My turn, Your turn" corrections with signaling for group or individual responses					
Teacher remembers to <b>back up</b> (beginning of row of skills, back two skills, sentence, or text) and continues instruction <b>repeating the item missed</b>					
Teacher uses <b>group error correction</b> procedure during whole group or individual turns					
<b>Item: High quality partner responses</b>					
Teachers has <b>students work with partners systematically</b> (i.e., 2s share with 1s... – NOT share with your partner; provide opportunities for each partner to share and listen)					
Teacher uses <b>partner responses for appropriate type of task</b> (e.g., when responses are long and different; students are close to mastery; personal experience; brainstorming)					
Teacher <b>monitors</b> partner responses (i.e., walks around listening, responding, & providing feedback, clarification, and/or scaffolding)					
Teacher <b>identifies 2-4 good examples of partner responses</b> to share with whole group (teacher may share some responses heard or have selected partners/individuals share their response)					
<b>Item: High quality individual responses</b>					
Teacher <b>gives appropriate number of individual turns after every group activity</b> (e.g., 3-4 students; not too many or too few)					
Teacher <b>presents the question/task/item BEFORE</b> calling on a student					
Teacher calls on students <b>randomly</b> (the tasks may be presented in random order as well)					
Teacher gives an individual turn on any <b>question/task/item that was difficult</b> for the students					
Group/partner	Individual	:30	1:00	1:30	2:00
		<b>2:30</b>	<b>3:00</b>	<b>3:30</b>	<b>4:00</b>

# LHS AND LMS WALKTHROUGH EVALUATION FORM

## LPS Walk-Through Evaluation Form

\* Required Answers

Teacher: \*  \_\_\_\_\_ Administrator: \*  \_\_\_\_\_

Period: \*  1  2  3  4  5  6  7  8

Observation Time Frame: \*  First 10 Minutes  Middle of Period  Last 10 Minutes

Subject: \*

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> LA              | <input type="checkbox"/> Physical Education | <input type="checkbox"/> Foreign Language |
| <input type="checkbox"/> Math            | <input type="checkbox"/> Music              | <input type="checkbox"/> SPED             |
| <input type="checkbox"/> Social Sciences | <input type="checkbox"/> Art                | <input type="checkbox"/> Other:           |
| <input type="checkbox"/> Science         | <input type="checkbox"/> Health             |   |

Class Objective: \*  Observed  Not Observed

Class Agenda: \*  Observed  Not Observed

The Teacher-Parent Communication Log: \*\*  Observed  Not Observed

"10 & 10" (Teaching Bell to Bell):

- Students WERE ACTIVELY ENGAGED in an activity immediately after the bell rang (the first ten minutes) to begin the period
- Students WERE NOT ACTIVELY ENGAGED in an activity immediately after the bell rang (the first ten minutes) to begin the period
- Students WERE ACTIVELY ENGAGED in an activity until the bell rang (the last ten minutes) to end the period
- Students WERE NOT ACTIVELY ENGAGED in an activity until the bell rang (the last ten minutes) to end the period
- NO "10 & 10" Observed
- Other: \_\_\_\_\_

Sponge Activity

- Observed (Students were engaged and on task)
- Observed (Students were NOT engaged in activity)
- No Sponge Activity Observed
- Other: \_\_\_\_\_

Teacher Was: \*

- |   |  |
|---|--|
| <input type="checkbox"/> Lecturing Only - No Student Interaction        | <input type="checkbox"/> Facilitating Group(s): Small and/or Large |
| <input type="checkbox"/> Lecturing - Minimal Student Interaction        | <input type="checkbox"/> Questioning: Knowledge or Higher Level    |
| <input type="checkbox"/> Lecturing - High Degree of Student Interaction | <input type="checkbox"/> Demonstrating Cultural Sensitivity        |
| <input type="checkbox"/> Sitting Behind the Desk                        | <input type="checkbox"/> Providing Motivation/Praise               |
| <input type="checkbox"/> Reading to Students                            | <input type="checkbox"/> Other:                                    |
| <input type="checkbox"/> Helping Individual Students                    |  |

Teacher Methodology: \*

- |   |   |
|---|---|
| <input type="checkbox"/> Well-Designed Materials/Lesson                             | <input type="checkbox"/> Used Higher Order Questioning        |
| <input type="checkbox"/> Non-Lecture Learning Activities (small group, student-led) | <input type="checkbox"/> Utilized Direct Instruction          |
| <input type="checkbox"/> Invited Class Discussion                                   | <input type="checkbox"/> Utilized Technological Instruction   |
| <input type="checkbox"/> Independent Study  | <input type="checkbox"/> Modeled Tasks/Behaviors for Students |
| <input type="checkbox"/> Teacher-Led Activity                                       | <input type="checkbox"/> Student to Student Learning Activity |
| <input type="checkbox"/> Study Period No Apparent Methodology                       | <input type="checkbox"/> Other: _____                         |

Type of Student Activity: \*

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Note Taking                          | <input type="checkbox"/> Presentation                    | <input type="checkbox"/> Prompt Writing                          |
| <input type="checkbox"/> Worksheet                            | <input type="checkbox"/> Silent Reading                  | <input type="checkbox"/> Working at Computer - Assignment Driven |
| <input type="checkbox"/> Project                              | <input type="checkbox"/> Reading Aloud                   | <input type="checkbox"/> Working at Computer - Free Time         |
| <input type="checkbox"/> Daily Assignment/In-Class Assignment | <input type="checkbox"/> Listening (Teacher-Led Reading) | <input type="checkbox"/> Other: _____                            |
| <input type="checkbox"/> Paper                                | <input type="checkbox"/> Guided Writing                  |  |

Teacher-Student Interaction: \*

# PERFORMANCE EVALUATION FOR CLASSIFIED & SPECIALIZED STAFF

## PERFORMANCE EVALUATION Classified and Specialized Staff Lexington Public Schools

Employee Name \_\_\_\_\_ Position \_\_\_\_\_ Date of Evaluation \_\_\_\_\_

**A: Acceptable** – Meets expectations

**N: Needs Improvement** – Improvement is necessary to meet expectations

### I. PROFESSIONAL CONDUCT

#### Quality of Work

Follows through on details and exhibits general ability to handle assigned tasks	<input type="checkbox"/> A	<input type="checkbox"/> N
<b>Comments:</b>		

#### Quantity of Work

Consistently performs assigned work in time allotted	<input type="checkbox"/> A	<input type="checkbox"/> N
<b>Comments:</b>		

#### Knowledge of Job

Exhibits thoroughness in learning procedures, tasks and other details; maintains alertness to changing job requirements	<input type="checkbox"/> A	<input type="checkbox"/> N
<b>Comments:</b>		

#### Job Skills

Possesses skills required to complete tasks	<input type="checkbox"/> A	<input type="checkbox"/> N
<b>Comments:</b>		

#### Work Habits

Organizes work	<input type="checkbox"/> A	<input type="checkbox"/> N
Takes good care of equipment	<input type="checkbox"/> A	<input type="checkbox"/> N
Promotes economy with district funds and other resources	<input type="checkbox"/> A	<input type="checkbox"/> N
Follows safety regulations/rules	<input type="checkbox"/> A	<input type="checkbox"/> N
<b>Comments:</b>		

#### Dependability

Follows established work methods	<input type="checkbox"/> A	<input type="checkbox"/> N
Exhibits ability to do job without close supervision	<input type="checkbox"/> A	<input type="checkbox"/> N
<b>Comments:</b>		

### II. PERSONAL CONDUCT

#### Cooperation

Exhibits willingness to adjust to schedule changes	<input type="checkbox"/> A	<input type="checkbox"/> N
Helps others	<input type="checkbox"/> A	<input type="checkbox"/> N
<b>Comments:</b>		

#### Attitude

Exhibits enthusiasm for work	<input type="checkbox"/> A	<input type="checkbox"/> N
Is willing to meet job requirements	<input type="checkbox"/> A	<input type="checkbox"/> N

Readily accepts suggestions	<input type="checkbox"/> A <input type="checkbox"/> N
Supports goals and objectives of the district	<input type="checkbox"/> A <input type="checkbox"/> N
<b>Comments:</b>	

**Relationships**

Exhibits positive relations with co-workers and supervisors	<input type="checkbox"/> A <input type="checkbox"/> N
Is a good team worker	<input type="checkbox"/> A <input type="checkbox"/> N
Interacts with students in an appropriate manner	<input type="checkbox"/> A <input type="checkbox"/> N
Interacts with the public/parents in a professional manner	<input type="checkbox"/> A <input type="checkbox"/> N
Uses non-sexist and culturally appropriate language	<input type="checkbox"/> A <input type="checkbox"/> N
<b>Comments:</b>	

**Personal Fitness**

Exhibits emotional stability required for the position	<input type="checkbox"/> A <input type="checkbox"/> N
Possesses physical abilities necessary to complete essential job requirements	<input type="checkbox"/> A <input type="checkbox"/> N
Dresses, grooms and maintains appearance appropriate for the position and assigned tasks	<input type="checkbox"/> A <input type="checkbox"/> N
<b>Comments:</b>	

**Punctuality and Attendance**

Comes to work on time	<input type="checkbox"/> A <input type="checkbox"/> N
Uses leave appropriately	<input type="checkbox"/> A <input type="checkbox"/> N
Works through the assigned hours	<input type="checkbox"/> A <input type="checkbox"/> N
Follows proper reporting procedures	<input type="checkbox"/> A <input type="checkbox"/> N
<b>Comments:</b>	

**Initiative**

Makes good use of time	<input type="checkbox"/> A <input type="checkbox"/> N
Conforms to rules and regulations	<input type="checkbox"/> A <input type="checkbox"/> N
Notices things to do and does them	<input type="checkbox"/> A <input type="checkbox"/> N
<b>Comments:</b>	

**Innovation**

Employee shows unusual initiative in suggesting improvement in practices, procedures or facility changes within the department.	<input type="checkbox"/> A <input type="checkbox"/> N
<b>Comments:</b>	

**Summary Comments**

--

\_\_\_\_\_  
Supervisor signature

\_\_\_\_\_  
Date

\*

\_\_\_\_\_  
Employee signature

\_\_\_\_\_  
Date

\*Indicates employee has conferred with supervisor but does not necessarily mean agreement with the evaluation. Within 7 calendar days of signing this document, the staff member may submit a rebuttal or written comments to this evaluation to be filed along with the evaluation in the employee's personnel file.

# ADMINISTRATOR EVALUATION FORM

Lexington Public Schools  
Administrator Evaluation Form

**Evaluation Codes:**

**E - Exceeds Expectations**  
**A - Acceptable**  
**N - Needs Improvement**

Name:

Date:

Position:

---

## PROFESSIONAL GROWTH

### \_\_\_\_\_ Training

- Meets state and district certification requirements
- Is academically prepared in the areas of his/her responsibility
- Keeps abreast of developments in the field of his/her responsibility
- Avails self of opportunities for professional improvement on regional, state, or national levels.

### \_\_\_\_\_ Ethics

- Adheres to ethical standards for the profession
- Has positive attitude and expression concerning educational goals and problems
- Participates in evaluation, revision, and initiation of policy proposals
- 

### \_\_\_\_\_ Policies

- Complies with rules and regulations of the school system
- Accepts responsibility in relation to requests made by supervisory and administrative staff
- Knows school district policies and procedures

## MANAGEMENT

### \_\_\_\_\_ School Management

- Uses daily, short, and long range schedules
- Delegates responsibility and authority appropriately
- Proficient in making decisions
- Demonstrates skills in organization
- Demonstrates effective leadership consistent with various situations

### \_\_\_\_\_ Communication Management

- Participates in professional organizations and activities to promote the image and interest of the school
- Responsive to inquiries from the public, parents, teachers, and students and keeps supervisor aware of developments in areas of responsibility
- Encourages two-way communication in all facets of administration
- Is effective in the use of written and oral communication skills

- Takes initiative to develop news releases, publications, and other appropriate means of disseminating information concerning his/her school

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### **Instructional Management**

- Implements district-wide and school curriculum effectively
- Participates in system-wide instructional development activities
- Establishes necessary climate and management techniques
- Assists teachers in modifying instructional strategies based on evaluative data
- Develops and administers the professional staff development program consistent with his/her area of responsibility
- Recognizes and uses effectively the evaluation of certified personnel as a primary means of improvement of instruction

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### **Student Management**

- Promotes the health, safety, and welfare of students
- Administers attendance policies and regulations
- Promotes student behavior which emphasizes self-control
- Emphasizes human relations
- Utilizes available district and community services in student personnel management
- Administers established district policies and practices
- Handles suspensions and expulsions with restraints and sound judgment
- 

## **INTERPERSONAL RELATIONSHIPS**

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### **Principal-Student Relationships**

- Is reasonable, fair, honest and impartial
- Respects the worth and dignity of the individual
- Recognizes realistic standards for performance behavior
- Maintains a balance between freedom and control
- Accepts and respects students of all ethnic and socio-economic groups
- Provides experiences for each student to gain recognition and success
- Maintains visibility and appropriate image before students
- Takes responsibility to provide programs for the exceptional child

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### **Principal-Staff Relationships**

- Is actively involved in school activities and accepts proper responsibility
- Is appropriately cooperative and harmonious with co-workers
- Has proper perspective of the total school program
- Is specific and thorough when evaluating teachers and support staff

---

### **Principal-Parent Relationships**

- Works and communicates effectively with parents and students
- Interprets and enforces the school's guidelines and educational program
- Recognizes and assumes responsibility for working with parents
- Develops and fosters cooperation among community, home and school

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### **Principal-Administration Relationships**

- Fulfills assigned duties accurately and promptly
- Complies with administrative policies and procedures
- Keeps immediate supervisor informed concerning school-related matters
- Participates and contributes to the administrative team

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### **Services Management**

- Provides appropriate health care services
- Emphasizes high standard in maintenance of the plant/campus
- Encourages care of school property
- Gives appropriate supervision to transportation services and observes safety practices related to such practices
- Cooperates in providing an adequate food service program

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### **Financial-Business Management**

- Is meticulous in collection of monies and maintenance of financial records
- Operates within the district guidelines and procedures governing expenditures of funds for goods and services
- Is economical in use of energy, school supplies, materials and equipment
- Is prompt in completing and filing necessary reports and requests for information

---

### **Personnel Management**

- Shares in recruiting, interviewing, selecting and placing personnel
- Contributes to staff development process
- Makes recommendations relative to additions, promotions, demotions, retentions, and terminations of personnel
- Enables individuals to capitalize upon their strengths
- Stimulates high morale
- Makes orientation of new employees a high priority
- Is consistently available to staff members
- Is sensitive to needs of staff members
- Promotes creativity

## **EVALUATION**

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### **Evaluation and Assessment**

- Administers tests and other evaluative and/or assessment devices as required
- Uses evaluation and assessment data to improve instruction
- Uses evaluation and assessment techniques and results as a management tool
- Understands the evaluation and assessment tools used by the district

**PERSONAL QUALITIES**

**Personal Qualities**

- Copes effectively with stress
- Maintains acceptable physical condition
- Accepts constructive criticism
- Strives to maintain group cohesiveness
- Responds professionally to administrative decisions
- Demonstrates initiative and self-reliance
- Strives for improvement
- Is adaptive and flexible
- Uses quality verbal and written presentation skills

SUMMATIVE COMMENTS:

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I acknowledge receiving a copy of this evaluation. My signature merely indicates receipt of the evaluation, and does not indicate agreement with it. I understand that if I disagree with any of the facts or conclusions stated in the evaluation, I have the opportunity to set forth my position in writing within seven calendar days.

---

Administrator's Signature

---

Supervisor's Signature

---

Date

---

Date

**ACKNOWLEDGEMENT OF RECEIPT**

I acknowledge that I have either received a paper copy of or have website access to the Lexington 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. Further, if I have any questions about any provision, I should confer with my supervisor or building principal.

---

Employee Name (Printed)

---

Employee Signature

---

Date