



2024-2025 Handbook for Certificated Staff

Homer Community School District

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Introduction

Intent of Handbook

This handbook is intended to be used by teachers and other certificated staff to provide general information about Homer Community School District and to serve as a guide in carrying out the school board policies and administrative rules and regulations, benefits of employment and performance expectations. The information found in this handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with employment, including employment contracts, the negotiated agreement between the Homer Community School District and the Homer Education Association and the policies and regulations of the Board of Education. It does not create a "contract" of employment.

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

NONDISCRIMINATION IN EDUCATION PROGRAMS AND ACTIVITIES

"The Homer Public School District does not discriminate on the basis of sex in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both. "

District Title IX Coordinator:

Dan Schmitt, 212 South 3rd Street, Homer, NE, 68030, danschmitt@homerknights.org; 402-698-2377

"For information regarding the Homer Public School District procedure for complaints of sexual harassment including the complaint process, how to file a report or a complaint of sexual harassment, how to file a formal complaint of sexual harassment, and how the District will respond to such complaints see Board Policy 404.12 and 504.24 located at <https://www.homerknights.org/>

If employees do not feel that their complaints regarding Title IX., Title VI., Section 504 have met with resolution at the local level, they can appeal their grievances to the regional Department of Education, Office for Civil Rights. This would be their final opportunity for resolution. This address needs to be readily available to parents, employees and students for their appeals.

Office for Civil Rights
8930 Ward Parkway, Suite 2037
Kansas City, MO 64114
Phone: (816) 268-0550
Fax: 816-268-0550
TDD: 800-437-0833

Mission Statement

The Homer Community School District provides a safe, supportive environment in which all students will develop the skills, knowledge, and integrity essential for a successful future. This includes educating students to:

- read with understanding,
- communicate clearly,
- solve problems effectively,
- think critically, and
- act responsibly.

Motto

“Committed to excellence, inspiring greatness, exceeding expectations”

Vision Statement

Homer Community School District will be the educational leader, empowering all students to achieve excellence.

School Improvement Goals

K-12 students will improve achievement in reading comprehension.

K-12 students will improve achievement in mathematics.

K-12 students will learn appropriate positive behaviors for school as well as life-long behavior skills.

District Organization and Contact Information

Board Organization

The Board of Education consists of six elected members, each of whom is elected for a four-year term. Three members are elected at each school election, which is held every two years on the even-numbered year. The Board of Education is responsible for establishing the policies for which the school system operates. The members of the Board of Education continually provide strong leadership and support for the programs and practices necessary to ensure a quality education for all students.

Contact Information

Board of Education Members

Name	Contact Information
Mr. Byron Hall	byronhall@homerknights.org
Mr. Tyler Kirkholm	tylerkirkholm@homerknights.org
Dr. Kristina Nelsen, PhD	kristinanelsen@homerknights.org
Mr. Aaron Reis	aaronreis@homerknights.org
Mr. Paul Tighe	paultighe@homerknights.org
Mr. Ryan Harris	ryanharris@homerknights.org

Administration, Faculty & Staff

Assignment	Name	School Ext.	email
Superintendent	Dr. Joey Lefdal	104	joeylefdal@homerknights.org
Secondary Principal	Tom Coviello	103	tomcoviello@homerknights.org
Elementary Principal	Abbie Uhl	108	abbieuhl@homerknights.org
Elementary Resource	Triece Krause	115	triecekrause@homerknights.org
Secondary Resource	Kealy Ensminger	138	kealyensminger@homerknights.org
Secondary Resource	Peggy TerWee	149	peggyterwee@homerknights.org
Title I	Lark Rich	116	larkrich@homerknights.org
Preschool	Makayla Murphy	124	makaylamurphy@homerknights.org
Preschool	Kaydee Heaton	123	kaydeedunker@homerknights.org
Kindergarten	Katie Scott	111	katiescott@homerknights.org
Kindergarten	Brittini Olson	122	brittiniolson@homerknights.org
First Grade	Brenda Boelter	112	brendaboelter@homerknights.org
First Grade	Kayla Dorcey	113	kayladorcey@homerknights.org
Second Grade	Angela Ford	121	angelafor@homerknights.org
Second Grade	Kari Morgan	125	karimorgan@homerknights.org
Third Grade	Katie Curry	119	katiecurry@homerknights.org
Third Grade	Trey Hermelbracht	127	treyhermelbracht@homerknights.org
Fourth Grade	Kassara Jump	118	kassarajump@homerknights.org
Fourth Grade	Keely Sanchez	126	keelysanchez@homerknights.org
Fifth Grade	Nicholle Olson	120	nicholleolson@homerknights.org
Fifth Grade	Aspen Bennier	117	aspenbennier@homerknights.org
Guidance 6-12	Jeff Horner	107	jeffhorner@homerknights.org
Guidance PK-5	Veronica Schmidt	179	veronicaschmidt@homerknights.org
Library / Media	Stacie Johnson	130	staciejohnson@homerknights.org
5-12 Inst. Music	Paige Moos	146	paigemoos@homerknights.org
K-12 Vocal Music	Bridget Anderson	145	bridgettighe@homerknights.org
K-12 Art	Casey Tremayne	147	caseytremayne@homerknights.org
7-12 Spanish	Alisha McPartland	136	alishamcpartland@homerknights.org
P.E. & Health K-12	Josh Watchorn	161	joshwatchorn@homerknights.org
P.E.	Shawn Spurrell	164	shawnsprell@homerknights.org
Business/Computers	Aaron Sasges	135	aaronsasges@homerknights.org
Ind. Arts	Austin Lambert	148	austinlambert@homerknights.org
English	Stacy Delperdang	137	stacydelperdang@homerknights.org
English/Athletic Director	Dan Schmitt	134	danschmitt@homerknights.org
English	Carrie Vanschoiack	150	carrievanschoiack@homerknights.org
Mathematics	Brian Ferris	132	brianferris@homerknights.org

Mathematics	Nicole Launsby	133	nicolelaunsby@homerknights.org
Science	David Dziurawiec	141	daviddziurawiec@homerknights.org
Science	Jill Huisenga	131	jillhuisenga@homerknights.org
Social Studies	Bret Hightree	144	brethightree@homerknights.org
Social Studies	Trevin Launsby	139	trevinlaunsby@homerknights.org
Social Studies/Math	Pat Wright	143	patwright@homerknights.org
Social Studies	Spencer Koehn	177	spencerkoehn@homerknights.org
Alternative Education	Kris Noreen	171	krisnoreen@homerknights.org
Psychologist	Billie Hightree Sitzmann	140	biliehightreesitzmann@homerknights.org
Speech Pathologist	Nikki Johnson	166	nikkijohnson@homerknights.org
Nurse	Alex DeBell	106	homernurse@homerknights.org
Paraeducator	Michaela Carlin	172	michaelacarlin@homerknights.org
Paraeducator	Kayla Eriksen	123	kaylaeriksen@homerknights.org
Paraeducator	Sara Leinart	172	saraleinart@homerknights.org
Paraeducator	Kelli Olson	149	kelliolson@homerknights.org
Paraeducator	Lacey Oldenburg	111	laceyoldenburg@homerknights.org
Paraeducator	Alisha Rohde	175	alisharohde@homerknights.org
Paraeducator	Juli Tighe	172	julitighe@homerknights.org
Paraeducator	Mary Lynn Thacker	122	marythacker@homerknights.org
Paraeducator	Sandy Tremayne	124	sandytremayne@homerknights.org
Paraeducator	Morgan Johnson	138	morganjohnson@homerknights.org
Paraeducator	Alivia Hurni	115	aliviahurni@homerknights.org
Business Manager	Amy Brand	110	amybrand@homerknights.org
LAN Mgr. / Tech Coordinator	Jeff Reed	114	jeffreed@homerknights.org
District Secretary	Lynn Jansen	101	lynnjansen@homerknights.org
School Secretary	Hollie Waldee	102	holliewaldee@homerknights.org
Head Custodian / Maintenance	Bill McPherran	162	billmcperran@homerknights.org
Custodian / Maintenance	Ruby Lowell	162	rubylowell@homerknights.org
Custodian	Joel Walker	162	joelwalker@homerknights.org
Custodian	Mindi Jump	162	mindijump@homerknights.org

Extra-Curricular Activity Sponsors

Assignment	Name	School Ext.	email
Athletic Director	Dan Schmitt	134	danschmitt@homerknights.org
Head Football	Shawn Spurrell	164	shawnsurrell@homerknights.org
Assistant Football	Bret Hightree	144	brethightre@homerknights.org
Assistant Football	Josh Watchorn	161	joshwatchorn@homerknights.org
JH Football	Dan Caskey		
Cross Country	Aaron Sasges	135	aaronsasges@homerknights.org
Asst. Cross Country	Adrienne Harris		adrienneharris@homerknights.org
JH Cross Country	Spencer Koehn	177	spencerkoehn@homerknights.org
Head Volleyball	Makayla Murphy	130	makaylamurphy@homerknights.org
Assistant Volleyball	Brittini Olson	122	brittiniolson@homerknights.org
P/T Assistant Volleyball	Carrie Vanschoiack	150	carrievanschoiack@homerknights.org
JH Volleyball	Kealy Ensminger	138	kealyensminger@homerknights.org
Head Boys Basketball	Aaron Sasges	135	aaronsasges@homerknights.org
Assistant Boys Basketball	Ty Vanschoiack		
Assistant Boys Basketball	Adam Uhl		
JH Boys Basketball	Spencer Koehn	177	spencerkoehn@homerknights.org
Head Girls Basketball	Merlyn Tremayne		merlyntremayne@homerknights.org
Asst Girls Basketball	Paul Tighe		paultighe@homerknights.org
Asst Girls Basketball	Adrienne Harris		adrienneharris@homerknights.org
JH Girls Basketball	Kealy Ensminger	138	kealyensminger@homerknights.org
Head Track	Triece Krause	115	triecekrause@homerknights.org
Assistant Track	Shawn Spurrell	164	shawnsurrell@homerknights.org
Assistant Track	Josh Watchorn	161	joshwatchorn@homerknights.org
Assistant Track	Aaron Sasges	135	aaronsasges@homerknights.org
Head JH Track	Dan Schmitt	134	danschmitt@homerknights.org
Assistant JH Track	Spencer Koehn	177	spencerkoehn@homerknights.org
JH Assistant Track	Alyssa Petersen		
JH Assistant Track	Dan Caskey		
Track Meet Coordinator	Dan Schmitt	134	danschmitt@homerknights.org
Head Golf	Brian Barto		
Assistant Golf	Kim Rewinkle		
Boys Wrestling	Josh Watchorn	161	joshwatchorn@homerknights.org
Boys Assistant Wrestling	Josh Curry		
Girls Wrestling	Alyssa Petersen		
Girls Assistant Wrestling	Dustin Barclay		
Cheerleading	Cassie Spurrell		cheercoach@homerknights.org
Assistant Cheer	Larissa Cain		
Dance	Stacy Delperdang	137	stacydelperdang@homerknights.org
One Act and Speech	Ashley Ziska		ashleyziska@gmail.com
Asst. One Act/Speech	Alisha McPartland	136	alishamcpartland@homerknights.org
Asst. One Act/Speech	Trevin Launsby	139	trevinlaunsby@homerknights.org

Board-Classroom Certificated Employee Relationship

The Board of Education is the school system's policy-making body. The Board of Education administers policy for the schools through the Superintendent of Schools, who is the chief executive officer of the Board.

The Board of Education and certificated employees should operate as a team with mutual respect for each other. School Board members may visit classrooms to see how students are taught and classroom certificated employees should visit Board meetings to see how policies are developed.

The certificated employee should understand that no members or committee of the Board of Education has the power to act for the Board or to imply any action on the part of the Board without specific approval by the Board of Education.

The certificated employee should make an effort to acquire a clear understanding of school policy as set forth by the Board of Education and be ready to offer assistance and counsel to the school administration in the formulation of policy in those areas in which the certificated employee has expertise.

Administration-Certificated Employee Relationship

The Board of Education appoints a Superintendent of Schools as its chief administrative officer. He or she has charge or control of all schools, subject to orders, rules, and regulations of the Board. In this capacity, the Superintendent becomes the professional leader of the staff.

The superintendent delegates to various staff members responsibility for organizing and administering various divisions and responsibilities. The principals of the school are responsible for the activities and educational program in a particular school. The certificated employee is directly responsible to the principal for all the activities carried on within or for the Homer Community School District. In addition, it is expected that the certificated employee and the administration will maintain a positive, professional relationship.

Teacher-Student Relationship

Staff Conduct with Students

The Board expects all staff members, including teachers, coaches, counselors, administrators, paraprofessionals, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. Teachers and other school personnel are considered role models that set examples for students to follow. For the purposes of this regulation, staff members also include school volunteers.

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in and outside of the educational setting; and consistency with the educational mission of the schools. Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unaware whether particular conduct may constitute a violation of the board policy or this

regulation. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action or termination.

Professional Boundaries:

All employees (both certificated and classified) are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action. The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

1. Using e-mail, text messaging, instant messaging or social networking sites to contact a student or initiate discussion with an individual student. There may be legitimate exceptions. These must be approved by your immediate supervisor.
2. Engaging in social-networking friendships with a student on MySpace, Facebook, Twitter or other social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children.
3. Engaging in sexual activity, a romantic relationship, or dating a student or a former student within two years of the student graduating or otherwise leaving the District.
4. Making any sexual advance - verbal, written, or physical - towards a student.
5. Showing sexually inappropriate materials or objects to a student.
6. Discussing with a student sexual topics that are not related to a specific curriculum.
7. Telling sexual jokes to a student.
8. Invading a student's physical privacy (e.g., walking in on the student in a restroom).
9. Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
10. Being overly "touchy" with a specific student.
11. Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
12. Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
13. Giving a student a ride in the employee's personal vehicle without the express permission of the student's parent or school administrator unless another adult is in the vehicle.
14. Taking a student on an outing without obtaining prior express permission of the student's parent or a school administrator.
15. Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
16. Going to the student's home when the student's parent or a proper chaperone is not present.
17. Giving gifts of a personal nature to a specific student.
18. Providing a specific student or students with special treatment in grading or educational opportunities in order to cultivate a special relationship not maintained with other students.
19. Having overly intimate discussions of a personal nature including making intimate comments to students such as "I love you," etc.

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

Students and/or their parents/guardians are strongly encouraged to notify the principal if they believe a teacher or other staff member may be engaging in conduct that violates these requirements. Staff members are required to promptly notify the principal or superintendent if they become aware of a situation that may constitute a violation of these requirements. Staff violations of these requirements may result in disciplinary action up to and including dismissal. Violations involving sexual or other forms of abuse will also result in referral to the Department of Health and Human Services and/or law enforcement in accordance with the Board's policy on child abuse reporting.

School Calendar and Schedules

Elementary 8:00 – 3:20

Junior/Senior High Class Schedule

First Period:	8:00 – 8:45	Fifth Period A:	11:48 – 12:34
Second Period:	8:49 – 9:34	Fifth Period B:	12:15 – 1:01
Homeroom:	9:38 – 10:06	Sixth Period:	1:06 – 1:51
Third Period:	10:10 – 10:55	Seventh Period:	1:55 – 2:40
Fourth Period:	10:59 – 11:44	Eighth Period:	2:44 - 3:30

Inclement Weather and School Cancellation

Decisions to delay, close or cancel school are always made with student and staff safety as the primary factor and student learning second. Whenever possible, decisions to cancel school will be made the preceding evening. If inclement weather is anticipated, the district will utilize a two hour late start to give additional time to evaluate the weather and road conditions. When the weather deteriorates overnight, it is administration's goal to notify teachers, support staff, Alert 4 (KTIV) and SnowCap before 6:00am. The automated phone system will be used to provide a message via phone for timely notification of any schedule change. Email and text alerts are also available from Alert 4 (www.ktiv.com/alerts).

There may be times when weather conditions deteriorate during the school day and an early dismissal is necessary. As much advance notice as possible will be given. Teachers and support staff will be notified via email if this becomes necessary. Teachers will be responsible for remaining with students until all students have safely left school or the administration has made arrangements for the remaining students. Early dismissal or cancellation of school for the entire day will require the CANCELLATION OF ALL EVENING ACTIVITIES. This includes all practices, performances, and games.

Parents may decide to keep their children home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. Absences due to inclement weather should be treated like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement (except during a tornado warning) at any time during the school day.

Make-Up Days

In the event teachers are not required to report for duty due to inclement weather conditions or other circumstance whereby a duty is canceled, such days shall not be credited as a contract day served. Make-up days may be scheduled by the administration during the contract year as needed to allow all teaching

staff to serve the full number of contract days or a lesser number as determined by the Board of Education.

Meeting and Activities Calendar

Annually, a calendar reflecting regularly scheduled meetings and events is prepared and located in Google Docs. Contact the office for access.

Duty Schedules

Duties for certificated and non-certificated staff are assigned by administrators and may be changed as needs arise.

Homer Community School
2024-2025 Calendar

August						
Su	Mo	Tu	W	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8 New Teacher Orientation
19 Open House
15, 16, 19, 20 Prof. Devel
21 First Day of School

September						
Su	Mo	Tu	W	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 Labor Day
25-26 Parent Teacher Conferences
27 No School Exchange Day

October						
Su	Mo	Tu	W	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

18 End of Q1
25 No School Fall Break

November						
Su	Mo	Tu	W	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

27 Professional Development
28-29 No School Holiday

December						
Su	Mo	Tu	W	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Dec. 23-Jan. 5 No School

January						
Su	Mo	Tu	W	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 Professional Development
6 Semester 2 Begins

February						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

12-13 Parent Teacher Conferences
14 No School Exchange Day

March						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 Spring Break
10 No School Conference Speech
14 End of Q3

April						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

11 Ivan K. Meet at 12, Dismiss at 11:30
17 Homer Invite No School Staff PD
18 & 21 Easter Break

May						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

10 Graduation 2pm
23 Teacher Workday PM
23 End of Q4 Noon Dismissal

June						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

First Semester = 82 learning days
Second Semester = 94 learning days

Distribution of School Calendar Days

- No School-Vacation Days/Holidays
- No School-Staff Only
- 2:00 Dismissal
- Parent Teacher Conferences
- No School-Exchange Day for Conferences
- Noon or Earlier Dismissal
- End of the Quarter
- New Teacher Orientation

Total Student Learning Days--176
Total Teacher Contract Days--183

Homer Community School
2024-2025 Assessment Calendar

August						
Su	Mo	Tu	W	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September						
Su	Mo	Tu	W	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October						
Su	Mo	Tu	W	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

3-6 Fall Testing (AIMSweb, ORF K-5)
10 ASVAB

18 End of Q1

November						
Su	Mo	Tu	W	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December						
Su	Mo	Tu	W	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January						
Su	Mo	Tu	W	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

9-13 Winter Testing (AIMSweb K-5, NSCAS 3-6)
20 End of Q2

Jan 27-March 14 ELPA 21 Window

February						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Jan 27-March 14 ELPA 21 Window

March						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

14 End of Q3
Jan 27-March 14 ELPA 21 Window

April						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

8 ACT 11th grade
8 Pre/Pre ACT 9th Grade
9 Pre ACT 10th Grade

May						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

23 End of Q4

First Semester = 82 learning days
Second Semester = 94 learning days

June						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- ORF, NSCAS, Aimsweb
- ASVAB
- End of Quarter
- ELPA 21 window
- Testing Day April
- *9th grade-Pre Pre ACT
- *10th grade-Pre ACT
- *11th grade-ACT

Employment, Compensation and Benefits

Extra Duty Assignments

The school district believes that student participation in activities effectively enhances their school experience and therefore encourages their participation. Teachers are encouraged to accept extra duty assignments during their teaching experience in the district. Teachers may request release from extra duty assignments but honoring such requests is dependent on the district's ability to find a suitable replacement. After a written request for release from extra duty assignments the district can assign the duty for an additional two years after the year in which the request was received. Vacant extra duty assignments will be posted and filled similar to regular job openings. The extra duty salary schedule can be found in the appendix of this handbook.

Benefits

Teachers are provided benefits in accordance with the negotiated agreement, group health insurance plan requirements and the school district's Section 125 Plan document. Teachers shall make annual fringe benefit elections by September 1 of each school year. Should a teacher fail to make such election, the teacher election from the immediately preceding school and contract year shall be continued. Each teacher is responsible for informing the business manager in writing of any changes in benefit status.

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. Contact the business manager for information regarding COBRA benefits.

The Health Insurance Portability and Accountability Act (HIPAA) provides rights and protections for participants and beneficiaries in group health plans. HIPAA includes protections for coverage under group health plans that limit exclusions for preexisting conditions; prohibit discrimination against employees and dependents based on their health status; and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available, and have exhausted COBRA or other continuation coverage. Further information may be obtained from the plan administrator of the group health plan.

Certification Requirements

According to the Nebraska Department of Education's interpretation of Nebraska law:

1. A contract with a teacher/administrator is not valid until the professional presents his/her certificate or permit to the superintendent for his/her signature.
2. A contract may be signed by a prospective candidate preceding the possession of the valid certificate or permit.
3. Regardless of the contract, no teacher or administrator may begin their professional services (teaching and/or administration) without possession of a valid certificate or permit that has been registered with the district administrator.

Effective January 1, 2000, the Department of Education interprets the laws as they exist and school districts are advised to not allow any teacher or administrator to begin professional duties without a valid certificate or permit in their possession and registered by the district administrator.

According to the Nebraska Department of Education, the law is clear. While there is no provision in the law to do so, Nebraska Department of Education recognizes the processing time required to obtain certificates.

Compensation

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

Changes in Salary Schedule Placement. Changes in a teacher’s placement on the salary schedule shall be governed by the provisions of the negotiated agreement. All post BA and MA hours earned for horizontal advancement on the salary scale must be approved prior to July 1 preceding the school year in which hours are to be credited for advancement by the superintendent, or in his/her absence, the principal. Teachers are expected to provide the business manager with a transcript for all graduate hours earned for purposes of advancement on the salary schedule on or before September 1 of the school year in which such hours are to be credited for the teacher’s placement on the salary schedule. **Failure to provide an official transcript from the post-graduate institution of the graduate hours earned in a timely manner will result in a loss of such credit for the school year.**

Salary Payments. Salary is payable over twelve equal installments. Teachers will be paid on the 20th of the month, or the last preceding school day, if the 20th falls on a holiday or week-end day.

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

Compensation to Cover Another Teacher’s Class

When the need arises for one teacher to cover another class, the teacher will be compensated at a rate of \$25 per clock hour (rounded up to the nearest quarter hour when covering classes during a scheduled plan time).

Continuing Education

Teachers who wish to take courses for the purpose of advancing on the salary schedule, must secure approval from the superintendent by the end of the school year preceding the actual year when the advancement occurs. Approval for these courses is acquired by submitting a Request for Approval of Continuing Credit.

In order for college hours to be eligible for horizontal movement consideration, the hours must be earned after student teaching and the teacher is eligible to receive a teaching certificate. Hours earned beyond BA, but prior to the eligibility for a teaching certificate, are not useful for horizontal movement consideration.

It shall be each teacher's responsibility to provide the business manager with proper documentation of credits earned. College credits will be verified by a copy of a college transcript or a grade slip.

Employee Communications/Complaints

The relationship between administrators and the staff is always enhanced by direct communication. Open and honest communication is the best way to solve potential problems, relieve tensions, and to clarify any misunderstandings.

If a staff member has a concern, a conference with his or her immediate supervisor should be scheduled to attempt to resolve the issue. If the staff member is dissatisfied with the result of this conference, the staff member can request that a second conference be scheduled. If the complainant is not satisfied with the administrator's decision, an appeal can be made to the Superintendent in writing within 5 school days of speaking with the principal. Complaint Forms are available in the school office.

The superintendent will schedule a conference to attempt to resolve the problem. In the event the problem is not resolved at this level, the staff member may request to have the question or problem placed on a board agenda. The request is to be made in writing, signed, and with an explanation of the process followed. (Refer to policies 301.04 Communication Channels, 1005.1 Public Complaints, and 204.10 Agenda.)

If the complaint is about school personnel other than the superintendent, an administrator will conduct an investigation before consideration and action by the board. The board will not hear charges against employees in open session unless the employee requests an open session. (Refer to policy 403.05 Public Complaints about Employees.)

The board firmly believes concerns should be resolved at the lowest organizational level by those individuals closest to the concern. Whenever a complaint or concern about an employee, district policy or procedures is brought to the attention of the board it will be referred to the administration for resolution. The following should be completed prior to board consideration:

1. Matters concerning an employee should first be addressed to the teacher or employee;
2. Unsettled matters, problems, or questions regarding an employee, district policy or procedures should be addressed to the employee's principal or the superintendent if the issue is concerning district staff.
3. Unsettled matters regarding employees or problems and questions concerning the school district should be directed to the superintendent if not resolved by a principal.
4. If a matter cannot be settled satisfactorily by the superintendent, it may then be brought to the board. To bring a concern regarding an employee, the individual may notify the board president

for inclusion on the board agenda of a regularly scheduled board meeting in accordance with board policy 204.10.

Requesting an item be placed before the board does not guarantee that it will occur. The board president may decline to place an item on the agenda if he or she determines that the concerns are personnel matters that should be handled by administration or are simply questions within management prerogative or discretion.

Employment Contracts

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

On or after March 15 of each school year, a teacher may be requested to accept employment for the next school year and shall be required to signify such acceptance on or before April 1 or such other date after March 15 as may be designated in the notice. It is important for teachers to respond to the request to signify acceptance. Failure to signify acceptance of employment by the April 1 or other designated date shall be accepted as specific evidence that a teacher is declining the contractual offer. If a teacher signifies acceptance of employment for the next school year, the teacher may either be issued a new contract or a renewal agreement, unless subsequent action is taken to non-renew, terminate or cancel the teacher's contract.

Should a teacher wish to resign from employment, the teacher should give written notice of resignation to the Superintendent. The request to resign will be acted upon by the Board of Education. Mid-year resignations and resignations given late in the spring for the following school year can present significant planning problems for the district. If a mid-year resignation is submitted, or a resignation for the following school year is submitted after May 21st or after the teacher has signified acceptance of employment for the next school year, the Board of Education may act to not accept the resignation unless a suitable replacement can be found.

Expense Reimbursement

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

Materials necessary for instruction are provided by the district. If teachers need additional materials for instruction or school-related purposes, the request should be made to the principal. Reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the principal or, if the expense relates to an activity, by the athletic director. The request for reimbursement should include a voucher or receipt for the items purchased and a description of the purpose of the purchase.

Extended Duty Pay

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

Grievance Procedure for Certificated Staff

GRIEVANCE PROCEDURE FOR CERTIFICATED STAFF

A grievance is defined as an alleged violation or misapplication of any specific provision of the applicable negotiated agreement. All such allegations shall be grievable through all steps of the grievance process as set out forth herein.

Claims of a violation of Board policy, State Statute, administrative directives or regulations which affect employees' work, shall be grievable through Step 2 of the process described herein. Any such grievances which remain unresolved after Step 2 may be appealed to the Board of Education, which shall act in a timely fashion to arrange a non-evidentiary and informal hearing before the Board. The hearing will not be a due process hearing unless otherwise required by law. The Board will decide the grievance on the written materials submitted in Step 2, but may elect to allow a brief oral presentation by the parties in interest or their designated or selected association representatives. The parties will not be represented by attorneys in the proceedings.

Employee shall mean a member of the bargaining unit.

Days shall mean working days exclusive of Saturday, Sunday, or official holidays during the contract year for certificated employees.

General Conditions

- a. Compliance - Employees of the school district will follow all verbal and written directives from supervisors. Compliance with such directives will not in any way prejudice their right to file a grievance within the time limits contained herein, nor shall it affect the ultimate resolution of the grievance.
 - b. No Reprisals - The Board shall use every means at its disposal to assure every employee the unobstructed use of this grievance procedure without fear of reprisal or prejudice to his/her employment status.
 - c. Time Limits - Because it is important that a grievance be processed as rapidly as possible, the number of days indicated at each level shall be considered as a maximum, and every effort should be made to expedite the process. The time limit specified may, however, be extended by mutual written agreement of the grievant and the employer.
- If a grievance is filed which might not be finally resolved under the time limits set forth herein prior to the end of the school year, and which, if left unresolved until the beginning of the following school year could

result in irreparable harm to a grievant, the time limit set forth herein will be reduced to the extent possible so that the grievance procedure may be concluded prior to the end of the school year, or as soon thereafter as is practical.

d. Failure to Meet Time Limits - The failure of the aggrieved party to proceed to the first or any subsequent step of this grievance procedure within the time limits set forth shall be deemed to mean the party elected not to file a grievance or has accepted the response previously rendered, and shall constitute a waiver on any future appeal concerning the particular grievance. The failure of any administrator at any step to communicate his/her decision to the aggrieved party within the specified time limit shall permit the aggrieved party to proceed to the next step.

e. Communication - All communications concerning the grievance, after the grievance is formally submitted, shall be in writing.

f. Adjustments - No adjustment shall be made in any grievance which is in conflict with, or contrary to, the provisions on any policies, applicable laws, or administrative regulations.

g. Forms - Forms for filing grievances shall be available upon request or on the district website.

h. Meetings - All meetings and hearings under this procedure shall be conducted in private and shall include only such parties in interest and their designated or selected representatives heretofore referred to in this article.

i. No Interference - Grievances should be processed in a manner which does not interfere with the employee's work and the normal operation of the schools.

j. Representation Assistance - The employee may have a representative of the Association present at all levels of the grievance procedure.

k. Withdrawal of a Grievance - The grievant may withdraw the grievance at any step of the procedure.

Procedure

Step 1

If unsuccessful in an informal attempt with the immediate supervisor to resolve the dispute, the aggrieved party shall present the grievance in writing to the immediate supervisor within twenty (20) days of the occurrence. The grievance shall be written on the standard grievance form. The immediate supervisor, the aggrieved party, and the Association Representative shall meet in an attempt to settle the dispute within five (5) days. The immediate supervisor shall provide the aggrieved party with a written answer to the grievance within five (5) days after such meeting.

Step 2

If a satisfactory settlement is not reached in Step 1, the aggrieved party must appeal the grievance to the Superintendent of Schools within five (5) days of receipt of the Step 1 response. The Superintendent shall conduct a meeting with the aggrieved party and the Association Representative within five (5) days of the receipt of the grievance. A written response will be given by the Superintendent within five (5) days following the meeting.

Group Grievance Procedures

If, in the judgment of the Association, a grievance affects a group, or class of employees, or rights of the Association as set forth in this Agreement, the Association may submit such grievance initially at Step 2.

Bypassing Step 1

If in the judgment of the employee, or the Association in the case of an Association or group grievance, the alleged grievance cannot be resolved at the building level due to the administrator not having the authority to resolve the grievance, the certificated employee may submit such grievance to the Superintendent with a copy to the building principal. Within two (2) days of receipt of the grievance, the Superintendent shall review whether the building administrator has the authority to resolve the alleged grievance and, will either remand the grievance to the building for a Step 1 hearing or shall begin processing the grievance at Step 2.

Payroll and Payroll Deductions

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

Personnel File

The district is required to maintain a personnel file on each certificated employee. Certificated employees may access their own personnel files maintained by the district, except for letters of reference in their credential file if applicable. Contents of the file may be examined in the presence of the superintendent or his or her designee, but may not be removed from the administrative office. The employee has the opportunity to attach a written response to items in the file with the exception of letters or recommendations solicited by the school district.

Retirement

Staff members (who work at least 15 hours per week in Tier 1 or 20 hours per week in Tier 2), as required by law, must participate in the Nebraska School Employees Retirement System. The district withholds from employees' salaries the amount required by the Nebraska School Retirement System. Additional retirement contributions are provided by legislative appropriation and mandatory contribution from the school district. Employee and school district contributions are established by the state legislature.

The methods for determining retirement benefits have been revised periodically by the Nebraska Retirement System. For information, write to Director of Retirement Systems, P.O. Box 94816, Lincoln, Nebraska 68509 or call 1-800-245-5712.

Periodically, the Nebraska Retirement Office conducts Preretirement Seminars. To be eligible to attend a retirement seminar, you must be age 50 or over and participating in the Nebraska Retirement System. The

law instituting the program states, "The employer shall provide each eligible employee leave with pay to attend up to two preretirement planning programs." According to this law, "...leave with pay shall mean a day off paid by the employer and shall not mean vacation, sick, personal, or compensatory time." **You may choose to attend a seminar more than twice, but such leave shall be at your expense and shall be at the discretion of your employer. The law allowing a member to attend twice is not retroactive and therefore will not include attendances prior to September 9, 1995.** See Chapter 84-1511 of the Revised Nebraska Statutes for further details.

An Early Retirement Incentive Program is available to those who are at least 57 years old and meet other requirements. Information regarding this program can be found in Administrative Regulation 408.06 or through the business manager.

Reduction in Force

A reduction in force shall consist of a reduction of one or more positions or a reduction in the percentage of employment of one or more certificated employees even if the number or percentage of employment of the certificated staff overall may be increased by other hiring or increases in the percentage of employment of other employees. Reduction in force may result in termination of employment, an amendment to the employee's contract reducing the employee from full-time to part time status or an amendment to the contract of a part-time employee further reducing that employee's percentage of employment.

Before a reduction in force shall occur, it shall be the responsibility of the board of education and school district administration to present evidence demonstrating that a change in circumstances has occurred necessitating a reduction in force. Any change in circumstances must be specifically related to the employee or employees to be reduced in force.

Due to the confidential and unique personal working relationship necessary between the administration and the board of education, a certificated employee who is not currently serving in a predominantly administrative capacity shall have no rights under this policy to any administrative position within the school district.

Probationary employees will be reduced before tenured employees if the tenured employee is qualified to perform that assignment by reason of certification or endorsement or, where certification is not applicable, by college credits in the teaching area.

Each employee is responsible for filing additional endorsements and changes of address with the superintendent's office on or before March 15. The employee's new endorsement will not be considered in a reduction of force if the employee fails to file it on or before March 15.

Employees will be reduced on the basis of what is good for the school district as determined by the board of education. The criteria used by the board of education are as follows:

1. Programs to be offered;
2. Areas of certification and endorsement;
3. State and federal regulations which may mandate certain employment practices;
4. Special qualifications that may require specific training and/or experience;

5. Qualifications based on past performance and competence as determined by the principal and/or superintendent through employee evaluation procedures;
6. Seniority or length of service;
7. Contributions to activity programs;
8. The organizational and educational impact created by multiple part-time certificated employees; and
9. Any other reasons which can be rationally related to the instruction in or administration of the school system.

The weight each criterion carries is determined by the Board of Education

Dismissal with Honor and Recall

1. An employee who has been terminated because of reduction in force shall be considered to have been “dismissed with honor.” Upon the employee’s request, the administration will provide the employee with a letter to this effect.
2. An employee who has been terminated because of reduction in force has preferred rights to re-employment for twenty-four months, commencing at the end of the end of the contract year. The employee has a right to be recalled to any position for which he or she is qualified to teach by endorsement or college preparation. Recall to service will be on the basis of length of uninterrupted service to the school district. Uninterrupted service shall be defined as the number of continuous full-time equivalent years of employment in the district as a teacher. A full-time equivalent year is defined as employment on a full-time basis for an entire year. Less than full-time employment would reduce the teacher’s full-time equivalent employment for a school year. For example, a teacher employed on a half-time basis would be credited with half a year of full-time equivalent employment. A break in service will terminate a teacher’s uninterrupted service under this provision. That period of time or fractions of years of leave of absence will not count as years of employment for the purposes of determining the length of a teacher’s uninterrupted service.

Any certificated employee whose employment contract is terminated as a result of reduction-in-force shall (during his/her period of recall) report his/her current address to the superintendent and shall inform the superintendent of any changes of address thereafter. If a vacancy in the system occurs for which the employee has rights of recall, the offer of such employment will be sent by the superintendent to the employee’s last known address. If no acceptance of such offer is received from the employee within 14 days of the date on which the letter was postmarked for mailing, the employee shall be deemed to have waived his/her rights to recall.

Resignations

After a teacher signs a contract with the school district, the teacher and the district are legally bound to fulfill the terms of the contract. No teacher should sign a contract unless that teacher intends to complete the contract. Release from the contract may be requested for compelling personal reasons, i.e. health, transfer of spouse, change of marital status, etc., or for definite professional advancement. No teacher should sign a contract and then expect to be released. The Board of Education policy statement regarding resignations is as follows: Permission to resign will be granted to the employee under contract only if a suitable replacement is found. The suitability of the replacement is determined by the superintendent and the Board of Education. After July 1, requests for release from a contract will be granted only in

emergency situations. The superintendent and the Board of Education will consider each such request individually. Teachers who resign during the school year will receive the unpaid portion of their earned salary on the next payment date if there is sufficient money to take care of this without depriving any other personal or creditor of the money due them.

Social Security

Employees of the Homer Community School District participate, as required by law, in the Federal Social Security program.

Worker's Compensation

All employees are covered by worker's compensation insurance for injury sustained in the scope and course of their employment.

The worker's compensation law requires the school district to report all employee injuries to the insurance carrier within twenty-four (24) hours of the injury. Any employee who is injured on the job must fill out a Homer Community School Report form with his or her respective supervisor. The report will be forwarded to the business manager and, if necessary, an employer's First Report of the injury will be filed with the worker's compensation insurance carrier.

Failure to file this report form may void your insurance protection. Do not take chances. Report **all** injuries promptly. Some side effects do not appear until days or weeks later.

403(b) Salary Reduction Agreements

Homer Community School maintains a 403b Written Plan. Please refer to the Plan Documents for more information. The District cooperates with any employee who chooses to participate in an investment program under an Internal Revenue Code Section 403(b) provided that the employee executes a "Salary Reduction Agreement" provided by Plan Services and the vendor of the 403(b) Plan elected by the employee has entered in to a "Service Provider Agreement" with the District, holding the District harmless from any liability that may arise out of such 403(b) Plan.

Termination of Certificated Employees

A certificated employee's contract may be recommended for cancellation, amendment, non-renewal, or termination at any time during the school year, but no later than April 15, except for cancellations, which may be recommended at any time. Prior to Board action on the recommendation, certificated employees shall be notified in writing that such recommendation is being made and shall have an opportunity for a hearing before the Board of Education, as allowed by state law. Within seven (7) calendar days after receipt of written notice, an employee must request a hearing or the right to hearing will be waived.

Reasons for employee termination or contract amendment are:

1. Loss of teaching certificate
2. Breach of contract
3. Any reasons set forth in the employment contract
4. Incompetence
5. Neglect of duty
6. Unprofessional conduct
7. Insubordination
8. Immorality
9. Physical or mental incapacity
10. Failure to give evidence of professional growth
11. Reduction in force
12. Failure to sign an official contract within the time designated on the request
13. Any reason sufficient for non-renewal and not constitutionally impermissible (probationary teachers only)
14. Other conduct which interferes substantially with the continual performance of duties.

Absences from Work

Absent

A teacher who becomes ill and is unable to work is to contact the sub caller, Lynn Rich, at 402-404-0686 when a substitute is needed. Teachers should also notify the principal before 7:00 a.m. or as soon as the situation allows. Before the end of the school day on the first day of the sick leave, and on each subsequent day of absence, a report should be made to the principal as to whether the teacher will be able to return to duty on the next duty day. All other employees are to notify their immediate supervisors before 7:00 am the day of their absence or as soon as the situation allows.

Bereavement

In the event of a death of a member of a certificated employee's immediate family, bereavement leave may be granted. Bereavement leave may be granted to a certificated employee for no more than 5 days, with "day" being defined as one work day regardless of full-time or part-time status of the employee, per occurrence, for the death of a member of the immediate family. The immediate family includes child, spouse, parent, or parent-in law of the employee. Up to three days of paid leave per occurrence shall be granted for brother, sister, brother-in-law, sister-in-law, daughter-in-law, son-in-law, grandparents, aunts, uncles, spouse's aunts, spouse's uncles, nieces, nephews, spouse's nieces and spouse's nephews.

No more than 1 day of bereavement leave will be granted for the death of a close friend or other relative not listed above.

It shall be within the discretion of the superintendent to determine the number of bereavement leave days to be granted.

The requirements stated in the Negotiated Contract between employees in that certified collective bargaining unit and the board regarding the bereavement leave of such employees shall be followed.

Family and Medical Leave Act

FMLA requires the District to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons. Employees may also be eligible because of a qualifying exigency arising out of the fact that the spouse, son, daughter, parent, or next of kin of the employee is on covered active duty or has been notified of an impending call or order to covered active duty. Employees are eligible if they have worked for the District at least 12 months and worked at least 1,250 hours over the previous 12 months. The USERRA-protections for employees who miss work due to USERRA-covered military service extend to all military members. All periods of absence from work due to or necessitated by USERRA-covered service is counted in determining an employee's eligibility for FMLA leave.

BASIC REASONS FOR TAKING LEAVE: Unpaid leave must be granted for any of the following reasons:

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

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

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with a least two visits to a health care provider or one visit to a regimen of continuing treatment, or capacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

MILITARY FAMILY LEAVE ENTITLEMENTS:

Families of members of the National Guard and Reserves are eligible for the normal 12 workweeks of FMLA leave while that family member is on **covered active duty or called to active duty status in support of a contingency operation. This leave may be used for "any qualifying exigency" arising out of the fact that the family member is on active duty or has been called to active duty, including: (1) short-notice deployment; (2) military events and related activities; (3) childcare and school activities; (4) financial and legal arrangements; (5) counseling; (6) rest and recuperation; (7) post-deployment activities; (8) to care for a military member's parent who is incapable of self-care and (9) additional activities not encompassed in the other categories, but agreed to by the employer and employee.

Special Leave entitlement: Employees who qualify under this FMLA provision are eligible to receive up to 26 weeks of unpaid FMLA leave to care for a covered service member. A covered service member is: (1) a current member of the Armed forces, including a member of the National Guard or Reserves who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness. *** Or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness. **

**The FMLA definition for "covered active duty" requires that the deployment must be to a foreign country to qualify for FMLA leave.

***The FMLA definitions of "serious injury or illness" for current service members and veterans are distinct from the FMLA definition of "serious health condition." The definition of serious injury or illness

for a current service member and covered veterans includes injuries or illnesses incurred by a covered service member in the line of duty and injuries or illnesses that existed before the beginning of the member's active duty and were aggravated by service in the line of duty on active duty in the Armed Forces.

State Family Military Leave

Spouses or parents of persons called to military service lasting 179 days or longer are also entitled to take an unpaid leave of absence under Nebraska law. If a family member of a service member is eligible for leave under both the federal FMLA and the Nebraska family military leave law, the leave will be deemed to run concurrently (counted toward the employee's entitlement under both laws).

USE OF LEAVE:

Accrued paid sick and vacation leave will be substituted for unpaid leave first, but will run concurrently with the period of unpaid leave available under the act. Once the paid leave is exhausted, unpaid leave will be used and run concurrently with the period of unpaid leave available under the act. The FMLA year runs on a "rolling calendar" year.

Leave can be taken in one block of time, can be taken intermittently, or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

ADVANCE NOTICE AND MEDICAL CERTIFICATION: You may be required to provide advance leave notice and medical certification. Taking of leave may be denied if requirements are not met.

- You ordinarily must provide 30 days advance notice when the leave is "foreseeable." When this is not possible, your obligation is to provide as early of notice as is practical.
- The District may require medical certification to support a request for leave because of a serious health condition, and may require second or third opinions (at District expense) and a fitness for duty report to return to work.
- Upon notice of a request for leave and determination of the employee's eligibility for FMLA leave, superintendent will notify the employee of the eligibility determination. For eligible employees, the notice will include the date the leave begins, the maximum amount of FMLA leave available, any requirements to provide medical certifications, and other information as required by law.
- For covered active duty leaves, you must provide a copy of the military orders once they have been received, your obligation is to provide as early of notice as is practical.
- For covered active duty leaves for Rest and Recuperation (up to 15 days), you must provide a copy of the military member's Rest and Recuperation leave orders, or other military-issued documentation.

JOB BENEFITS AND PROTECTION:

- a) For the duration of FMLA leave, the District will maintain your health coverage under any "group health plan". The District and the employee continue to pay their respective portions of the premium during FMLA leave.
- b) Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.
- c) The use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of your leave.

Jury Duty

A teacher who is summoned for jury service shall promptly notify the principal of such summons. The teacher's salary will continue during time spent in jury service, and no deduction of leave time shall occur. Any payment for jury duty shall be paid to the school district. Teachers are to notify the principal of the amount received for such jury duty.

If a teacher, upon reporting for jury duty in the morning, is dismissed from jury duty for the remainder of the day, the teacher is to report for work within one hour and resume duties for the balance of the day. When a teacher is entirely dismissed from jury duty, the teacher is directed to report to work and the substitute will be dismissed.

Teachers are expected to promptly notify the principal of any other form of legal summons which may require an absence from duty. In the event the summons involves a school-related matter, the matter shall be treated similar to a jury duty absence. In the event the summons involves a personal matter, the teacher will be required to use available leave days.

Leave Associated with Masters Degrees

The following guidelines will assist teachers in planning for leave time that may be required when completing a master's degree program that required school visitations.

1. Attempt to schedule school visits on days that the Homer Community School District's calendar will allow a visitation without missing a day of school.
2. Request the use of the two personal days provided by the district to schedule school visits.
3. Request up to two professional days for school visits. (Note: Personal days must be used for this purpose before professional days will be granted.)
4. Any days that will be needed beyond personal days and the two professional days will need to be taken as pay deduct days.

Military Leave

Teachers who are members of the National Guard, Army Reserve, Naval Reserve, Marine Corps Reserve, Air Force Reserve, or Coast Guard Reserve (hereinafter, "reserves"), are entitled to a military leave of absence from their respective duties, without loss of pay, on all days during which they are employed under orders of the State or United States. Such leave of absence will be without loss of pay for a period not to exceed fifteen (15) work days in any one calendar year. Such leave of absence will be in addition to any leave provided by the district through policy or negotiated agreement.

When the governor of this state shall declare that a state of emergency exists, and any teacher who is a member of the reserves is ordered to active service of the state, the teacher shall be granted a state of emergency leave of absence until released from active service by competent authority. The leave of absence shall not be a military leave of absence; other forms of leave may be granted. The teacher shall receive normal salary or compensation minus the state active duty base pay the teacher receives in active service of the state.

In the matter described above, and all other military leave matters, the district will continue to comply with existing Federal and State law.

Payroll Deductions for Absence in Excess of Paid Leave

Should an employee be absent from work in excess of the employee's accumulated sick leave or other paid leaves, the employee's salary and fringe benefits shall be reduced by the day or days of work missed. In the case of hourly employees the reduction will be made on an hourly basis. In the case of salaried employees the reduction will be made on a per diem basis calculated using the number of days missed as the numerator, and the number of total contract days for the school year as the denominator.

Personal Leave

Teachers are provided with paid sick and personal leaves (professional leaves, bereavement leaves, etc.) in accordance with the negotiated agreement. During such paid leaves, teachers shall continue to receive all salary and fringe benefits called for by the negotiated agreement. The leaves provided by the District are to be used for the purpose intended. Abuse of leave privileges affects the students, other staff, and the entire district and will not be tolerated. Advance reporting of the need to take a leave and having effective lesson plans and materials prepared and readily available for the substitute are important. For personal and other leaves, a Request for Leave form is to be submitted to the principal at least five school days prior to the leave, or such other advance notice as is practicable under the circumstances.

At the beginning of each year, each teacher shall be credited with three (3) days of paid personal leave to be used at their discretion, with the only stipulation being that only one (1) day may be used in conjunction with a scheduled calendar day off from school, not all three. Additional personal leave may be granted at the discretion of the superintendent. All teachers would receive \$50 per day for unused personal days at the end of the year (maximum 3).

Professional Leave

Attendance at professional meetings and conferences by staff members is recognized as being of value and shall be encouraged to the extent that such attendance serves a recognized purpose of the district. The reasonable cost of registration fees and other expenses associated with an approved activity will be borne by the school district or the appropriate activity fund. All requests for professional leave will first be submitted to the building principal on the appropriate school district form. The principal will submit the request to the superintendent. The superintendent, in turn, shall approve or deny said request and notify the teacher's principal.

Use of a school vehicle is encouraged when attending conferences, etc. and must be requested as part of the professional leave form. Mileage for the use of a personal car **will not be paid unless the use of a school vehicle has been denied.**

Return from Leave

An employee who is absent for any period of time because of injury requiring care from a physician or health care provider, or for a period of one week or more due to illness, **must** present a written statement to the principal from the employee's physician or health care provider stating that the employee is physically able to return to duty. Maternity leave is included in this requirement. This statement is to be presented in person before the employee returns to duty.

Sick Leave

At the beginning of each school year each teacher shall be credited with nine (9) days paid sick leave annually to accumulate to a maximum of 90 days. The Board shall furnish to each teacher a written statement at the beginning of each school year setting forth the total of sick leave credit. After the accrual of 90 days of sick leave, unused sick leave of the 9 earned for the year could be exchanged for \$25 per day. Retiring employees as well as those taking early retirement would be reimbursed for unused sick days at \$20 per day accumulative up to 90 days.

Teachers shall be able to use their sick leave for illness in the immediate family. Immediate family in the case of family emergency shall include spouse, children, mother, father, mother-in-law, father-in-law, grandparents and others living in the home.

Administration reserves the right to require a written statement from a physician when employees are absent from work due to medical appointments or sick leave of any length.

Professional Expectations and Procedures

Attendance Procedures

Attendance needs to be taken on a timely basis. Elementary teachers will need to take attendance in the morning, by 8:45 am, and in the afternoon by 1:00 pm. Secondary teachers will need to take attendance at the beginning of each period. Instructions should be in sub plans to let the office know of any absences at the beginning of the day (elementary) or beginning of each period (secondary).

Classroom and School Procedures

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

1. Text Book and Room Inventory – All school purchased materials must be inventoried with the building bookkeeper or secretary. Textbooks are to be numbered and either have cards in pockets or a form for writing the name of the student whom the book is assigned. Teachers should keep good records of who has which book. At the start of the year, note condition of the textbook on the inventory sheet and keep this sheet. When a book is turned in, again note its condition, and if the book shows abuse (other than normal wear) assess a fine that you consider is fair. Insist that students put covers on their books by the end of the first week after receiving them.
2. Use of Cell Phones, Computers or other Electronic Devices – Teachers shall not use cell phones, computers or other electronic devices for any non-school purpose during teacher duty time (instruction and supervision) unless there is an emergency. Teachers may use electronic devices for personal reasons during their planning periods or lunch.
3. Use of Teacher Aides – Teacher aides provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A teacher aide must not, however, assume teaching responsibilities. The teacher must maintain the role of leadership and responsibility for the students, with the teacher aide in a supportive role. Teacher aides may be used to assist the teacher by, among other tasks, assisting with instructional activities under the direction of the teacher, helping to supervise students, copying tests and other written material, organizing class materials, preparing bulletin boards and grading tests or class work. Teacher aides are to work only on their assigned work days and within their assigned work day. If the teacher desires the aide to work hours other than the assigned work hours or assigned work day, contact the administration for approval.
4. Use of Student Aides – Student aides are to be directly supervised by the teacher and are not to leave the building or be in the school areas unsupervised. Student aides are to be used to assist the teacher by helping/tutoring students, copying tests and other written material, organizing class materials and preparing bulletin boards. Student aides are not to be correcting tests or class work. They are not to 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 teacher without another adult

present after the end of regular teacher duty hours. Student aides are not to be in the workroom between 11:00 and 1:00 each day.

5. Checking Out of Equipment – All equipment must be checked out through the building principal, technology coordinator or library media specialist. All school equipment may be used only for school purposes. No school equipment may be directed to the personal use of a teacher or another district employee.
6. Requisition of Equipment and Supplies – Books and supplies which are needed for instruction should be requested through the principal's office. No equipment or supplies ordered through the district may be directed to the personal use of a teacher or another district employee.
7. Email – Each teacher will be assigned a school e-mail address for purpose of intra-school and inter-school email correspondence. Teachers should check for e-mail throughout the day, and should timely respond to emails which require a response, but should avoid checking and responding to emails during instructional time. Use of the district's email system for personal communications should be limited, and is subject to the rules governing overall computer usage found in board policy and this handbook.
8. Teacher Mail Box – each teacher will be assigned a mailbox located in the workroom. Teachers should check for mail each morning and also later in the school day, if possible. If something required an answer, teachers are responsible for responding promptly. Teacher mailboxes are to be limited to communications regarding school business.
9. Teacher Meetings – Teachers' meetings will generally be scheduled twice a month. A schedule of meetings will be prepared each school year and distributed electronically. ALL teachers are expected to be present for the meetings, unless they are absent from school for good cause or have made prior arrangements.

Daily Class Record Book

Every teacher is required to keep a complete and easily understandable record of the attendance and achievement of every student in PowerSchool. A written class record book can be used as a secondary source for class records. Each class record book must be kept current and include the following minimum information in a readily understandable fashion:

1. The names and any assigned student numbers of all students enrolled in the class at the beginning of the semester.
2. The name and date of entry for each student who enrolls after the semester opens.
3. The date of withdrawal for each student who withdraws from the class previous to the close of the semester – dropouts or early withdrawals.
4. A complete report of all recorded grades for each student. A sufficient number of grades must be recorded in the gradebook to justify all quarter and semester grades for each student. It is recommended that the teacher record at least two grades per week.

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

Any written class record book constitutes a source of original entry for information which may be needed in the absence of the teacher, teachers are required to deliver the teachers' class record books to the principal at the close of the school year for filing in the permanent records. Teachers who return to Homer Community School District and who wish to refer to the previous year's class record book may request the

return of the class record book. Such books shall again be brought to the office for permanent filing when the teacher is finished with them, or at the close of the current term.

The completion of student assignments are to be monitored by teachers daily and recorded at least weekly. Teachers are to work with students to plan for the completion of incomplete assignments. Parents are to be notified via phone or email when students are at risk of failure due to incomplete assignments.

Dispensing Medication

Teachers are not permitted to give any medication to students unless trained by the school nurse or other authorized professional. Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or other trained staff member and are to be stored in the office.

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

Evaluations

Evaluations of teachers will be conducted in accordance with the district's evaluation policy. Administrators reserve the right to observe, appraise or evaluate teachers more frequently than required by policy on an as-needed basis. Teachers are expected to participate constructively and positively in the evaluation process and to accept and implement constructive suggestions and improvement strategies developed by the administration.

Field Trips

Field trips can be an important part of a quality educational experience. Field trips should have an educational purpose related to the intended curriculum. Teachers wishing to take students on a field trip should complete a Field Trip Request Form and submit it in advance to the principal for authorization.

Fraud, Waste, and Abuse

The Homer Community School District is committed to effective, efficient and honest operations throughout the district. The purpose of this information is to provide direction to avoid fraud, waste and abuse within the district and to provide a system for reporting suspicious activity which protects the informant while affording any employee under suspicion with due process rights.

All employees are responsible for the prevention, detection and reporting of suspected fraud, waste and abuse. Acts of fraud, waste and abuse included under these requirements include, but are not limited to:

- Embezzlement
- Forgery or alteration of documents (checks, time sheets, purchase orders, other financial documents, electronic files, etc.)
- Improprieties in the handling or reporting of money or financial transaction
- Theft of any asset (money, tangible property, etc.)
- Misrepresentation of the facts
- Abuse of sick leave
- Authorizing or receiving compensation for hours not worked
- Authorizing or receiving compensation for goods not received or services not performed
- Profiteering as a result of insider knowledge of district activities
- Disclosing confidential or proprietary information to outside parties
- Any similar or related inappropriate conduct

The superintendent has the primary responsibility for the investigation of all suspected acts of fraud, waste or abuse. If the investigation substantiates such acts occurred, the superintendent will issue reports to the Board of Education. Decisions to prosecute or refer the results to the appropriate law enforcement and/or regulatory agencies for independent investigation will be made in conjunction with legal counsel. All information received regarding suspected improprieties will remain confidential. Any employee who suspects that an act of fraud, waste or abuse has occurred will notify the superintendent immediately, and should not attempt to personally conduct investigations or interviews/interrogations related to any suspected acts.

Fundraising

Fundraising efforts for school groups and activities are to be coordinated through the principal. Sponsors are to obtain permission for all fundraising activities in advance. Once approved, the sponsor should complete the fundraising chart located in the school office.

General Working Hours

Hours of Work, Meetings and Planning Time

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

Homer Community School's normal starting and ending times for the certificated employees is 7:45 am and 3:45pm. The administration may determine an adjusted time schedule for special events and meetings. Identified employees shall attend meetings called by the superintendent, principals, and team leaders, except those meetings which are designated for optional attendance. Principals have the

discretion to honor requests to leave early for business, medical and personal appointments. Personal leave will need to be used if the employee is gone more than two hours.

Certificated employees are required to serve on playground, parking lot, lunchroom, and hall supervision as designated by principals. Principals will attempt to make an equitable distribution of such assignments and professional staff shall assume such duties as part of their work and agreement of employment.

Arrival to Duty Assignments

Full-time teachers are to be ready for duty by no later than 7:45 am, and to remain until 3:45 pm. Certificated employees other than teachers and administrators are expected to meet the same guidelines for entry to the building, being in their assigned duty area and duty departure time. Teachers and other certificated employees who are part-time or work on adjusted schedules are to be ready for duty at least 15 minutes before their class or assigned duty begins

Leaving School

Teachers are considered to be on duty at all times during the school day, including their planning period. Teachers should not leave school during duty hours without approval of the principal. If the absence has been approved, the teacher must check out at the school office when leaving, and check back in upon return. Teachers who need to leave during the school day for reason of illness or emergency are to check out with the school office and make sure that a responsible person has been notified of their unexpected absence so student coverage may be provided.

Lesson Plans

Teachers will prepare written lesson plans which cover at least five days of advance instruction. The plans must be in the plan book or prepared and submitted electronically to the school secretary.

The lesson plans must be sufficiently clear in establishing learning targets and related activities so that they are easily used by a substitute teacher or other staff member not familiar with the previous classroom activities or progress. Principals may request that additional information be provided in lesson plans. Teachers also need to prepare a set of emergency lesson plans that includes familiar activities for the students and very easy for the substitute to oversee.

Managing Student Conduct

It is the expectation of the Homer Community School District that students display the conduct appropriate to a safe and effective learning environment. The district expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of a student will not be tolerated. Students are not to engage in conduct which causes or may cause a substantial disruption with or material interference with any school function, activity or purpose, or otherwise interferes with the health, safety, well being or rights of other students, staff or visitors.

It is expected that teachers develop, communicate and enforce appropriate behavioral expectations that ensure a safe and effective learning environment. Interventions such as reteaching seminars, loss of free

time and contacting parents should occur at the classroom level first. Physical aggression and other more severe infractions should be immediately handled by the principal.

Teachers will be assisted by principals and other professionals in working with students with persistent behavioral difficulty.

Elementary Behavioral Expectations/Consequences

The following are expectations for behavior for every elementary student. Following these actions will ensure that we have a safe and effective learning environment for all individuals.

Expectations:

- Be Safe.
- Be Respectful.
- Be Responsible.

<u>Expectation:</u>	<u>Examples of behaviors:</u>
Be Safe.	<ul style="list-style-type: none"> • Walking in the hallways. • Keep hands, feet, and objects to self. • Use classroom materials appropriately. • Use gym equipment appropriately.
Be Respectful.	<ul style="list-style-type: none"> • Listening with your eyes and ears. • Participate and respond appropriately. • Respect other’s space, materials, and privacy. • Following classroom directions/expectations. • Speaking kindly to peers, staff, and visitors.
Be Responsible.	<ul style="list-style-type: none"> • Arrive at school on time and ready to learn. • Turn in homework on time and completed neatly. • Keep area and materials organized and neat. • Following directions promptly.

Failure to adhere to the behavioral expectations will result in the following possible consequences. The following are examples of consequences that can be expected for the types of incidents listed below.

Consequences:

- Loss of one recess
- Loss of five recesses
- Phone call home (student calls)
- Detention after school (parents must provide transportation)
- Parent meeting
- One day In School Suspension (ISS)
- One day Out of School Suspension (OSS)
- Five days of Out of School Suspension (OSS)
- Alternative Placement
- Expulsion

The following are examples of behaviors that constitute an “incidents”: name calling, rolling eyes, glaring (dirty looks), mocking, scowling, making fun of, laughing at, whispering about, inappropriate gestures,

arguing, refusal to follow directions, provoking others, disruption of class time, pushing, shoving, “bumping into” intentionally, inappropriate physical contact of any kind, excluding others intentionally, hurtful and/or threatening notes, throwing items, cyber bullying at school, and graffiti.

Reporting of Inappropriate Behaviors: Students who experience disrespectful or bullying behavior should immediately report that behavior to the teacher in charge of the class or a teaching assistant.

	<u>Bathroom</u>	<u>Lunch Area</u>	<u>Hallway</u>	<u>Classroom</u>	<u>Bus</u>	<u>Playground</u>
Be Respectful	<p>Flush the toilet.</p> <p>Keep your hands to yourself.</p> <p>Give privacy to others.</p>	<p>Use an inside voice.</p> <p>Take only what you plan to eat.</p> <p>Use your manners.</p> <p>Chew with mouth closed.</p> <p>Eat your own food.</p> <p>Refrain from playing with your food.</p>	<p>Use walking feet.</p> <p>Follow teacher directions.</p> <p>Keep voices off.</p>	<p>Be kind and treat others how you would like to be treated.</p> <p>Use an inside voice.</p> <p>Follow class rules.</p> <p>Raise your hand to speak.</p> <p>Answer when called upon.</p> <p>Keep your eyes on the speaker.</p>	<p>Follow the driver's instructions.</p> <p>Be kind to everyone.</p> <p>Be quiet at railroad tracks.</p> <p>Use an inside voice.</p>	<p>Include others.</p> <p>Play fair.</p> <p>Listen to adults' directions.</p> <p>Take turns and share equipment.</p>
Be Responsible	<p>Keep bathrooms clean.</p> <p>Go-Flush-Wash.</p> <p>Paper towels go in the garbage can.</p> <p>Report any issues.</p>	<p>Clean up your area.</p> <p>Close your milk.</p> <p>Put silverware in the correct spot.</p>	<p>Refrain from touching the walls and artwork.</p> <p>Stay to the right side of the hallway.</p>	<p>Follow directions the first time they are given.</p> <p>Keep your area organized and tidy.</p> <p>Be ready for the lesson.</p>	<p>Keep hands, feet, and objects to yourself.</p> <p>Pick up after yourself.</p>	<p>Pick up equipment and personal belongings (coat/hat/gloves).</p> <p>Follow directions right away.</p> <p>Respect nature - leave it on the ground.</p>
Be Safe	<p>Use facilities for how they were intended.</p> <p>Keep water in the sink.</p>	<p>Stay seated in your own space.</p> <p>Use walking feet.</p>	<p>Keep hands, feet, and objects to yourself.</p> <p>Walk facing forward.</p>	<p>Keep hands and feet to yourself.</p> <p>Push in chairs after leaving your seat.</p> <p>Use materials correctly.</p> <p>Ask before leaving the room.</p>	<p>Remain seated and face forward.</p> <p>Keep feet clear of the aisles.</p>	<p>Don't run on playground equipment.</p> <p>Wear appropriate clothing for the weather.</p> <p>Quickly and quietly line up.</p> <p>Play in allowed areas.</p> <p>Keep hands and feet to yourself.</p> <p>Use equipment correctly.</p> <p>Report injuries and/or incidents to adults right away.</p>

Outside Employment

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

Private Tutoring

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

1. The teacher may not arrange to provide private tutoring for any child enrolled in the teacher's class.
2. The teacher is not to provide private tutoring in a school building.
3. The teacher is not to provide private tutoring during duty time.
4. The teacher is not to advertise or promote the teacher's private tutoring services in the school or in the school's communications systems except with the express permission of the superintendent or designee.

Professional Ethics Standards

Preamble

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

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

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

Principle I – Commitment as a Professional Educator:

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

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

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
5. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members
7. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
8. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
9. Shall report to the superintendent any known violation of paragraphs 7, 5, or 2 above.
10. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II – Commitment to the Student:

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

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

1. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
2. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
3. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
4. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
5. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
6. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
7. Shall not discipline students using corporal punishment.

Principle III – Commitment to the Public:

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

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

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

Principle IV – Commitment to the Profession:

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

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

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

Principle V – Commitment to Professional Employment Practices:

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

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

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.

3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
5. Shall not assign to unqualified personnel, tasks for which an educator is responsible.
6. Shall permit no commercial or personal exploitation of his or her professional position.
7. Shall use time on duty and leave time for the purpose for which intended.

Professional Attire

It is important for employees to project a responsible, adult image to students, parents and co-workers. Appropriate attire and grooming is one of the means of projecting such an image. Employees are expected to maintain conservative attire and grooming when on duty. As a minimal guide, employees should not wear clothing which students would not be permitted to wear to school. Employees should wear clothing which is safe and suitable for their work assignments. Examples of inappropriate working attire are flip flops, shorts, tank tops with thin straps, low cut or revealing clothing.

The staff members of the Homer Community School District are representatives of the district to the public and should project a professional image. On the occasions that guest speakers or presenters conduct professional development activities within the school district, all staff members are to dress in business or business casual attire. Certificated staff members should also dress in business or business casual attire when attending workshops, conferences, or seminars outside of the school district. Due to the nature of some events, there may be exceptions in regards to professional dress. Exceptions should be approved prior to the attendance of any event by the building principal.

On the last day of the work week, employees may wear jeans **IF** school colors or a Homer Community School District shirt or top is worn. There may be rare exceptions. However, employees will be notified in advance if an exception is permitted.

Reporting Child Abuse

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

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 minor 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 the prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Teachers are to inform their principal or supervisor that they intend to make a report. Administrative staff may sometimes choose to make the report for a teacher. However, informing a principal or supervisor

does not end the teacher's responsibility; teachers are obligated to make certain a report was made if they do not do it themselves.

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in minimizing further risk to the child by allowing law enforcement or Child Protective Services workers to interview the child during the school day and prior to an evening or weekend. In cases of physical injury (e.g., bruising or other marks), it is essential the police observe and document the injury. A counselor, the school social worker or an administrator will assist as needed. The number for **Nebraska Child Abuse Hotline is 1-800-652-1999**.

Requisitions and Purchase Orders

No student, teacher, or employee of the Board shall have power to purchase, or agree to purchase, any supplies or materials for use in the public schools, whether or not to be sold to students or used in any department whatsoever, except by a proper requisition for a purchase order through the business manager. This also applies to purchase of services, such as printing, etc.

When ordering supplies or materials through the central supply catalog, a requisition form signed by the principal/supervisor must be submitted to the Business Manager for processing. The employee making the request should specify item number and description and keep a copy for his/her records. Be sure to include budget code number on the requisition.

Restraint and Seclusion

Restraint or seclusion of students will not be used solely as a disciplinary consequence or when a known medical or psychological condition makes its use inadvisable.

Except in the case of an emergency, only school personnel who have received systematic training in the use of restraint and seclusion will implement physical restraint or seclusion with a student. In an emergency, a district employee may use physical restraint or seclusion as necessary to maintain order or to prevent a student from causing physical harm to self, other students, and school staff or property. School personnel will continuously monitor a student's status during any physical restraint or seclusion.

PHYSICAL RESTRAINT

Physical restraint means the use of physical force to restrict the free movement of all or a part of a student's body.

Physical restraint will be considered to be a reasonable use of force when used in the following circumstances:

- A. as reasonably needed to obtain possession of weapons or other dangerous objects on the person or within the control of a student;
- B. as reasonably needed to maintain order or to prevent or break up a fight;
- C. as reasonably needed for self-defense;

- D. as reasonably needed to ensure the safety of any student, employee, volunteer, or other person present;
- E. as reasonably needed to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior;
- F. as reasonably needed to escort a student safely from one area to another;
- G. if used as provided for in an IEP, Section 504, or behavior intervention plan; or
- H. as reasonably needed to prevent imminent destruction to school or another person's property.

MECHANICAL RESTRAINT

Mechanical restraint means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove. Mechanical restraint includes the tying down, taping, or strapping down of a student.

Mechanical restraint of a student by school personnel is permissible only in the following circumstances:

- A. when properly used as an assistive technology device included in the student's IEP, Section 504, or behavior intervention plan or as otherwise prescribed by a medical or related service provider;
- B. when using seat belts or other safety restraints to secure a student during transportation;
- C. as reasonably needed to obtain possession of weapons or other dangerous objects on the person or within the control of a student;
- D. as reasonably needed for self-defense;
- E. as reasonably needed to ensure the safety of any student, employee, volunteer, or other person.

SECLUSION

Seclusion means the confinement of a student alone in an enclosed space from which the student is (a) physically prevented from leaving or (b) incapable of leaving due to physical or intellectual capacity. Seclusion is different than in-school suspension in which other students or adults may be present but in which students are not physically prevented from leaving.

Seclusion of a student by school personnel may be used in the following circumstances:

- A. as reasonably needed to respond to a person in control of a weapon or other dangerous object;
- B. as reasonably needed to maintain order or prevent or break up a fight;
- C. as reasonably needed for self-defense;
- D. as reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property; or
- E. when used as specified in the student's IEP, Section 504, or behavior intervention plan; and
 - 1) the student is constantly monitored by an adult in close proximity who is able to see and hear the student at all times;
 - 2) the student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in the student's IEP, Section 504, or behavior intervention plan;
 - 3) the confining space has been approved for such use by the local education agency;
 - 4) the space is appropriately lighted, ventilated, and heated or cooled; and
 - 5) the space is free from objects that unreasonably expose the student or others to harm.

ISOLATION

Isolation means a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving. Isolation is different than seclusion.

Isolation is permitted as a behavior management technique provided that:

- A. the isolation space is appropriately lighted, ventilated and heated or cooled;
- B. the duration of the isolation is reasonable in light of the purpose for the isolation;
- C. the student is reasonably monitored; and
- D. the isolation space is free from objects that unreasonably expose the student or others to harm.

TIME-OUT

Time-out means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting. Teachers are authorized to use time-out to regulate behavior within their classrooms.

NOTICE, REPORTING AND DOCUMENTATION

- A. A district Restraint or Seclusion Report must be completed for each incident of restraint or seclusion other than normal use of mechanical restraint for transportation safety. Each record shall include:
 - Name of the student
 - Name of the staff member(s) administering the physical restraint or seclusion;
 - Date of the incident and the time the restraint or seclusion began and ended;
 - Location of the restraint or seclusion;
 - A description of the restraint or seclusion;
 - A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
 - A description of the behavior that prompted the use of restraint or seclusion;
 - Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted; and
 - Information documenting parent contact and notification.

- B. Notice to Administrators

The principal or designee shall be notified of the incident as soon as possible, but no later than the end of the same school day.

- C. Notice to Parents

When a principal or designee has personal or actual knowledge of any of the events listed above, he or she shall promptly notify the student's parent or guardian and shall provide the name of the school employee whom the parent or guardian may contact regarding the incident.

- D. Written Report to Parents

Within a reasonable period of time not to exceed 30 days after the incident, the principal or designee shall also provide the parent or guardian with a written incident report. This report must include the following:

- 1) the date, time of day, location, duration, and description of the incident and interventions;
- 2) the events or events that led up to the incident;
- 3) the nature and extent of any injury to the student; and
- 4) the name of a school employee the parent or guardian can contact regarding the incident.

School Lunch Procedures

Parents and/or students are encouraged to check their meal account balances by logging into PowerSchool on the Homer Community School website at www.homerknights.org. Balances may also be checked by emailing the school secretary at holliewaldee@homerknights.org. In order to monitor the meal account balances, the Homer Community School District has the following procedures in place.

1. On Mondays, the school secretary will run a PowerSchool report indicating a “low balance” warning whenever an account is below \$10.00. For elementary students (PK-6), and for high school students (7-12), accounts indicating a “low balance” will receive a report mailed home that day.
2. If meal balances are below \$3.00, the school will take the following steps to communicate with families.

Day 1 Students will be told their account balance is below \$3 and they need to bring lunch money the next day. Students will be provided with a note to be given to their parents.

Day 2 If students have a negative balance, a phone call or a text will be made to inform parents that lunch money is needed. Students will be allowed to charge and served a regular meal.

Day 3 If the student does not bring money and still has a negative balance, the student will call home for lunch money or for a cold lunch to be brought to school. For students below third grade, the school secretary will call a parent. If neither can be provided, special arrangements will be made for the student to eat an “alternative meal”. The alternative meal will only be available for 5 days. The school principal will contact the parents and a letter will be sent home to parents.

All communication regarding low balances in lunch accounts may be directed to the main office at (402) 698-2377 ext. 102.

Social Media Guidelines for Faculty & Staff

Purpose for Social Media Guidelines

Social media can be a powerful method of communication, and a wonderful educational tool when used appropriately. The Homer Community School District encourages employees to use social media for these purposes. The District is providing the following guidelines to give direction for employees utilizing social media to engage and collaborate with students, parents, and others in a digital environment.

What is Social Media?

Social media is the term used to describe user created content online designed in a collaborative environment where users share opinions, knowledge, and information with each other. Tools include, but are not limited to:

- Blogs (Blogger, WordPress, etc.)
- Wikis (Wikispaces, Google Sites, etc.)
- Social Networking sites (Facebook, Ning, MySpace, Twitter, etc.)

- Photo and Video Sharing sites (YouTube, Flickr, etc.)
- Social Bookmarking (Diigo, Delicious, Pinterest)
- Podcasting and Vodcasting

Personal Responsibility

The lines between public and private, personal and professional, are blurred in the digital world. In the eyes of the public, faculty and staff members will always be considered District employees. It is important to remember that information produced by employees is a reflection on the entire District and is subject to the District's Acceptable Use Policy. Represent the district, the students and parents you serve in the best light. Respect the privacy and the feelings of others. Do not make comments about individual students or colleagues. Under no circumstance should offensive comments be made about students, colleagues, or the District in general.

A district's most valuable asset is its staff. What you publicize will reflect upon you and may reflect on the school. Free speech protects individuals who want to participate in social media, but the laws and courts have ruled that school districts can discipline employees if their speech, including online postings, disrupts school operations.

Your posts and comments should help build and support the school community. Do not comment on nor forward unsupported information, e.g. rumors. You are responsible for what you and others post, even if on a personal page. You should be certain it is accurate and supports your organization. It is a good idea to monitor your profile page to ensure that all material posted by others doesn't violate these guidelines. Once posted, you can't take it back. Write what you know to be accurate and add value to the discussion. Post something useful. Provide information and perspective. Be professional.

- Homer Community School District employees are personally responsible for the content they publish online. Be mindful that what you publish will be public for a long time—protect your privacy.
- Your online behavior should reflect the same standards of honesty, respect, and consideration that you use face-to-face.
- When posting to any form of social media, be sure you say that the information represents your own views and opinions and not the views and opinions of Homer Community School District.
- Remember that blogs, wikis and podcasts are an extension of your classroom. What is inappropriate in your classroom should be deemed inappropriate online.
- The lines between public and private, personal and professional are blurred in the digital world. By virtue of identifying yourself as a Homer Community School District employee online, you are now connected to colleagues, students, parents and the school community. You should ensure that content associated with you is consistent with your work at Homer Community School District.

- Blogs, wikis, and other social networks hosted outside of the Homer Community School District should not be used for internal, private communication between District employees.
- When contributing online, do not post confidential student information, whether it is internal school discussions or specific information about students or other staff.
- How you respond to a negative comment or criticism will say more about you and your character than what you post. When in doubt, it's best not to give it credibility by acknowledging it with a response publicly; perhaps a private response would be more appropriate.

Disclaimers

- Homer Community School District employees must include disclaimers within their personal blogs that the views are their own and do not reflect on their employer. For example, "The postings on this site are my own and don't necessarily represent Homer Community School District's positions, strategies, opinions, or policies."
- This standard disclaimer does not by itself exempt Homer Community School District employees from a special responsibility when blogging.
- Classroom blogs do not require a disclaimer, but teachers are encouraged to moderate content contributed by students.

Copyright and Fair Use

- Respect copyright and fair use guidelines. See [U.S. Copyright Office - Fair Use](#).
- A hyperlink to outside sources is recommended. Be sure not to plagiarize and give credit where it is due. When using a hyperlink, be sure that the content is appropriate.
- It is recommended that blogs be licensed under a [Creative Commons Attribution 3.0 United States License](#).

Profiles and Identity

- Remember your association and responsibility with the Homer Community School District in online social environments. If you identify yourself as a Homer Community School District employee, ensure your profile and related content is consistent with how you wish to present yourself with colleagues, parents, and students. How you represent yourself online should be comparable to how you represent yourself in person.
- No last names, school names, addresses or phone numbers should appear on blogs or wikis of District employees.
- Be cautious how you setup your profile, bio, avatar, etc.
- When uploading digital pictures or avatars that represent yourself make sure you select a school appropriate image. Also remember not to utilize protected images. Images should be available under Creative Commons license or your own.

Personal Use of Social Media such as Facebook, Myspace and Twitter

- Homer Community School District employees are personally responsible for all comments and information they publish online. Be mindful that what you publish will be public for a long time—protect your privacy.
- Your online behavior should reflect the same standards of honesty, respect, and consideration that you use face-to-face, and be in accordance with the highest professional standards.
- By posting your comments having online conversations etc. on social media sites you are broadcasting to the world, be aware that even with the strictest privacy settings what you ‘say’ online should be within the bounds of professional discretion. Comments expressed via social networking pages under the impression of a ‘private conversation’ may still end up being shared into a more public domain, even with privacy settings on maximum.
- Comments related to the school should always meet the highest standards of professional discretion. When posting, even on the strictest settings, staff should act on the assumption that all postings are in the public domain.
- Before posting photographs and videos, permission should be sought from the subject where possible. This is especially the case where photographs of professional colleagues are concerned.
- Before posting personal photographs, thought should be given as to whether the images reflect on your professionalism.
- Photographs relating to alcohol or tobacco use may be deemed inappropriate. Remember, your social networking site is an extension of your personality, and by that token an extension of your professional life and your classroom. If it would seem inappropriate to put a certain photograph on the wall - is it really correct to put it online?
- Microblogging (Twitter etc.) Comments made using such media are not protected by privacy settings as witnessed by the high profile cases with sports stars being disciplined for tweets expressing personal views. Employees should be aware of the public and widespread nature of such media and again refrain from any comment that could be deemed unprofessional.
- Employees should comply with all applicable policies and procedures with respect to the use of computers, networks, and all electronic devices when accessing social networks. Any access to personal social media activities while utilizing school resources must comply with those policies, and must not interfere with an employee’s duties at work.
- Employees’ utilization of school resources is subject to monitoring, including social network activity. Employees should have no expectation of personal privacy in any personal communication or post made through social media while using district resources.

Staff-Student Relations

Employees are prohibited from establishing personal relationships with students that are unprofessional and thereby inappropriate. Examples of unprofessional relationships include, but are not limited to:

- Employees fraternizing or communicating with students as if employees and students were peers such as writing personal letters or e-mails

- Personally texting or calling students, or allowing students to make personal calls to them unrelated to homework, class work, activities, or other school-related business
- Sending inappropriate pictures to students
- Discussing or revealing to students personal matters about their private lives or inviting students to do the same (other than professional counseling by a school counselor)
- Engaging in intimate or sexualized dialogue, whether in person, by phone, via the internet, or in writing.

Employees who post information on Facebook, MySpace or similar Web sites that include inappropriate personal information such as, but not limited to: provocative photographs, sexually explicit messages, abuse of alcohol, drugs or anything students are prohibited from doing must understand that if students, parents or other employees obtain access to such information, their case will be investigated by school and district officials.

Employees are discouraged from “friending” students on their personal Facebook account, or other social networking sites. “Friending” parents or guardians of students is also strongly discouraged. In the event you receive a “friending” request on one of these sites from a student, parent, or guardian, the following response could be used when denying the request.

As an employee of the Homer Community School District, our policies discourage me from “friending” students or parents on my personal Facebook page. I would encourage you to instead “like” the Homer Community Schools Facebook page to keep up to date on happenings at the school.

Social Bookmarking

- Be aware that others can view the sites that you bookmark.
- Be aware of words used to *tag* or describe the bookmark.
- Be aware of URL shortening services. Verify the landing site to which they point before submitting a link as a bookmark. It would be best to utilize the original URL if not constrained by the number of characters as in microblogs -- i.e. Twitter.
- Attempt to link directly to a page or resource if possible as you do not control what appears on landing pages in the future.

Instant Messaging

- Homer Community School District employees are required to get authorization to have instant messaging programs downloaded on their school computers.
- Homer Community School District employees also recognize this same authorization is required for access to instant messaging programs that are available through web interfaces with no download

- Avatar images and profile information should follow the same guidelines as the above *Profiles and Identity* section
- A written request must be submitted to the district Technology Coordinator for approval.
- When submitting a request to the Technology Coordinator please include your name, grade level, and provide a statement explaining your instructional purposes for using the program.

Requests for Social Media Sites

The Homer Community School District understands that 21st century learning is constantly changing technology and that many sites that are currently "blocked" by the Homer Community School District's internet filter may have instructional significance for teacher and student use.

- If you would like to request that another online site be accessible to use for teaching and learning, please submit a request to the district Technology Coordinator for review.
 - Requests will be reviewed and the district social media guidelines will be updated periodically throughout the school year.
 - A description should be provided of the intended use of the site and what tools on the site match your needed criteria.
 - A link to the sites privacy policy should be included if possible
-

This policy was adapted from the following sources:

- [Social Media Guidelines for Schools](#) Wiki
- [Social Media for Schools](#) Wiki Spaces
- [Papillion - La Vista Schools](#)

Academic Matters

Measuring and Reporting Academic Achievement

Grades and Grading.

Measuring and accurately reporting the level of each student's academic achievement is of critical importance to students, parents, staff, the board of education and community. To this end, each teacher shall develop a variety of assessment instruments and techniques to measure student achievement in the curriculum adopted and implemented by the school district, record the results of such assessment, and report such results on report cards. Teachers should endeavor to measure student learning and understanding on a frequent basis during each quarter to provide an accurate evaluation of each student's academic achievement for that period.

Recording Grades.

Each teacher shall record grades in the Daily Class Record (PowerSchool). A sufficient number of grades must be recorded in the grade book to justify all quarter and semester grades for each student. Assignments are to be monitored daily and it is recommended that the teacher record at least two grades per week. GRADES MUST BE RECORDED FOR ALL CURRICULAR AREAS. Please keep consistent and complete records. Teachers must be able to support and justify the grades that each individual student earns.

Grade Scales.

Teachers are to use only the grading scales set forth below. Any deviation from the grade scale shown must be approved by the building principal.

STUDENT EVALUATION SCALES

The grade scales to be used for reporting student progress are as follows:

Grades Kdg.- 2			Grades 3— 5		Grades 6 – 12	
PF	80 - 100	Proficient	100	A+	100	A+
PG	70 – 79	Progressing	93-100	A	93-100	A
E	69 or below	Emerging	90-92	A-	90-92	A-
			87-89	B+	87-89	B+
			83-86	B	83-86	B
			80-82	B-	80-82	B-
			77-79	C+	77-79	C+
			73-76	C	73-76	C
			70-72	C-	70-72	C-
			67-69	D+	67-69	D+
			63-66	D	63-66	D
			60-62	D-	60-62	D-
			60 or below	F	60 or below	F

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

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

Transfer Grades.

A student transferring into Homer Community School will begin with the grade they had earned from their previous school. A student transferring into Homer Community School at the fifteen-to eighteen-week time period will have all passing grades on transcript from an accredited school accepted for semester credit. Transferred grades must be approved by the guidance counselor or principal.

Reports to Parents. Grades are assigned on a quarter (9 weeks) and semester basis (18 weeks). Credits are assigned on a semester basis (18 weeks). Reports are sent to parents at the close of each nine weeks during the school year; the reporting periods are referred to as first quarter, second quarter/first semester, third quarter, and fourth quarter/second semester.

The grade reports are produced from information supplied by teachers and distributed to students at school or are mailed to parents.

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

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

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

Mid-Quarter Progress Reports to Parents

Mid-quarter progress reports are prepared at or near the middle of the fourth week of each quarter. These reports will be mailed to all parents.

Notification of the Potential of Failure

Parents or guardians are to be contacted by the teacher, guidance counselor or principal as soon as a student becomes at risk of failing a class. This can be done via phone contact, email or letter. A report card should never be the first communication a parent receives regarding a failing grade.

Elementary Homework Policy

Homework outside of school is used for the following purposes: enrichment, review, and reinforcement of concepts that were taught throughout the day. This may also include school work that was not completed within class. Homework should be finished neatly and in a timely manner. Homework is expected to be turned in the following morning unless this is specified by the teacher. Every student is different and we understand that every child may have different amounts of homework per night. It is the teacher's discretion whether homework will be assigned or not. The following time allotment guide is recommended for students to devote to homework each night. It is important to note, these are suggested on task times:

- Kindergarten - 10 minutes
- 1st Grade - 10 minutes
- 2nd grade - 20 minutes
- 3rd grade - 30 minutes
- 4th grade - 40 minutes
- 5th grade - 50 minutes

Daily homework can be expected Monday through Thursday. It is teacher discretion whether or not homework will be assigned on Friday. Weekend/vacation homework may be necessary for continuation of learning. This may include daily reading assignments, long-term projects/assignments, or preparing for upcoming assessments.

Parent involvement is a vital component to a student's academic success. We highly encourage parents to read to or have their child(ren) read 20 minutes nightly. This assists with language and brain development, increases vocabulary, expands understanding of the world around them, and provides time to develop strong family bonds.

Parent-Teacher Conferences

Parent-Teacher conferences are a critical opportunity for teachers to dialogue with parents (or guardians) of students regarding student achievement and learning. To this end, Parent-Teacher conferences will be scheduled each semester and held during the school year. Teacher attendance at Parent-Teacher conferences is mandatory. A teacher may only be excused from attendance at Parent-Teacher conferences in writing by the Superintendent. Teachers are expected to be prepared for such conferences. Being prepared includes having completed grade books which include all student assignments, work or tests completed within five (5) days of the date of the Parent-Teacher conference.

School Facilities and Equipment

Care of School Property

Teachers are responsible for proper care of all books, equipment, supplies and furniture supplied by the school. If an item is in need of maintenance or repair, a report should be made to the principal. If it is learned that a student has damaged school property or equipment, or if a staff member has damaged school property, it should be reported promptly to the principal so the item may be replaced or repaired if possible and appropriate responsibility for the cost of replacement or repair may be determined.

Copiers and Laminators

Several copiers are located throughout the building. The main copier/printer located in the Workroom is faster and more economical to use than the other copiers. It is always available to teachers and paraprofessionals. Secondary students working as teaching assistants may use this copier, but they should not be in the Workroom between the hours of 11:00 a.m. and 1:30 p.m. Elementary students should not be making copies on this or other copiers.

The color copier/printer located in the Guidance/District Office area should be primarily used for documents needing color. Printing or copying documents on this machine is more expensive and slower. Whenever possible, black and white printed documents should be made on one of the other copiers.

Laminators are for staff use only. No students, including teaching assistants, should be using them. Elementary students should not be using the copiers or the laminators.

Copyright and Fair Use Policy

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

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

- The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- The nature of the copyrighted work;
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole, and

- The effect of the use upon the potential market for or value of the copyrighted work.

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

Drug-Free/Alcohol-Free Workplace

The district has established the school as a drug-free and alcohol-free workplace. The meaning of workplace for purposes of this policy includes school grounds, school parking lots, school owned or utilized vehicles, school sponsored activities, and locations off school property at which school-sponsored activities are held.

The unlawful manufacture, distribution, sale, delivery, disposition, possession, or use of a controlled substance or alcohol is prohibited in the workplace, which includes school grounds, school parking lots, school owned or utilized vehicles, school-sponsored activities and locations off school property at which school-sponsored activities are held. The possession, use, sale, delivery, distribution, disposition, possession, or use of illicit drugs or alcohol, the use of glue or aerosol paint, or any other chemical substance for inhalation, and being under the influence of illegal drugs, prescription drugs for which the individual does not have a valid prescription, prescription drugs being misused (use different than the use prescribed), alcohol, or inhalants, is prohibited in the workplace and in any place or location while teachers are on duty time, including but not limited to attending school-sponsored events. Any level of impairment from illegal drugs, illicit drugs, prescription drugs for which the individual does not have a valid prescription or which are being used contrary to the directions provided with the prescription, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or the presence of the smell of alcohol on a teacher in the workplace, on duty time, or at any school-sponsored activity, shall be a violation of the drug-free/alcohol-free workplace policy. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, teachers are expected to serve as role models for students and will be considered to have violated the district’s expectations in the event the teacher commits a criminal drug or alcohol offense off the work place or off duty time.

As a condition of employment, teachers will abide by the district’s drug-free/alcohol-free workplace policies and notify the superintendent of any criminal drug statute, ticket, arrest, or conviction no later than five (5) days after such occurrence. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the district’s drug-free/alcohol-free workplace policies. Sanctions may include a requirement that the teacher complete an appropriate rehabilitation program, reprimand, suspension, non-renewal of the teacher’s contract, cancellation of the contract or termination of employment. Drug and alcohol counseling and rehabilitation and re-entry programs are available through local health agencies and participation in such may be required under certain circumstances. A certificated staff member’s person, workspace, and belongings may be searched, with or without permission, upon reasonable suspicion of a violation of this policy.

Safety

Accidents

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

Safety Guidelines

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

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

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

Use of Personal Vehicles

Employees 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. Permission to use personal vehicles must be obtained in advance from the superintendent or principal. Employees are to contact the business manager for the documentation required by the district. Teachers 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. Teachers are not to use cell phones while driving a school vehicle or while transporting children. Reimbursement for mileage will only be provided if a school vehicle is not available.

Security of Desks, Lockers, Etc.

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

The school exercises exclusive control over school property and reserves the right to search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file. School-related documents or records must remain readily available to administration and other appropriate school staff. Any personal items a teacher wants to have kept private should be kept in a separate personal storage device, such as a brief case, purse or backpack.

The district is not responsible for any personal property teachers may bring to school. Teachers are cautioned not to bring large amounts of money or items of significant value to school.

Smoke and Tobacco-Free Workplace

The use of tobacco products in the district’s buildings and on school grounds, all owned or leased facilities and vehicles is prohibited.

Use of District Computer Network and Internet

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

In using the computers and the internet, employees are agreeing to the following:

1. Since copyright laws protect software, teachers will not make unauthorized copies of software found on school computers by any means. Employees will not give, lend, or sell copies of software to others unless the original software is clearly identified as shareware or in the public domain.
2. If an employee downloads public domain programs for personal use or non-commercially redistributes a public domain program, the teachers assumes all risks regarding the determination of whether a program is in the public domain.
3. Employees shall not access material that is obscene, child pornography or otherwise inappropriate matter for educational or work-related uses or contrary to the district’s mission. Employees are not permitted to knowingly access information that is profane, obscene or offensive toward a group or individual based upon race, gender, national origin or religion. Further, employees are prohibited from placing such information on the Internet.
4. Employees will protect the privacy of other computer users’ areas by not accessing their passwords without written permission. Employees will not copy, change, read, or use another person’s files.

Employees will not engage in “hacking” or otherwise attempt to gain unauthorized access to system programs or computer equipment.

5. Employees will not use computer systems to disturb or harass other computer users by sending unwanted mail or by other means.
6. Employees will not disclose their passwords and account names to anyone or attempt to ascertain or use anyone else’s password and account name.
7. Employees will not attempt to login to the system as a system administrator.
8. Employees understand that the intended use of all computer equipment is to meet instructional objectives.
9. Employees will not waste or take supplies, such as paper or toner that are provided by the district.
10. Employees will not use the network for financial gain or for any commercial or illegal activity.
11. Attempts to bypass security systems on computer workstations or servers, or vandalism will result in cancellation of privileges and may result in further consequences. Malicious attempts to harm or destroy data of another teacher, or data that resides anywhere on the network or on the Internet, or the uploading or creation of computer viruses are forbidden.
12. The district will not be responsible for any liabilities, costs, expenses or purchases incurred by the use of the district’s telecommunications systems such as the Internet. This includes, but is not limited to, the purchase of online services or products. The employee is solely responsible for any such charges. The employee’s acceptance of an email account is the acceptance of the employee’s agreement to indemnify the district for any expenses, including legal fees, arising out of the teacher’s use of the system in violation of the agreement.
13. The Internet will be supplied for your use on an “as is, as available” basis. The district does not imply or expressly warrant that any information you access will be valuable or fit for a particular purpose or that the system will operate error free.
14. The district is not responsible for the integrity of information accessed, or software downloaded from the Internet.
15. The district reserves the right to refuse posting of files, and to remove files.
16. The district further reserves the right to inspect an employee’s computer and computer usage at any time. Employees have no privacy rights or expectations of privacy with regard to use of the district’s computers or Internet system.
17. The computer system is not a public forum. It is provided for the limited purpose of advancing the district’s mission.
18. A technology protection measure is in place that blocks and/or filters Internet access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the district may also use other technology protection measures or procedures as deemed appropriate. The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed district training by the one proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of a building administrator. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

Any violation of any part of this agreement or any other activity which school administrators deem inappropriate will be subject to disciplinary action. Discipline could include but would not be limited to,

the immediate suspension or termination of the employee's Internet account and computer privileges, reprimand, suspension, or termination.

Use of School Facilities

Employees will be issued access cards or fobs to the school. Employees are expected to not lose their access cards or fobs and to not allow others to have access to or to use them. Employees are permitted to have access to school facilities during non-school time provided such access is for work-related purposes. When employees leave the building, they are to close all windows, lock their classroom door, and make sure that the entry door is fully closed and locked. This is especially important when employees are using the school facilities prior to the beginning of the school year and during any weekend or evening usage.

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

Use of School Vehicles

Prior to approving mileage payments to individuals to use their personal vehicles to conduct school business, employees must first contact the office to ascertain if a school vehicle is available. If one is available, then employees must reserve the vehicle on the form located in the school office. The vehicle **must be returned on time** to insure those scheduled to use it later can be assured that the vehicle will be ready to go on time. If the fuel level is below three fourths of a tank, gas must be purchased before returning the vehicle. The mileage log book must be completed and left in the front seat of the vehicle. Any gas charge tickets must be turned in to the business manager. **School vehicles are to be used for school business only, not for any personal business or sightseeing tours.**

Use of Telephone and Electronic Devices

While employees are allowed to possess and carry electronic communications devices on school property, such possession and use are subject to the following rules:

District-Issued Communications Devices

- Communication devices issued by the district may include, for example, cellular telephones, walkie-talkies, personal digital assistants (PDA's) or laptop computers with "beaming capabilities," citizens band radios, either installed in vehicles or hand-held, and pagers/beepers.
- Employees in receipt of district-issued equipment shall be held responsible for the safekeeping of the equipment and exercise reasonable efforts to see that the equipment is not lost, stolen, or damaged. Reckless or irresponsible use of district equipment, resulting in loss or damage may result in the employee having to reimburse the district for any associated costs of replacement or repair.

- Any such devices issued shall be with the expectation that they are to be used, almost exclusively, for district-related business purposes and are not intended for personal use except in emergencies involving employee health or safety.
- District-issued equipment shall be used in a manner that does not disrupt instruction and should not be used during school-sponsored programs, meetings, in-services, or other events where there exists a reasonable expectation of quiet attentiveness unless there is a reason of personal health or safety involved.
- Any district-issued equipment is to be surrendered back to the district immediately upon request.

Personally Owned Electronic Communications Devices

- Employees may possess and carry personally owned cellular telephones, pagers/beepers, and PDA's or laptops with "beaming capabilities" during the school day on school property.
- Personally owned hand-held citizens band radios, portable police scanners, and long or short-range walkie-talkies should not be used or carried by employees on school property during the school day unless by specific permission of their immediate supervisor based on a personal health or safety need.
- Cellular telephones and pagers/beepers should not be used during the employee's normal duty times to send or receive messages of a personal nature, but such use is allowable during normal break times, lunch times, and preparation times. Use of cellular telephones or audible pagers/beepers should be curtailed during instructional time or at school-sponsored programs, meetings, in-services, parent/guardian conferences, or any other time when there would be a reasonable expectation of quiet attentiveness.
- Any employee violating the above rules may be subject to disciplinary action.

Video Surveillance

The Board of Education has authorized the use of video cameras on school district property to ensure the health, welfare and safety of all staff, students and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the superintendent.

Notice is hereby given that video surveillance may occur on district property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Visitors

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

Weapon-Free Workplace

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

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

- Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
- The frame or receiver of any object described in the preceding example;
- Any firearm muffler or silencer;
- Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device;
- Any bludgeon, sandclub, metal knuckles, or throwing star;
- Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2 ½ inches or more is a prohibited weapon. A switch-blade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
- Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun; and
- An employee may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes shall not be considered as possession of a weapon. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. An employee who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action.
- A teacher may possess an item which may be considered a weapon where such item is used for instructional purposes and the teacher has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed.
- Any other object that is designed for or intended for use as a destructive or injurious device.

The phrase “possession of a weapon” includes, without limitation, a weapon in an employee’s personal possession, as well as in an employee’s motor vehicle, desk locker, briefcase, backpack, or purse.

Workroom

The Workroom also serves as a lunchroom for teachers and non-certificated staff. Employees are to make every effort to refrain from having students go to the workroom between 11:00 and 1:00 each day.

State and Federal Requirements

Anti-Discrimination and Harassment

Elimination of Discrimination

The Homer Community School District hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

Preventing Harassment

The Homer Community School District is committed to providing a learning and working environment that is free from harassment based upon an individual's race, color, religion, sex, national origin, disability, marital status, or age. Harassment of employees and students on the basis of membership in a protected class will not be tolerated by the school district.

The following are general definitions of what might constitute prohibited harassment.

- In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, religion, disability, national origin, age, marital status, or sex constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.
- Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment. Sexual harassment may exist when:
 - Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;
 - Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time;
 - The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.
 - Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-

specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

Employees, students, volunteers or visitors who believe they have suffered harassment shall report such matters to the superintendent, investigator for harassment complaints. However, claims regarding harassment may also be reported to the principal, alternate investigator for harassment complaints.

Upon receiving a complaint, the investigator shall confer with the complainant to obtain an understanding and a statement of the facts. It shall be the responsibility of the investigator or alternate investigator to promptly and reasonably investigate claims of harassment. The superintendent shall take final action as appropriate. Information regarding an investigation of harassment shall be confidential to the extent possible, and those individuals who are involved in the investigation shall not discuss information regarding the complaint outside the investigation process.

No one shall retaliate against an employee or student because they have filed a harassment complaint, assisted or participated in a harassment investigation, proceeding, or hearing regarding a harassment charge or because they have opposed language or conduct that violates this policy. Employees whose behavior is alleged to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is alleged to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or board.

Complaint and Grievance Procedures

Employment related grievances or complaints shall be addressed through the administrative chain of command following the process set forth in this handbook as approved by the Board of Education. Certain types of grievances may also be addressed by state statute, and all such applicable statutes shall be followed, both by the employee and the district.

Confidentiality of Student Records (FERPA)

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

Disclosure of Staff Qualifications

The No Child Left Behind Act of 2001 gives parents/guardians the right to get information about the professional qualifications of their child's classroom teachers. The district designates the following information as "directory information" and will give parents/guardians such information upon request:

1. Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

2. Whether the teacher is teaching under an emergency or provisional teaching certificate.
3. The baccalaureate degree major of the teacher, along with information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree.
4. Whether the parent/guardian's child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who does not meet the requirements of the NCLB.

Grievance Procedure for Persons with a Disability

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

1. Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the complainant's disability prevents such, in which event the complaint can be made verbally.
2. Complaints shall set forth: (a) the name of the complainant, (b) the address and telephone number or other such information sufficient to enable the coordinator to contact the complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the complainant.
3. Complaints shall be investigated by the coordinator or the coordinator's designee. Investigations shall be thorough, but informal, and the complainant shall be given a full opportunity to submit evidence relevant to the complaint.
4. The coordinator shall make a decision on the complaint within (30) days of the filing of the complaint, unless such time period is extended by agreement of the complainant. The decision shall be made in writing, shall set forth the coordinator's proposed resolution of the complaint, and shall be forwarded to the complainant.
5. The complainant shall have ten (10) days from the date of the coordinator's decision is sent to the complainant to accept or reject the coordinator's proposed resolution, and shall be deemed to have accepted the proposed resolution unless the complainant rejects the proposed resolution within such a time period. In the event the complainant rejects the proposed resolution, the complainant shall be given the opportunity to file a request for reconsideration within the (10) days from the date of the coordinator's division is sent to the complainant. The request for reconsideration shall be filed with the coordinator. The coordinator shall consider any additional information provided in the request for reconsideration and make a decision on the request for reconsideration within (10) days after the request for reconsideration was filed.

Notice of Non-Discrimination

Homer Community School District does not discriminate on the basis of race, color, national origin, gender, religion, disability, or marital status in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Gregg Cruickshank, Superintendent
PO Box 340, Homer, NE 68030-0340
402-698-2377

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and non-discrimination laws and policies, including but not limited to complaints of

discrimination, may also be directed in writing to the Director of the Kansas Office of Civil Rights, U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114, (816) 268-0550, the Nebraska Equal Opportunity Commission, State Office Building, 301 Centennial Mall South, 5th Floor, P.O. Box 94394. Lincoln, NE 68509-4934, (402) 471-2024 or (800) 642-6112 or by email to OCR.KansasCity@ed.gov.

The board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment. Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, gender, religion, disability, age or marital status of the individual or individuals or creates an intimidating, hostile or demeaning environment for education.

Appendix

Board Policies

AGENDA

Policy 204.10

The tentative agenda for each board meeting shall state the topics for discussion and action at the board meeting. The agenda is part of the public notice of the board meeting and will be posted and distributed.

Persons requesting to place an item on the agenda must make a request to the superintendent prior to the drafting of the tentative agenda. The person making the request must state the person's name, address, purpose of the presentation, action desired and pertinent background information. Requests from the public may be added to the tentative agenda at the discretion of the superintendent after consultation with the board president. Requests received after the deadline may only be added to the agenda for good cause.

The tentative agenda and supporting documents shall be sent to the board members prior to the scheduled board meeting. These documents are the private property of the board member. Persons wishing to view the tentative agenda and supporting documents may do so at the principal office of the district.

The board shall take action only on the items listed on the tentative agenda posted with the public notice. Items added to the agenda may be discussed or taken under advisement by the board. If an added item is acted upon, the minutes of the board meeting shall state the reason justifying the immediate action. Only items of an emergency nature may be added to the agenda later than twenty-four hours before the scheduled meeting.

It shall be the responsibility of the board president and superintendent to develop the agenda for each board meeting.

A consent agenda may be used by the board for non-controversial business. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be approved at the same time. A board member may ask that any item be removed from the consent agenda. The removed item will then be placed on the regular agenda.

COMMUNICATION CHANNELS

Policy 301.04

Questions and problems shall be resolved at the lowest organizational level nearest to the complaint. School employees shall be responsible for conferring with their immediate supervisor on questions and concerns. Students and other members of the school district community shall confer with a certificated employee and then with the principal on questions and concerns.

If resolution is not possible by any of the above, individuals may bring it to the attention of the superintendent within 5 school days of their discussion with the principal. If there is no resolution or plan for resolution by the superintendent within 5 school days of the individual's discussion with the superintendent, the individual may ask to have the question or problem placed on the board agenda. The action of the board will be final.

It shall first be the responsibility of the administrators to resolve questions and problems raised by the employees and the students they supervise and by other members of the school district community.

EMPLOYEE COMPLAINTS

Policy 402.05

Complaints of employees against fellow employees should be discussed directly between employees. If necessary, complaints shall be brought directly to the immediate supervisor, principal or superintendent and shall be made in a constructive and professional manner. Complaints shall never be made in the presence of other employees, students or outside persons.

A formal grievance procedure is contained in the negotiated contract between the employee's certified bargaining unit and the board. This policy shall not apply to a complaint that has been or could be filed at the employee's discretion under that formal grievance procedure.

COMMUNICATIONS WITH EMPLOYEES

Policy 402.13

The Board desires to maintain open communication channels between itself and the staff.

The basic line of communication will be through the superintendent. The superintendent will develop and recommend to the Board processes for communications between the Board and district employees.

Communications or reports to the Board or Board committee from any staff member or members should be submitted through the superintendent. This procedure will not be construed as denying the right of any employee to address the Board about issues which are neither part of an active administrative procedure, nor disruptive to the operation of the district.

All official communications, policies and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will communicate as appropriate to keep staff fully informed of the Board's concerns and actions.

PUBLIC COMPLAINTS ABOUT EMPLOYEES

Policy 403.05

The board recognizes situations may arise in the operation of the school district which are of concern to parents and other members of the school district community. While constructive criticism is welcomed, the board desires to support its employees and their actions to free them from unnecessary, spiteful, or negative criticism and complaints that do not offer advice for improvement or change.

While speakers may during public meetings offer objective criticism of school operations and programs, the board will not hear personal complaints concerning district personnel nor against any person connected with the school system unless that complaint is an agenda item having followed the process described below. To do so could expose the board to a charge of being party to slander and would prejudice any necessity to act as the final review of administrative recommendations regarding the matter. The board president will direct the patron to the appropriate means for board consideration and disposition of legitimate complaints involving individuals.

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the board. The board will not hear charges against employees in open session unless an employee requests an open session.

The board firmly believes concerns should be resolved at the lowest organizational level by those individuals closest to the concern. Whenever a complaint or concern is brought to the attention of the board it will be referred to the administration to be resolved. Prior to board consideration however, the following should be completed:

1. Matters concerning an individual student, teacher, or other employee should first be addressed to the teacher or employee;
2. Unsettled matters from (a) above or problems and questions about individual attendance centers should be addressed to the employee's building principal for certificated employees and the superintendent for support staff.
3. Unsettled matters regarding certificated employees for (b) above or problems and questions concerning the school district should be directed to the superintendent.
4. If a matter cannot be settled satisfactorily by the superintendent, it may then be brought to the board. To bring a concern regarding an employee, the individual may notify the board president for inclusion on the board agenda of a regularly scheduled board meeting in accordance with board policy 204.10.

CERTIFICATED EMPLOYEE EVALUATION

Evaluation of certificated employees on their skills, abilities, and competence shall be an ongoing process supervised by the building principals and conducted by approved evaluators. The goal of the formal evaluation of certificated employees, other than administrators, but including extracurricular employees, shall be improve the education program, to maintain certificated employees who meet or exceed board's standards of performance, to clarify the certificated employee's role, to ascertain the areas in need of improvement, to clarify the immediate priorities of the board, and to develop a working relationship between the administrators and other employees.

The formal evaluation criteria shall be in writing. The formal evaluation shall provide an opportunity for the evaluator and the certificated employee to discuss the past semester's performance and the future areas of growth. The formal evaluation shall be completed by the evaluator, signed by the certificated employee and filed in the certificated employee's personnel file. This policy supports, and does not preclude, the ongoing informal evaluation of the certificated employee's skills, abilities and competence.

The Superintendent will create an administrative regulation describing the procedure to be used for evaluations and including the evaluation instrument. At a minimum this will provide for evaluation of instructional performance, classroom organization and management, professional conduct, and personal conduct. It will provide for a written description of all noted deficiencies, specific means for the correction of the noted deficiencies and an adequate timeline for implanting the concrete suggestions for improvement. The teacher will be allowed to offer a written response. The regulation will also specify what training will be provided by the school district for evaluators.

It shall be the responsibility of the [superintendent; building principal] to ensure tenured certificated employees are evaluated once annually during a three-year rotation. The evaluation shall include an observation of one instructional period. Administration will conduct walkthroughs consistently throughout the year for all certificated employees.

New and probationary certificated employees shall be evaluated at least once each semester. This evaluation procedure will include at least one classroom observation for one period each semester.

The requirements stated in the Negotiated Contract between employees in the certified collective bargaining unit and the board regarding evaluation of such employees shall be followed.

Legal Reference: Neb. Statute 79-828; NDE Rule 34
Cross Reference: 406.02 Certificated Employee Qualifications, Recruitment, and Selection
406.09 Certificated Employee Probationary Status
408.05 Certificated Employee Reduction-In-Force

PUBLIC COMPLAINTS

Policy 1005.01

The board recognizes that concerns regarding the operation of the school district will arise. The board further believes that constructive criticism can assist in improving the quality of the education program and in meeting individual student needs more effectively. The board also places trust in its employees and desires to support their actions in a manner which frees them from unnecessary or unwarranted criticism and complaints.

Procedures for dealing with complaints concerning programs or practices should be governed by the following principles:

- where action/investigation is desired by the complainant, or where it seems appropriate, the matter should be handled as near the source as possible;
- complaints should both be investigated and, if possible, resolved expeditiously;
- complaints should be dealt with courteously and in a constructive manner; and,
- individuals directly affected by the complaint should have an opportunity to respond.

Specific procedures for handling complaints may be established in policies. The board, consistent with its board policy-making role, will deal with complaints concerning specific schools, programs or procedures only after the usual channels have been exhausted. Complaints regarding employees or complaints by students will follow the more specific policies 403.05 and 504.1 respectively.

When a complaint requiring attention is received by the board or a board member it will be referred to the superintendent. After all of the channels have been exhausted, the complainant may appeal to the board by requesting a place on the board agenda or during the public audience portion of the board meeting. If the complainant appeals to the board, the appeal shall be in writing, signed and explain the process followed by the complainant prior to the appeal to the board.

COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Individuals involved: _____

Date and place of incident or incidents: _____

Description of incident: _____

Name of witnesses (if any) _____

Evidence, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

EMPLOYEE GRIEVANCE FORM

Grievant Information

Employee Name: _____

Job Title: _____

Home Mailing Address: _____

Work Mailing Address: _____

Date, time and place of event leading to grievance:

Detailed account of occurrence (include names of persons involved, if any):

Please state policies, procedures, or guidelines that you feel have been violated:

Proposed solution to grievance:

The grievant should retain a copy of this form for his/her records. The signature below indicates that you are filing a grievance, and any information on this form is truthful.

Employee Signature

Date

Immediate Supervisor

Date

Homer Community School District 31R



TEACHER/EDUCATIONAL SPECIALIST EVALUATION

Educator Name:

Grade/Subject:

School(s):

Evaluator:

School Year:

Rubrics aligned to each indicator in the *Nebraska Teacher and Principal Performance Standards* can be found at <https://www.education.ne.gov/EducatorEffectivene>

Probationary

Permanent

Year 1 Year 2 Year 3 (locally determined)

Semester 1 (Formative-Ratings required)

Formative (Ratings optional)

Semester 2 (Summative-Ratings required)

Summative (Ratings required)

Nebraska Effective Practices. Probationary teachers are rated on the Effective Practices each semester based on at least one formal observation for a full instructional period and such other observation data or artifacts as may have been collected. Permanent teachers are rated on the Effective Practices at the end of the summative year.

STANDARD: (1) Planning and Preparation. The teacher plans using district and state content standards, district-supported curriculum, instructional materials, and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.

Evaluator Rating	Description
<input type="checkbox"/> Highly Effective	The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, community context, and standards, and purposefully and consistently leads efforts to develop, test, model, or promote processes that support the growth of individual student learning, development, and achievement.
<input type="checkbox"/> Effective	The teacher consistently integrates knowledge of content, pedagogy, students, community context, and standards with the established curriculum to develop coherent and rigorous units, lessons, and activities that support the growth of individual student learning, development, and achievement.
<input type="checkbox"/> Developing	The teacher demonstrates a limited knowledge of content, pedagogy, students, community context, and standards, but consistently seeks necessary resources to build on experiences to integrate them with the established curriculum to develop units, lessons, and learning activities.
<input type="checkbox"/> Ineffective	The teacher displays a very limited knowledge of content, pedagogy, students, community context, or standards, and/or fails to develop coherent and rigorous units, lessons, and learning activities.

Comments (Required for Developing or Ineffective rating):

Click here to enter text.

STANDARD: (2) The Learning Environment. The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social emotional development, and academic growth and achievement.

Evaluator Rating	Description
<input type="checkbox"/> Highly Effective	The teacher creates and maintains an exceptional learning environment and purposefully and consistently leads efforts to develop, test, model, or promote processes that foster positive relationships, inclusivity, social emotional development, student engagement, and academic growth and achievement.
<input type="checkbox"/> Effective	The teacher consistently creates and maintains an effective learning environment that fosters positive relationships, inclusivity, social emotional development, student engagement, and academic growth and achievement.
<input type="checkbox"/> Developing	The teacher struggles to create and maintain an effective learning environment, but consistently seeks necessary resources to gain experience in building positive relationships, inclusivity, social emotional development, student engagement, and academic growth and achievement.
<input type="checkbox"/> Ineffective	The teacher fails to create and/or maintain a learning environment that promotes positive relationships, inclusivity, social emotional development, student engagement, and academic growth and achievement.

Comments (Required for Developing or Ineffective rating):

[Click here to enter text.](#)

STANDARD: (3) Instructional Strategies. The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.

Evaluator Rating	Description
<input type="checkbox"/> Highly Effective	The teacher uses highly effective instructional strategies and purposefully and consistently leads efforts to develop, test, model, or promote processes that result in continuous growth in learning for each student.
<input type="checkbox"/> Effective	The teacher consistently uses effective instructional strategies that result in continuous growth in learning for each student.
<input type="checkbox"/> Developing	The teacher demonstrates limited knowledge of effective instructional strategies but consistently seeks necessary resources to gain experience in creating and utilizing strategies that result in continuous growth in learning for each student.
<input type="checkbox"/> Ineffective	The teacher displays a very limited knowledge of effective instructional strategies, and/or fails to utilize them to ensure continuous growth in learning for each student.

Comments (Required for Developing or Ineffective rating):

[Click here to enter text.](#)

STANDARD: (4) Assessment. The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.

Evaluator Rating	Description
<input type="checkbox"/> Highly Effective	The teacher effectively creates and uses multiple methods of formative, interim, and summative assessments to measure student progress, and purposefully and consistently leads efforts to develop, test, model, or promote processes that foster disaggregation of data for use in planning, preparing for instruction, and reporting.
<input type="checkbox"/> Effective	The teacher consistently develops and uses multiple methods of effective formative, interim, and summative assessments to measure student progress and disaggregates data for use in planning, preparing for instruction, and reporting.
<input type="checkbox"/> Developing	The teacher demonstrates limited knowledge of the various methods of assessment, but consistently seeks necessary resources to gain experience in creating and utilizing effective formative, interim, and summative assessments to measure student progress.
<input type="checkbox"/> Ineffective	The teacher displays a very limited knowledge of effective assessment strategies, and/or fails to utilize them to measure student progress.

Comments (Required for Developing or Ineffective rating):

[Click here to enter text.](#)

STANDARD: (5) Professionalism. The teacher exhibits a commitment to professional ethics and the school’s vision, mission and goals, participates in professional growth opportunities to support student and self-learning, and contributes to the profession.

Evaluator Rating	Description
<input type="checkbox"/> Highly Effective	The teacher demonstrates a commitment to professional practice and purposefully and consistently leads efforts to develop, test, model, or promote processes to support student and self-learning as a member of the professional community.
<input type="checkbox"/> Effective	The teacher consistently demonstrates a commitment to professional practice to support student and self-learning as a member of the professional community.
<input type="checkbox"/> Developing	The teacher inconsistently demonstrates the level of professional practice necessary for a member of this professional community, but consistently seeks necessary resources to gain experience in practices that support student and self-learning.
<input type="checkbox"/> Ineffective	The teacher fails to demonstrate the level of professional practice necessary for a member of this professional community.

Comments (Required for Developing or Ineffective rating):

[Click here to enter text.](#)

Evaluator's Comments:
Areas of Strength
Click here to enter text
Areas of Development
Click here to enter text

Employee Response to Evaluation
(Optional)
Click here to enter text.

- Plan for Improvement (Optional)
- Plan for Assistance

*007.06A1d—if plan for improvement or plan for assistance is indicated, the means for improvement and a timeline for implementation will be included.

Teacher/Specialist Signature: _____ **Date:** _____

Evaluator Signature: _____ **Date:** _____

My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation.

FAMILY AND MEDICAL LEAVE ACT

FMLA requires the District to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons. Employees may also be eligible because of a qualifying exigency arising out of the fact that the spouse, son, daughter, parent, or next of kin of the employee is on covered active duty or has been notified of an impending call or order to covered active duty. Employees are eligible if they have worked for the District at least 12 months and worked at least 1,250 hours over the previous 12 months. The USERRA-protections for employees who miss work due to USERRA-covered military service extend to all military members. All periods of absence from work due to or necessitated by USERRA-covered service is counted in determining an employee's eligibility for FMLA leave.

BASIC REASONS FOR TAKING LEAVE: Unpaid leave must be granted for any of the following reasons:

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

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

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with a least two visits to a health care provider or one visit to a regimen of continuing treatment, or capacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

MILITARY FAMILY LEAVE ENTITLEMENTS:

Families of members of the National Guard and Reserves are eligible for the normal 12 workweeks of FMLA leave while that family member is on **covered active duty or called to active duty status in support of a contingency operation. This leave may be used for "any qualifying exigency" arising out of the fact that the family member is on active duty or has been called to active duty, including: (1) short-notice deployment; (2) military events and related activities; (3) childcare and school activities; (4) financial and legal arrangements; (5) counseling; (6) rest and recuperation; (7) post-deployment activities; (8) to care for a military member's parent who is incapable of self-care and (9) additional activities not encompassed in the other categories, but agreed to by the employer and employee.

Special Leave entitlement: Employees who qualify under this FMLA provision are eligible to receive up to 26 weeks of unpaid FMLA leave to care for a covered service member. A covered service member is: (1) a current member of the Armed forces, including a member of the National Guard or Reserves

who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness. *** Or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness. **

**The FMLA definition for "covered active duty" requires that the deployment must be to a foreign country to qualify for FMLA leave.

***The FMLA definitions of "serious injury or illness" for current service members and veterans are distinct from the FMLA definition of "serious health condition." The definition of serious injury or illness for a current service member and covered veterans includes injuries or illnesses incurred by a covered service member in the line of duty and injuries or illnesses that existed before the beginning of the member's active duty and were aggravated by service in the line of duty on active duty in the Armed Forces.

State Family Military Leave

Spouses or parents of persons called to military service lasting 179 days or longer are also entitled to take an unpaid leave of absence under Nebraska law. If a family member of a service member is eligible for leave under both the federal FMLA and the Nebraska family military leave law, the leave will be deemed to run concurrently (counted toward the employee's entitlement under both laws).

USE OF LEAVE:

Accrued paid sick and vacation leave will be substituted for unpaid leave first, but will run concurrently with the period of unpaid leave available under the act. Once the paid leave is exhausted, unpaid leave will be used and run concurrently with the period of unpaid leave available under the act. The FMLA year runs on a "rolling calendar" year.

Leave can be taken in one block of time, can be taken intermittently, or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

ADVANCE NOTICE AND MEDICAL CERTIFICATION: You may be required to provide advance leave notice and medical certification. Taking of leave may be denied if requirements are not met.

- You ordinarily must provide 30 days advance notice when the leave is "foreseeable." When this is not possible, your obligation is to provide as early of notice as is practical.
- The District may require medical certification to support a request for leave because of a serious health condition, and may require second or third opinions (at District expense) and a fitness for duty report to return to work.

- Upon notice of a request for leave and determination of the employee's eligibility for FMLA leave, superintendent will notify the employee of the eligibility determination. For eligible employees, the notice will include the date the leave begins, the maximum amount of FMLA leave available, any requirements to provide medical certifications, and other information as required by law.
- For covered active duty leaves, you must provide a copy of the military orders once they have been received, your obligation is to provide as early of notice as is practical.
- For covered active duty leaves for Rest and Recuperation (up to 15 days), you must provide a copy of the military member's Rest and Recuperation leave orders, or other military-issued documentation.

JOB BENEFITS AND PROTECTION:

- d) For the duration of FMLA leave, the District will maintain your health coverage under any "group health plan". The District and the employee continue to pay their respective portions of the premium during FMLA leave.
- e) Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.
- f) The use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of your leave.

Homer Community School Field Trip Request Form

Teacher _____

Class/Club _____

Date Request Submitted _____ Date of Field Trip _____

Destination Name _____

Destination address _____

Destination phone _____

Time of Departure _____ Return Time _____

Method of Transportation (if a bus is requested, a School Bus Transportation Request must be filled out) _____

Number of Students _____ Number of Adults _____

Educational Goal of Trip :

What method will you measure the achievement of the education goal?

Approved By: _____ Date _____

TURN IN TO YOUR PRINCIPAL 2 WEEKS IN ADVANCE OF TRIP.
SEND A COPY TO FOOD SERVICE 2 WEEKS IN ADVANCE OF TRIP

EMPLOYEE ABSENCE

PLEASE COMPLETE AND GIVE TO MR. COVIELLO OR MRS. UHL ANYTIME YOU WILL BE OUT OF YOUR CLASSROOM, WHETHER YOU HAVE A SUB OR NOT.

YOU MUST TURN IN BY THE DAY PRIOR TO YOUR ABSENCE.

DATE OF ABSENCE: _____

EMPLOYEE NAME: _____

REASON FOR ABSENCE: (please check one)

_____ Personal _____ Vacation

_____ Professional (Name and location of meeting or workshop you are attending) _____ (Do not include field trips or contests in this category – They should be considered Other)

To be completed by the principal for Professional Days Only:

Charge to the Following Grant:

Reap Grant _____

Other Grants (Specify Name) _____

_____ Bereavement (See Negotiated Agreement for qualifications)

_____ Sick (You may use sick days for illness in the immediate family – See Negotiated Agreement)

_____ Other – Field Trips – Competitions (Please Explain)

SUBSTITUTE NAME: _____

To Be Completed by the Principal:

Comments: _____

Paid: _____ Dock (Certified) _____ Unpaid (Classified) _____

Approval required by Principal and Superintendent:

Principal Approved: _____ Date: _____

Superintendent Approved: _____ Date: _____

Homer Community School District
Personnel File Access Request Form

Name: _____

Employee personnel files are school district records and are considered confidential records. Therefore they are not generally open to public inspection or accessibility. Employees of the Homer Community School District may review their Personnel Files according to Board of Education Policy 402.06 Employee Records. The review is not to include letters of reference.

The time and location of the review may be arranged by contacting the superintendent or business manager and will be at a time that does not require the employee to supervise or instruct students. An employee can request that items from the Personnel File, excluding letters of reference, be copied and given to the employee. The district has the right to charge a reasonable fee for each copy made.

My signature indicates my request to schedule a time to review my Personnel File.

Employee Signature: _____

Date Requested: _____

THE FOLLOWING IS TO BE COMPLETED BY DISTRICT OFFICE PERSONNEL

Date for Personnel File Review: _____

Time for Personnel File Review: _____

Location for Personnel File Review: _____

Superintendent's Signature: _____

HOMER COMMUNITY SCHOOL

Appendix A1

2024-2025 SALARY SCHEDULE

	4%								
4%	<u>BA</u>	<u>BA +8</u>	<u>BA +16</u>	<u>BA +24</u>	<u>MA</u>	<u>MA +8</u>	<u>MA +16</u>	<u>MA +24</u>	<u>MA +32</u>
1	\$45,700	\$47,528	\$49,356	\$51,184	\$53,012	\$54,840	\$56,668	\$58,496	\$60,324
2	\$47,528	\$49,356	\$51,184	\$53,012	\$54,840	\$56,668	\$58,496	\$60,324	\$62,152
3	\$49,356	\$51,184	\$53,012	\$54,840	\$56,668	\$58,496	\$60,324	\$62,152	\$63,980
4	\$51,184	\$53,012	\$54,840	\$56,668	\$58,496	\$60,324	\$62,152	\$63,980	\$65,808
5	\$53,012	\$54,840	\$56,668	\$58,496	\$60,324	\$62,152	\$63,980	\$65,808	\$67,636
6	\$54,840	\$56,668	\$58,496	\$60,324	\$62,152	\$63,980	\$65,808	\$67,636	\$69,464
7	\$56,668	\$58,496	\$60,324	\$62,152	\$63,980	\$65,808	\$67,636	\$69,464	\$71,292
8	\$58,496	\$60,324	\$62,152	\$63,980	\$65,808	\$67,636	\$69,464	\$71,292	\$73,120
9	x	\$62,152	\$63,980	\$65,808	\$67,636	\$69,464	\$71,292	\$73,120	\$74,948
10	x	\$63,980	\$65,808	\$67,636	\$69,464	\$71,292	\$73,120	\$74,948	\$76,776
11	x	x	\$67,636	\$69,464	\$71,292	\$73,120	\$74,948	\$76,776	\$78,604
12	x	x	x	x	\$73,120	\$74,948	\$76,776	\$78,604	\$80,432
13	x	x	x	x	x	\$76,776	\$78,604	\$80,432	\$82,260
14	x	x	x	x	x	x	\$80,432	\$82,260	\$84,088
15	x	x	x	x	x	x	x	\$84,088	\$85,916
16	x	x	x	x	x	x	x	x	\$87,744

Homer Community School Extra-Duty Schedule 2024-2025

Appendix B

YEAR	CATEGORY 1 14% of BA Salary Schedule plus experience years	CATEGORY 2 12% of BA Salary Schedule plus experience years	CATEGORY 3 10% of BA Salary Schedule plus experience years	CATEGORY 4 9% of BA Salary Schedule plus experience years	CATEGORY 5 8% of BA Salary Schedule plus experience years	CATEGORY 6 7% of BA Salary Schedule plus experience years	CATEGORY 7 6% of BA Salary Schedule plus experience years	CATEGORY 8 5% of BA Salary Schedule plus experience years	CATEGORY 9 4% of BA Salary Schedule plus experience years	CATEGORY 10 3% of BA Salary Schedule plus experience years	CATEGORY 11 2% of BA Salary Schedule plus experience years
1	14.00% \$6,398.00	12.00% \$5,484.00	10.00% \$4,570.00	9.00% \$4,113.00	8.00% \$3,656.00	7.00% \$3,199.00	6.00% \$2,742.00	5.00% \$2,285.00	4.00% \$1,828.00	3.00% \$1,371.00	2.00% \$914.00
2	\$6,653.92	\$5,703.36	\$4,752.80	\$4,277.52	\$3,802.24	\$3,326.96	\$2,851.68	\$2,376.40	\$1,901.12	\$1,425.84	\$950.56
3	\$6,909.84	\$5,922.72	\$4,935.60	\$4,442.04	\$3,948.48	\$3,454.92	\$2,961.36	\$2,467.80	\$1,974.24	\$1,480.68	\$967.12
4	\$7,165.76	\$6,142.08	\$5,118.40	\$4,606.56	\$4,094.72	\$3,582.88	\$3,071.04	\$2,559.20	\$2,047.36	\$1,535.52	\$1,023.68
5	\$7,421.68	\$6,361.44	\$5,301.20	\$4,771.08	\$4,240.96	\$3,710.84	\$3,180.72	\$2,650.60	\$2,120.48	\$1,590.36	\$1,060.24
6	\$7,677.60	\$6,580.80	\$5,484.00	\$4,935.60	\$4,387.20	\$3,838.80	\$3,290.40	\$2,742.00	\$2,193.60	\$1,645.20	\$1,096.80
7	\$7,933.52	\$6,800.16	\$5,666.80	\$5,100.12	\$4,533.44	\$3,966.76	\$3,400.08	\$2,833.40	\$2,266.72	\$1,700.04	\$1,133.36
8	\$8,189.44	\$7,019.52	\$5,849.60	\$5,264.64	\$4,679.68	\$4,094.72	\$3,509.76	\$2,924.80	\$2,339.84	\$1,754.88	\$1,169.92
	Athletic Director Lead Teacher Head XC Coach	All Head Coaches except XC SPED Dir.		Inst. Music Asst. XC Coach (2)	All Varsity Assistant Coaches Teammates Co. One Act Play 1=vh,gh,bb, wr 2=fb, 3=lr	Vocal Music Speech	Drill Team	Cheerleading Assessment Asst. Speech	JH Athletics Yearbook Musical Asst. One-Act	NHS Asst. JH FB PT Coaches SAT Chair (7-12) Asst. Cheer Student Council MTSS Co-Coordinator Rv,bb,gb,z	Quiz Bowl Tr. Meet Coord. Sr. Class Sponsor Jr. Class Sponsor

SET RATES

Sponsor: 7th Gr 8th Gr \$100.00	School Paper HAL \$500	ILCD Chair (1) \$200.00	SST w/Students \$800.00	CIA Chairs (2) \$500.00	Out & Envr Chair \$200.00	Sfty & Cr Cr \$500.00	Tech Com \$100.00	ELL Co \$500	Title 1 Dir. \$750.00	Leadership Com \$250.00
Sponsor: Freshmen Sophomore \$150.00	Skills USA \$500.00	ILCD Com (5) \$100.00	Dual Credit \$500 / Sem	CIA Com (8) \$200.00	Out & Envr Com \$100.00	Sfty & Cr Com \$100.00	Elem Enrich Co \$250 per Q	Homeroom Co (1) \$500.00	Homeroom Int (2) \$500.00	Weight Room \$1,000
			PreK Advisory \$100	MTSS Team (5) \$500	Mentors & Mentees \$200					

*SST - Student Support Team

Updated 12/7/2018

BASE = \$43,700