

# Wakefield Community School



## 2018-2019 Staff Handbook

### MOTTO

**“EDUCATE, EMPOWER, ASPIRE”**

#### **OUR MISSION**

The mission of Wakefield Community School in partnership with parents and community is to develop all students into collaborative lifelong learners who demonstrate effective communication, critical thinking and problem solving skills in a changing global society.

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## **Introduction**

Welcome to Wakefield Community Schools. This handbook provides general information to staff members of Wakefield Community School, and to serve as a guide to policies, rules, and regulations, benefits of employment, and performance expectations.

This handbook does not create a “contract” of employment. Staff positions and assignments that do not require a teaching certificate or are not otherwise governed by the teacher tenure laws may be ended or changed on an “at will” basis.

References in this handbook to “Certificated Employees” are intended to apply to all staff who are required by their position to hold a teaching administrative certificate.

References in this handbook to “Classified Employees” are intended to apply to all staff who are not required by their position to hold a teaching or administrative certificate and are considered “at will” employees.

Each employee is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment, including your employment contract/work agreement and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists, state or federal law and Board policies and regulations will control.

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

This handbook will be in effect for the 2018-2019 school year and subsequent school years unless replaced by a later edition.

## **Notice of Non-Discrimination**

Wakefield Community Schools does not discriminate on the basis of race, color, religion, national origin, sex, marital status, disability, age, or access to, or treatment of employment, in its educational programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Any person having inquires concerning this school district’s with the regulations implementing Title VI, Title VII, Title IX, or Section 504 is directed to contact Superintendent Mark Bejot, in writing at 802 Highland Street, PO Box 330, Wakefield, NE 68784; or by telephone at (402)287-2012 For further assistance, you may contact the Office for Civil Rights, (Kansas City Office), U.S. Department of Education: 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302. Telephone: (816) 823-1404; TDD: (877) 521-2172, Email at [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov). Also see the “Discrimination and Harassment” sections.

## **Designation of Coordinators**

Any person having inquiries concerning this district’s compliance with Title VI (discrimination or harassment), Title IX (gender equity), Section 504 of the Rehabilitation Act and the Americans with Disability Act, or Safe and Drug Free Schools and Communities should contact the Wakefield Community Schools Administrative Office.

## Directory Information

### Board of Education

Karen Borg .....	President (2018)
Mark Victor .....	Vice President (2020)
Bree Brown .....	Secretary (2018)
Arianne Conley .....	Member (2020)
Ben Donner .....	Member (2018)
Shannon Johnson .....	Member (2020)

### Administration

Mark Bejot .....	Superintendent
Jason Heitz .....	Secondary Principal
Jerad Wulf .....	Elementary Principal

### Certificated Staff

Brittnie Abler .....	3rd Grade
Angie Borg .....	School Nurse
Iris Borg .....	Math
Matt Brenn .....	Science/AD
Eric Burenheide .....	ITE
Shannon Carroll .....	Math
LaVonne Carson .....	Spanish
Michael Clay .....	Social Studies/Guidance
Kari Cliff .....	ELL
Tara Dolan .....	2 <sup>nd</sup> Grade
Jean Dorcey .....	Special Education
Ryan Dougherty .....	Business
Austin Galles .....	4,5,6 English
Michelle Galles .....	Family Consumer Science
Deb Garwood .....	4,5,6 Social Studies
Janie Gutzmann .....	3rd Grade
Lynette Haisch .....	4,5,6 Math
Timarie Hansen .....	1 <sup>st</sup> Grade
Lori Harding .....	Guidance
Mike Hassler .....	Art
Micaela Hight .....	PK
Cathy Hoffart .....	1st Grade
Leah Jech .....	Kindergarten
Brian Johnson .....	Language Arts
Donna M Johnson .....	Special Education
Jena Kaufman .....	PK
Jolene Klein .....	Media Center
Jaime Manz .....	Reading Specialist
Logan McPhillips .....	Special Education
Chad Metzler .....	Social Studies
Brenda Montoya .....	ELL
Deb Nicholson .....	Vocal Music
Pam Peters .....	PK
Mark Reimers .....	Science
Kevin Roberts .....	Social Studies/ESL
Sara Schlickbernd .....	2nd Grade
Veronica Schmidt .....	4,5,6 Writing
Jan Simmons .....	English/ESL

Linda Steinman .....	Kindergarten
Bill Trenhaile.....	Band/Math/Bus Driver
Zoe Vander Weil.....	English/Speech
Megan Virgil .....	Science
Joe Wendte .....	PE
Leslie Ziska .....	Technology

**Classified Staff**

LaVon Anderson.....	Elementary Secretary
Kim Barge .....	Para
Mike Benson.....	Transportation Director
Mary Brudigam .....	Para
Ofelia Calleros.....	ELL Para
Carla Clay .....	Para
Kristi Foote .....	Lunchroom Manager
Becky Gothier.....	Business Manager
Jean Hansen .....	Kitchen
Rex Hansen.....	Maintenance
Sylvia Hernandez .....	ESL Para
Marian Keagle .....	Bus Driver
Sami Kenny .....	Para
Deb Litchfield.....	Activity Center Supervisor
Rhonda Lorenzen.....	ELL Para
Bob Lubberstedt .....	Groundskeeper
Dawn Lubberstedt .....	High School Secretary
Blanca Moreno .....	Para
Pat Nicholson .....	Bus Driver
Tina Nuernberger .....	Para
Harold Odens .....	Custodian
Josie Paulson .....	Custodian
Christy Roberts.....	Kitchen
Julie Siebrandt.....	Para
Vicky Sanchez.....	Para
Darci Slama.....	Para
Teresa Soderberg .....	Para
Angela Sonder.....	Para
Kara Starzl .....	Para
Ana Urquidez.....	Para
Ziola Vargas .....	Para
Patricia Wurdeman.....	Custodian

**ESU#1 Staff - Certificated**

Wendy Consoli .....	Deaf Ed Teacher
Staci Fethkenher .....	Physical Therapist
Calvin Frey .....	Psychologist
Vernae Luhr .....	Audiologist
Stacey Richart.....	Vision Consultant
Anne Ronhovde.....	Speech Pathologist
Chelsea Umscheid .....	Occupational Therapist

## Contact Information

Elementary ..... 402-287-9892  
Secondary ..... 402-287-2012  
Bus Barn..... 402-287-2943

### Website

<http://www.wakefieldschools.org>

### Facebook

[www.facebook.com/Wakefield-Community-School-District](http://www.facebook.com/Wakefield-Community-School-District)

### Address

802 Highland Street  
PO Box 330  
Wakefield, NE 68784

### Calendar

The school calendar can be found in Appendix D of this handbook and is subject to change.

### School Hours

Office 8:00 am to 4:00 pm  
PK-AM 8:15a.m. to 11:15a.m. PK-PM 12:30p.m. to 3:35p.m.  
Elementary 8:15 am to 3:35 pm  
Secondary 8:10 am to 3:40 pm

## **Policies Regarding All Staff**

### **Board Policies**

The Wakefield Community School Board has adopted policies that govern the operation of the school district. A complete copy of the policy manual is placed in each workroom of the school district. These policies are also available online on the school website. Staff should consult with their building principal about the location of the manual in the workroom. The manuals will be updated as the board adopts new policies or modifies existing policies.

### **Drug Free Workplace**

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

An employee who is convicted of violating any criminal drug statute for conduct that occurred in the workplace will be subject to disciplinary action, including but not limited to suspension or discharge. The district may, in its sole discretion, require the employee to participate in and satisfactorily complete a drug abuse assistance or rehabilitation program.

### **Outside Employment**

1. An employee's responsibilities to the district take precedence over personal along with other prohibited activity during school hours. Employees may not engage in other employment business activity during assigned duty hours.
2. Tutoring
  - a. Teachers are expected to assist students who are having learning problems as part of the teachers' employment. Such assistance is expected both in the classroom and at other times during the school day.
  - b. A teacher shall not solicit a student or parent to retain the teacher as a tutor and shall not act as a tutor for pay or other remuneration for any student who is then enrolled in any class taught by that teacher.
  - c. In all other cases during the school year, a teacher may act as a tutor for pay or other remuneration upon prior approval of the building principal and superintendent or designee.
3. Employees shall attend to personal matters outside their assigned duty hours with the district whenever possible.
4. Employees may conduct business on behalf of the district during assigned duty hours, but at times that do not disrupt or interfere with teaching responsibilities or student activities.
5. Employees shall not misrepresent, either expressly or by implication, that any activity, solicitation, or other endeavor is sponsored, sanctioned, or endorsed by the district.
6. In any written or verbal presentation by an employee that might be perceived as being sanctioned, sponsored, or endorsed by the district, other than district-related instruction or presentation to district students or personnel, the employee shall communicate to the audience or recipients that the views expressed are those of the employee and not necessarily those of the district or board.
7. Sale of goods or services by employees.
  - a. Employees shall not sell, solicit or promote the sale of goods or services to students.
  - b. Employees shall not sell, solicit or promote the sale of goods or services to parents of students when the employee's relationship with the district is used to influence any sale or may be reasonably perceived by parents as attempting to influence any sale.



- c. Employees with supervisory or managerial responsibilities shall not sell, solicit or promote the sale of goods or services to employees over whom they have such responsibilities in any manner that could reasonably be perceived as coercive by the subordinate employee(s).
  - d. Employees shall not use employee, student, or parent directories in connection with the solicitation, sale, or promotion of goods or services and shall not provide any such directory to any person or entity for any purpose without the prior knowledge or approval of the building principal.
8. No school board member, administrator, teacher, or other employee shall use the personnel, facilities, resources, equipment, property, or funds of the district for personal financial gain or business activities.
  9. All written or artistic works, instructional materials, inventions, procedures, ideas, innovations, systems, programs, or other work product created or developed by any employee in the course and scope of performance of his or her employment duties on behalf of the district, whether published or not, shall be the exclusive property of the district; and the district has the sole right to sell, license, assign, or transfer any and all right, title, or interest in and to such property.
  10. Staff may not exploit their professional relationships for personal gain. (Board Policy 4008)

### **Accidents and Injuries**

Employees must inform the building office immediately of all accidents and/or injuries to students or staff, and complete the appropriate accident form by the end of the business day, which is available from the office. Employee Return to Work form is located in the back of this handbook.

### **Purchase Orders and Supplies**

All orders or supplies must be authorized by the administration. Staff may be personally liable for any orders placed without such authorization. Guidelines for purchasing have been established by the superintendent. (Board Policy 3004) If you are using a credit card to purchase items the receipt must have an **itemized listing** of all purchases plus the credit card transaction receipt. **A non-itemized credit card receipt alone is not sufficient** (Board Policy 3036).

### **Official Reports and Records**

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

### **Personnel Files**

The district shall maintain a personnel file regarding each employee. All materials in a personnel file, except for employment references and information that was gathered in the process of assessing an applicant for hiring, shall be available to the employee for review within a reasonable period of time of the employee's request. Employees (or individuals to whom employees have given written authorization) may inspect the contents of their personnel files only in the presence of an administrator or a person designated by the administration.

An employee may respond to any document(s) in his or her personnel file by submitting a written response to the person responsible for keeping the file, who shall attach the response to file copies of the disputed document.

No person other than school officials engaged in their professional duties shall be granted access to employees' personnel files, and the contents of such files shall not be divulged in any manner to any unauthorized person. An attorney acting on behalf of the board of education or administration is deemed to be a school official. (Board Policy 4007)

## Expenses

The Board of Education will reimburse school employees for all **prior approved** expenses incurred in attending to school business. Reimbursement for mileage, supplies, and overnight travel are processed on a Reimbursement Expense form that is available from each office. Payment of mileage requires Superintendent authorization. Generally the district does not pay mileage unless other school vehicle are unavailable or other extenuating circumstances exist. Appropriate, itemized receipts must be attached. All claims for reimbursement must be approved by the administration. Reimbursement requests must be in one week in advance of the board of education meeting.

## Salary Payments

Regular employees will be paid by direct deposit on the 15th of the month, or the last preceding school day, if the 15th falls on a vacation or week-end day. Employees wishing to make changes to their direct deposit must notify the business office by the end of the month prior to payment of wages. In emergency cases exceptions may be made, subject to the approval of the Board. Upon separation of an employee's employment, or upon fulfillment of the contract, the employee may, at the option of the Board, be paid all wages due in one lump sum. Reimbursements for mileage or other expenses will be considered separate from compensation.

## Benefits

Teachers are provided benefits in accordance with the negotiated agreement. Classified employees are provided benefits according to Board Policy 4040. Employees shall make annual fringe benefit elections no later than August 28th of each school year. Should an employee fail to make an election, the employee election from the immediately preceding school and contract year shall be continued. Elections to the 125 benefit plan must be done annually and is not automatically extended.

Employees are to notify the business office **in writing** of any life changing events that could alter their health/dental coverage with the district **within 14 days of the event.**

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights will be provided to you through PayFlex Systems USA, Inc., 100 Blackstone Centre, Omaha, NE 68131, 1-800-284-4885, [www.payflex.com](http://www.payflex.com).

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.

## Payroll and Payroll Deductions

Salary/wages and benefits are paid in accordance with the individual employment contracts/work agreements. Payroll deductions shall be made in accordance with law and the negotiated agreement. The following deductions are as follows:

Federal and State Withholding*	Additional Federal and/or State Withholding**
Social Security/Medicare Withholding*	Limited Computer Use Withholding**
State Retirement*	Vision**
125 Cafeteria Plan**	Other**
Approved Tax Sheltered 403(b) Plans**	Long Term Disability**
Health/Dental Insurance**	

\* *Mandatory*    \*\* *Optional*

**Any payroll changes, bank accounts, etc need to be in writing and given to the business office by the end of the month prior to the next payroll date.**

The district will deduct or withhold from each and every period of pay and amounts necessary to offset any damages caused by a staff member or the value of property or money entrusted to the staff member or owed by the staff member to the school district during the course of the staff member's employment, if such property or money have not properly been returned to the district.

**Copyright**

Works created by district employees in the course and scope of their employment remain the property of the district. The board may enter into a written agreement with a staff member allowing the staff member to share ownership of a copyright in the covered work. The board will only enter into such an agreement if the written work was created apart from, and in addition to, what the district requires and if the district will not incur an expense to replace the work.

The board hereby expressly grants to other educational entities located within Nebraska a non-exclusive license to use the district's copyrighted works for educational purposes within Nebraska when those works have been placed onto collaborative learning systems within the State. (Board Policy 4020)

**Fair Use**

The "fair use" doctrine allows for limited reproduction of copyrighted works for educational and research purposes. "Fair use" of a copyrighted work includes reproduction for purposes of criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research. Staff members who are unsure whether their proposed reproduction of copyrighted material constitutes "fair use" should consult with their building principal.

**Activity Tickets**

All certified staff and their spouse are admitted to home and conference games free of charge and will receive a Lewis and Clark Conference Activity Pass.

All classified staff and their spouse will receive free admittance to the home games.

Tournaments and special games are not included on either pass and information will be posted at the gate if passes will not be allowed.

**School Buildings and Equipment**

Students, faculty and community members may borrow school equipment for non-school use only if they have received the prior permission of the superintendent. (Board Policy 3014)

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

Employees must inform the building principal of any school property that needs repair. Matters regarding to custodial service in the building should be handled through the principal's office.

**School Lunch Program**

Staff may take advantage of meals offered through the district's food program. Staff may purchase lunches for the school cafeteria for \$3.60 per day and breakfast for \$2.25 per day. The lunch price includes one carton of milk. Extra cartons cost \$.30. **Staff members will not be allowed to charge lunches.**

**Staff Room**

The staff room is maintained for the exclusive use and convenience of the staff. It is not for student use and staff members should not hold student conferences there. Each staff member

will assume responsibility in keeping the staff room in an orderly and presentable condition. Staff room supplies are not for student use.

## **Keys**

Staff will not lend or have any duplicate keys made of any school key. Staff will make sure all doors are locked when they enter or leave the building other than during regular school hours.

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

Staff will be required to reimburse the district any costs to the district if rekeying the building is necessary due to lost or missing keys/fob.

## **Employee Contact Information**

Employees are required to keep the district informed of any changes to their name, address, phone number, or other contact information. Employees who need to report a change will do so at the business office in writing.

## **In-School Communication**

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

A great deal of information is distributed to staff via the school's email system. Each staff member must check his or her email account frequently throughout the school day. Staff is allowed to use their school email accounts for a moderate amount of personal email correspondence. However, the sending or receiving of personal email during the school day is prohibited, regardless of whether that personal email is received on the staff member's school email account or personal account.

## **Staff Internet and Computer Use**

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

### **I. Staff Expectations in Use of the Internet**

#### **A. Acceptable Use While on Duty or on School Property**

1. Staff shall be restricted to use the Internet to conduct research for instructional purposes.
2. Staff may use the Internet for school-related e-mail communication with fellow educators, students, parents and patrons.
3. Staff may use the Internet in any other way which serves a legitimate educational purpose and that is consistent with district policy and good professional judgment.
4. Teachers should integrate the use of electronic resources into the classroom. As the quality and integrity of content on the Internet is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter on the Internet.

#### **B. Unacceptable Use While on Duty or on School Property**

1. Staff shall not access obscene or pornographic material.

2. Staff shall not engage in any illegal activities on school computers, including the downloading and reproduction of copyrighted materials.
3. Staff shall not use school computers or district internet access to use peer-to-peer sharing systems such as BitTorrent, or participate in any activity which interferes with the staff member's ability to perform their assigned duties.
4. The only political advocacy allowed by staff on school computers or district internet access is that which is permitted by the Political Accountability and Disclosure Act and complies with district policy.
5. Staff shall not share their passwords with anyone, including students, volunteers or fellow employees.

## **II. School Affiliated Websites**

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

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

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

## **III. Enforcement**

### **A. Methods of Enforcement**

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

1. The district uses a technology protection measure that blocks access to some sites that are not in accordance with the district's policy. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.
2. Due to the nature of technology, the filter may sometimes block pages that are appropriate for staff research. The system administrator may override the technology protection measures that blocks or filters Internet access for staff access to a site with legitimate educational value that is wrongly blocked.
3. The district will monitor staff use of the Internet by monitoring Internet use history to ensure enforcement of this policy.

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

1. Discharge from employment or such other discipline as the administration and/or the board deem appropriate;
2. The filing of a complaint with the Commissioner of Education alleging unprofessional conduct by a certified staff member;
3. When appropriate, the involvement of law enforcement agencies in investigating and prosecuting wrongdoing.

## **IV. Off-Duty Personal Use**

School employees may use the internet, school computers, and other school technology while not on duty for personal use as long as such use is:

1. consistent with other district policies

2. consistent with the provisions of Title 92, Nebraska Administrative Code, Chapter 27 (Nebraska Department of Education "Rule 27"),
3. is reported as compensation in accordance with the Internal Revenue Code of 1986, as amended, and taxes, if any, are paid.

All of the provisions of Rule 27 will apply to non-certificated staff for the purposes of this policy. In addition, employees may not sue the school's internet, computers, or other technology to access obscene or pornographic materials, sext, or engage in any illegal activities. (Board Policy 4012)

### **Use of Cell Phones**

Employees shall not use personal cell phones for any non-school purpose during instructional time.

### **Handling of Money**

All funds collected by district employees and by student treasurers shall be handled with prudent business procedures. All funds collected shall be receipted and accounted for and deposited promptly in the proper account. Funds exceeding \$250.00 shall not be left overnight in school buildings, except in safes provided for the safekeeping of valuables. (Board Policy 3002)

### **Receipt of Money**

- All receipts shall be counted on the date they are received.
- Two or more persons shall count the receipts, record the amount collected on a receipts form, initial it, and give it to the main office. Cash/check envelopes will be provided.
- The monies will then be sealed in an envelope or locked in a money bag and deposited directly at the district's depository institution. If the district's bank is not open or inaccessible, the envelope/money bag may be locked in the district's safe until it can be delivered to the bank. (Board Policy 3006)

### **Staff Dress and Appearance**

The attire worn by staff members conveys an important image to students and the general public.

Certificated staff, Para educators and office staff should generally dress in business casual attire.

Classroom staff **may not** wear the following types of clothing during the traditional school day, when students or visitors are in attendance, or when the employee is supervising, directing or coaching students when the public is in attendance:

- Sweat, jogging and wind suits, except when teaching a physical education activity in the gymnasium or on a playing field or at athletic or other activity practices.
- Shorts, except when teaching physical education class or at athletic or other activity practices.
- Blue jeans, except at athletic or other activity practices.
- Yoga Pants (leggings, tights) must be discretely including covering the buttocks area.
- Any clothing which is immodest and may distract other employees or students in the learning environment.

The superintendent may temporarily suspend all or a portion of the dress code when other factors support a lower dress expectation for school employees (e.g., special "casual days").

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

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

Staff may not wear visible body piercing jewelry, including tongue adornment, while at school or during a school function on or off school premises. This prohibition applies to all parts of the body other than the ear. (Board Policy 4041)

### **Sexual Harassment**

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

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

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

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

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

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

Sexual harassment of students is addressed in a separate policy. (Board Policy 4014)

### **Bullying Prohibited**

The district endeavors to provide students with a learning environment free of harassment or bullying. All staff members should be attentive to the indications of potential bullying of students, staff, or anyone else within the school community and should act in response to them.

### **Professional Boundaries**

School district employees are responsible for conducting themselves professionally and for teaching and modeling high standards of behavior and civic values, both at and away from school. Employees are required to establish and maintain professional boundaries with

students. They may be friendly with students, but they are the students' teachers, not their friends, and they must take care to see that this line does not become blurred. This applies to employees' conduct and interactions with students and to material they post on personal web sites and other social networking sites including, but not limited to, Instagram, Twitter and Facebook, etc. The posting or publication of messages or pictures or other images that diminish an employee's professionalism or ability to maintain the respect of students and parents may impair his or her ability to be an effective employee.

Unless an employee has a legitimate educational purpose, the following behavior is a violation of the professional boundaries that employees are expected to maintain with students. The following list is intended to illustrate inappropriate behavior involving students but not to describe every kind of prohibited behavior.

- Communicating about sex when the discussion is not required by a specific aspect of the curriculum.
- Joking about matters involving sex, using double entendre or making suggestive remarks of a sexual nature.
- Displaying sexually inappropriate material or objects.
- Making any sexual advance, whether written, verbal, or physical or engaging in any activity of a romantic nature.
- Intruding on a student's personal space (e.g. by touching unnecessarily, moving too close, staring at a portion of the student's body, or engaging in other behavior that makes the student uncomfortable).
- Communicating electronically (e.g. by e-mail, text messaging, or instant messaging) on a matter that does not pertain to a school matter.
- Playing favorites or permitting a specific student to engage in conduct that is not tolerated from other students.
- Discussing the employee's personal issues or problems that should normally be discussed with adults.
- Giving a student a gift of a personal nature.
- Giving a student a ride in the employee's vehicle without first obtaining the express permission of the student's parents or a school administrator.
- Taking a student on an outing without first obtaining the express permission of the student's parents or a school administrator.
- Inviting a student to the employee's residence without first obtaining the express permission of the student's parents and a school administrator.
- Going to a student's home when the student's parent or a proper chaperone is not present.

A violation of the standards set out above will form the basis for discipline up to and including termination or cancellation of employment, filing a report with law enforcement officials, and filing a report with the Commissioner of Education. (Board Policy 4043)

**Communication Between Board and District Employees**

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

<b>Student Discipline:</b>		1. Classroom Teacher 2. Principal/Assistant Principal 3. Superintendent
<b>Instruction Curriculum:</b>	<b>or</b>	1. Teacher 2. Principal/Curriculum Director 3. Superintendent



<b>Transportation:</b>	1. Bus Driver 2. Principal/Assistant Principal 3. Superintendent
<b>Facilities, Grounds, or Maintenance:</b>	1. Custodial staff 2. Head Custodian 3. Principal 4. Superintendent
<b>Policy or Handbook:</b>	1. Principal 2. Superintendent
<b>Athletics:</b>	1. Coach 2. Athletic/Activities Director 3. Principal 4. Superintendent
<b>Personnel:</b>	1. Employee in question 2. Principal 3. Superintendent

If any matter that is not covered by this policy or if other questions arise, the matter should be referred to the building principal in the absence of the superintendent. The building principal will either address the matter or assign it to another individual for resolution as he or she deems appropriate.

Absent extraordinary circumstances, each matter must be addressed at whatever level the initial action occurred. If the matter is not resolved, the individual may raise it with the next person on the chain of command. This policy does not supersede any individual's right to contact Board members directly. However, whenever a matter is brought directly to the Board as a whole or to a Board member as an individual, it will be referred to the appropriate individual in the chain of command for study and resolution. The most effective means of initial communication is a personal conference, e-mail, or telephone conversation. E-mail addresses and phone numbers can be found on the school district's website at [www.wakefieldschools.org](http://www.wakefieldschools.org). (Policy 3035).

When appropriate, the superintendent shall inform employees of official board policies, directives, actions and concerns. (Board Policy 4005)

### **Safety Education**

Maintaining a safe school environment is everyone's responsibility. All employees are expected to participate in district and school safety activities. All full time and part-time employees are expected to participate and complete all safety education activities no later than the date assigned by Administration.

### **Use of Tobacco Products**

Smoking, including the possession or use of vapor products, alternative nicotine products, or any other such look-alike product, is not permitted on school property at any time. (Policy 3016)

### **Inclement Weather**

Unless the superintendent directs otherwise, staff shall not be required to report when school is canceled due to inclement weather.

If school is canceled during the day because of inclement weather, classified and certified personnel may be released after students have been excused. Classified and certified personnel who miss work due to inclement weather when school is in session will not be paid for time missed or will be charged an applicable leave day. (Board Policy 4010)

## **Policies and Procedures Regarding Certificated Staff**

### **School Day**

All certificated staff must be at school or on duty between the hours of 8:00 am and 4:00 pm, Monday through Thursday. On Fridays and days preceding certain holidays or vacation periods, certificated staff are permitted to leave after the students are dismissed. Under special circumstances, certificated staff may seek permission from their building principal to vary these hours. **Staff leaving the building during the duty day must notify the office prior to leaving and when you return.** In addition, certificated staff may be assigned responsibilities at other hours by the principal or superintendent for supervising or directing school activities or directing an event under the direct sponsorship of the school.

Outside doors will be locked at 8:20a.m. and will reopen at 3:30p.m. Entry will be allowed via camera/electronic key system at the office.

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

### **Faculty Meetings**

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

### **Lesson Plans**

Each teacher will prepare lesson plans for the following week electronically. These plans must be completed and submitted electronically to the building principal no later than 8:00 am, the first day of the week.

Other regulations relative to lesson plans will be made by individual building principals. The lesson plans are subject to review of the building principal or other members of the school district's administrative staff.

### **Attendance and Grades**

Every teacher is required to keep a complete record of attendance and achievement of every student in a class on Power Teacher. This record shall be kept current and include the following minimum information:

1. Names of students enrolled in the class
2. Recording of students' absence/tardy in each class period
3. Report of all grades for each student. There is no minimum requirement for the frequency of recorded grades (or for the giving of written lessons or assessments). Be sure that frequent assessments are sufficient to justify the term and final grades which are reported to parents. Procedures and grading expectations will be established by the Principal. Parents will be notified when a student's grades are failing and must be done prior to the end of a grading period.

Information relating to other students should not be allowed to be seen by other students or parents.

### **Teacher Absences**

Leave requests must be entered electronically in Attendance Enterprise and **approved prior** to being absent unless you call in due to illness. Please put the reason, ex. Dr. appt, sick child, Aunt's funeral, Autism conference, etc. as this will be entered into your leave history. Also depending on the relationship of a person's funeral, sick days may also be an option for certificated staff if it fits the criteria as stated in the Negotiated Agreement.

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

**Sick Leave** - Certificated Staff who are too ill to perform their teaching duties must contact their building principal or designee by 6:30 am.

**Personal Leave** - Certificated Staff who wish to take personal leave must submit a leave request online to their building principal at least three days in advance whenever possible. Building principals may deny personal leave requests if the school district is unable to secure the services of a qualified substitute teacher on the day of the proposed leave. No more than **three certificated staff** will be allowed to use personal leave the same day, selected on a first-come-first served basis.

**Professional Leave** - The board and administration recognize the value of continuing education and encourage staff to participate in seminars, workshops, and other activities which will continue their professional growth. Certificated staff who wish to take professional leave must submit a leave request to their building principal, along with a description of the proposed event. Building principals may deny requests for professional leave if the principal determines that the activity will not enhance the certified staff member's effectiveness as an employee of the district or if the services of a qualified substitute cannot be secured.

**Substitute Folder** – Each teacher shall prepare a substitute folder and keep the completed folder in a convenient location on or in his or her desk. The folder must contain the following:

1. Current seating charts
2. The daily routine followed by each class
3. All schedules (fire drill procedures, lunch schedule, etc.)
4. A copy of this handbook
5. Plans for the day if the teacher's absence was planned. These plans are in addition to the teacher's regular lesson plan book.
6. Provide several activities for subs to do should assignments be completed.

Certificated staff member may not make arrangements for their own substitute without prior approval from the administration.

### **Substitute Pay**

Teachers asked to cover for another teacher during their planning period will be paid \$20 for a full period or \$10 for Trojan period. Teachers covering during other duty day time are being paid their negotiated wage and are not subject to pay for planning coverage.

### **Classroom and School Procedures**

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

1. Bulletin Boards  
Each teacher shall be responsible for completing an appropriate bulletin board regarding curriculum related matters in their primary classroom.
2. Textbook and Room Inventory  
All school purchased materials must be inventoried with the business office/Principal. Textbooks are to be numbered and the name of the student whom the book is assigned should be recorded. 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.

3. Use of Paraprofessionals

Paraprofessionals provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A paraprofessional must not, however, assume teaching responsibilities. The teacher must maintain the role of leadership and responsibility for the students, with the paraprofessional in a supportive role. Paraprofessionals may be used to assist the teacher by, among other tasks, assisting with instructional activities under the direction of the teacher, helping to supervise students, copying tests and other written material, organizing class materials, preparing bulletin boards, grading tests or class work, and calculate grades and record grades. Paraprofessionals are to work only on their assigned work days and within their assigned work day. If the teacher desires the Para 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. Student aides are NOT to be used to assist the teacher by helping supervise another student, grade tests, calculate student grades or record grades. Keys are NEVER to be given to students, whether they are student aides or not. A student aide should not be present and assisting a teacher without another adult present after the end of regular teacher duty hours.

5. Student Activities

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

School-owned clothing or equipment that is checked out to an individual student remains the property of the school. Each piece of equipment or clothing is to be returned to the instructor or coach when the season or the use for such clothing or equipment is over.

### **Classroom Management and Student Discipline**

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

Classroom teachers should have a well defined discipline plan that is known to the students. Rules should be stated clearly and posted where appropriate.

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

### **Parent-Teacher Communication**

Parents shall be kept informed of student progress, grades, and attendance through report cards, Power School, progress reports, and parent/teacher conferences. The school district will notify parents if their students are failing or close to failing. The school district will endeavor to notify parents of failing students prior to entry of the failing grade on the student's report card. Parents will also be notified of their student's possible failure to meet graduation requirements. Other pertinent information will be communicated to parents by mail or by personal contact. Official transcripts of student progress, grades, and attendance will be sent to other school systems upon the student's transfer when the district receives a written request signed by the student's parent or guardian or upon being notified that the student has enrolled in another school. (Board Policy 5019)

## **Student Assemblies**

Certificated Staff members will be given prior notice of school assemblies, including pertinent and specific instructions. Classroom teachers must accompany their students to the assembly, sit with them, and supervise their behavior for the entire assembly program.

## **Use of Physical Force**

Corporal punishment, defined as the infliction of bodily pain as a penalty for disapproved behavior, is prohibited. Some physical contact is inevitable, and most of it is appropriate. Therefore, physical contact, short of corporal punishment, is acceptable to promote personal interaction with students, to maintain order and control, and to protect persons and property. (Board Policy 4018)

## **Homework Policy**

Homework consists of assignments made by teachers that students must complete during non-class time. Homework is intended to reinforce student learning of certain concepts and/or skills found in the district curriculum.

Teachers are encouraged to assign homework and must use their professional judgment in determining the length, difficulty, and student readiness to proceed with homework assignments. Homework assignments shall be kept minimal on Wednesday nights, which is traditionally considered "family night" in the community. (Board Policy 6017)

## **District Grading Policy**

The school will report student grades and/or academic progress to parents at least four times per year. The superintendent or his/her designee shall develop and implement student grading guidelines to be used by teachers. The objective of grading guidelines shall be to quantify and report the academic achievement of each student. A student's academic grade shall not be reduced because of disciplinary reasons. This policy shall not apply when a student's grade is reduced because of work the student missed because of an unexcused absence, during a suspension or dismissal period. (~~Board Policy 6018~~) A maximum 2-day time frame upon return will be allowed for make-up work, unless administration approved.

## **Evaluation of Certificated Employees**

The certificated employee is the key element of successful instruction. Every certificated employee should be capable of improving his or her performance, and the administration is responsible for evaluating certified employees in order to assist them in achieving a high quality of teaching.

All certificated employees to be evaluated shall be notified annually in writing. A certificated administrator will observe and evaluate each probationary certificated employee for a full instructional period each semester and each permanent certificated employee for a full instructional period once each school year. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to certificated employees only. Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities outlined in the Framework for Teaching. The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

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

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

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

**Actual Classroom Observation** - Actual classroom observation consists of observing the certified employee in any activities in a classroom setting. When a certified employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the certified employee performing activities that are typical of his or her position. (Board Policy 4030)

### **Teachers' Rights, Responsibilities, and Duties**

All certificated employees shall assume the duties and responsibilities assigned by the superintendent or designee. Teachers' professional responsibilities involve considerably more than merely classroom instruction. They include, but are not limited to, study and research to keep abreast of new knowledge and instructional techniques; assessment of students' work; record-keeping; lesson planning and preparation; conferences with students, parents and administrators; in-service meetings; and supervision of pupils outside the classroom.

Teachers must be in their classrooms or assigned areas as instructed by the building principal. All duty time is necessary for educational planning, preparation, and conferences with students, parents and faculty members.

All teachers must maintain a standard of dress, personal appearance, general decorum, moral standards and behavior that reflects their professional status in the community. (Board Policy 4024)

### **Professional Ethics**

The Regulations and Standards for Professional Practices Criteria, commonly known as Rule 27 of the Nebraska Department of Education, are the minimum standards for all certificated staff members of the school district. All certified employees are responsible for reading, understanding and complying with these standards. (Board Policy 4023)

### **Professional Growth**

Every six years, permanent certificated employees shall give evidence of professional growth. Six semester hours of college credit shall be accepted as evidence of professional growth. Each employee shall be required to earn 60 growth points during one growth period. Work completed during the summer between growth periods may be counted toward either the period just closed or the period which starts in September of the same year.

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

building principal for any of these activities to count toward professional growth. Staff shall submit an approved professional growth credit form to the district office.

One unit of professional growth credit will generally be equivalent to ten hours of personal time spent on an educational activity. (Board Policy 4032)

### **Certification**

All educators must be duly certified by the Nebraska Department of Education in accordance with the Department's rules and the laws of Nebraska. They must file copies of their teaching certificates, including endorsements, with the superintendent of schools, and must promptly file any changes in certification or endorsements. Certificated employees are required to maintain all their endorsements, and may not permit any endorsement to lapse or remove it from their certificates. The board or superintendent may require a certified employee to obtain a new endorsement when it is deemed necessary for the benefit of the school district and/or to comply with federal or state requirements. (Board Policy 4022)

## **Policies and Procedures Regarding Classified Staff**

### **Hours**

Hours will vary with the employee's department and position. Generally a full-time employee is expected to work eight hours per day. Some employees will occasionally be asked to attend meetings before or after normal working hours. Employees will be paid for these meetings.

Classified staff leaving the building during the duty day must notify the building office prior to leaving and upon returning.

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

### **Paid Vacations and Holidays**

**Each position listed below shall be hired by the superintendent on the terms stated.**

#### **12 Month Employees – Maintenance, Custodian, Business Manager, Head Cook/Custodial, Secondary Principal's Secretary, Transportation Director**

- Employed on a 12-month basis
- Provided appropriate level of full coverage insurance
- Allowed two weeks (80 hours) paid vacation after 1 full school term of employment; one additional day is added for each year after 5 years of service up to 15 days maximum.
- Vacation is awarded when an average of 38 hours per week is reached annually.
- Allowed 7 days (56 hours) of sick leave per year, cumulative to 40 days - upon leaving employment, any unused sick leave will be paid out at a rate of \$10/day for 10 years or less service and \$25/day for 10 or more years of service.
- Paid holidays (8 hours each) to include Labor Day, Thanksgiving, Christmas Eve, Christmas Day, New Year's Day, Good Friday, Memorial Day and the Fourth of July.
- Two Personal Days, Two Bereavement Days, One Professional Day
- While working for the lunch program the head cook's salary will be paid for out of the Lunch Fund

### **9 1/2 Month Employee – Elementary Principal’s Secretary, Full-time Paraeducators, Cooks, Dishwasher**

- Employed on a 9 1/2 -month basis
- Provided appropriate level of full single coverage insurance
- Allowed 5 days (40 hours) of sick leave per year, cumulative to 40 days - upon leaving employment, any unused sick leave will be paid out at a rate of \$10/day for 10 years or less service and \$25/day for 10 or more years of service.
- Paid holidays (8 hours each) to include Labor Day, Thanksgiving, Christmas Eve, Christmas Day, New Year’s Day, and Good Friday.
- Memorial Day will also be considered a paid holiday if school is in session.
- Two Personal Days, Two Bereavement Days, One Professional Day
- While working for the lunch program the cooks and dishwasher salary will be paid for out of the Lunch Fund

### **Half-time Employees – Paraeducators and Custodian**

- Provided appropriate level of full single coverage insurance
- Allowed 3 days (24 hours) of sick leave per year, cumulative to 40 days - upon leaving employment, any unused sick leave will be paid out at a rate of \$10/day for 10 years or less service and \$25/day for 10 or more years of service.
- Paid holidays (4 hours each) to include Labor Day, Thanksgiving, Christmas Eve, Christmas Day, New Year’s Day, and Good Friday
- Memorial Day will also be considered a paid holiday if school is in session.
- One Personal Day, One Bereavement Day, One Professional Day

### **Bus Drivers**

- Allowed 4 routes of leave per year
- Paid \$40 per route driven
- Paid \$14.00 per hour for Activity Routes

### **Physical Exam**

- Any non-certificated school employees who are required to do so by law must have a yearly physical examination.
- Required physical exams will be paid for by the district and a written notice given to the superintendent previous to September 1 of the ensuing year.
- The physical from a doctor may be specified by the board on a proper form to be provided by the superintendent.
- If the employee wishes to go to a doctor other than the one specified by the board, the expenses will not be borne by the district.

### **Summer Workshops for Food Handlers**

- Those employed to handle and prepare food for the Hot Lunch Program are required to obtain required in-service hours provided by the State Department of Food Services.
- All costs of the school and registration fees will be paid by the board of education. Transportation will be provided.

### **Non-Certificated Substitute Pay**

- A substitute for a non-certificated staff member will be paid on an hourly rate range set by the board.



## **Other Provisions Applicable to All Classified Staff Rate of Pay Except Head Maintenance and Business Manager**

- Classified employees who work more than 40 hours in a workweek shall receive 1½ times their regular hourly rate for each hour over 40 worked.

## **Other Provisions Applicable to all Classified Staff**

In an effort to secure the best qualified applicants, the superintendent may be allowed to negotiate certain items. (Board Policy 4040)

## **Timecards**

Please be sure to punch in and out on the computer. If the computer is down please complete a "Time Adjustment Sheet" with the date, times and log in number and have it approved by your building principal/supervisor and turn it in to your respective office. **Employees are expected to punch in or out within 5 minutes of their scheduled work hours.** If you leave the building for anything other than school business you must punch out and punch in upon your return. (Example: Going home for lunch).

## **Overtime**

All classified employees must keep an accurate record of all hours worked for the district. Employees should not work more than forty hours in a given week without the express permission of their immediate supervisor or superintendent. Employees who accrue more than forty hours in a given week will receive overtime pursuant to federal law.

## **Leave Requests**

All classified employees must enter leave requests and have **prior approval** from their building principal or superintendent before taking leave except in the case of calling in the same day due to illness. Please state the reason you will be gone when entering your leave request as this maybe entered into your leave history.

## **Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (ANAPHYLAXIS)**

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

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

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

School Nurse: Angie Borg - Ext. 154  
Elementary: Lynette Haisch – Ext. 117  
Cathy Hoffart – Ext. 105

High School: Iris Borg – Ext. 216  
Shannon Carroll – Ext. 217

**Appendix A - Negotiated Agreement**  
**Handed out separately to the certified staff**

**Wakefield Community School**  
**Teacher Evaluation Policy/Process**  
**Revised 2017**

Wakefield Community School is dedicated to formal evaluations and informal consultations that will be carried out with all certificated staff as a continuous process for improvement of instruction utilizing Charlotte Danielson's *A Framework for Teaching*. Evaluations will be conducted by district administration on a consistent basis. The evaluation process, which shall be tied to the district's instructional goals, and individual teacher goals (SLO), shall identify areas of strength and areas of concerns/improvement. Teacher evaluations shall also be used to substantiate promotion, retention and dismissal decisions.

Criteria of Certified Staff Evaluations: The criteria for certified staff evaluations shall be tied to the district's instructional goals and individual staff member goals (SLO) and shall include, but not be limited to:

- a. Domain 1: Planning and Preparation
- b. Domain 2: The Classroom Environment
- c. Domain 3: Instruction
- d. Domain 4: Professionalism

Process for Certified Staff Evaluation:

- a. All certified probationary staff shall be observed at least once each semester for one instructional period.
- b. Certified tenured staff shall be observed on a 3 year rotation.
  - i. During the summative observation year, at least two (2) formal observations will be completed for one instructional period each. One of these observations will be scheduled in collaboration with administration and the certified staff member. The second observation will be determined by administration and will be unannounced. Documentation of Domains 2 and 3 will be included in the observation form. Documentation of all domains will be included on the final summative form.
  - ii. During the non-summative years, staff will complete specific Student Learning Objectives (SLO) and submit to administration. During the school year, the staff member and administration will meet to discuss progress and to show evidence of growth.
  - iii. During the non-summative years, staff will submit a written reflection of their progress on their individual Student Learning Objectives (SLO).
  - iv. In addition, at least one time a year all staff will submit a yearly reflection to show evidence of professional growth. All certified staff members will answer at least one question from each of the domain areas and two other questions that they select.

Documentation of the Evaluation: The evaluation shall:

- a. Be presented to the certified teacher, verbally and in writing, within two weeks following each observation.
- b. Provide for written communication to the teacher specifying:
  - i. Deficiencies
  - ii. A means for correcting any deficiencies
  - iii. A timeline for implementing the suggested improvements
  - iv. Provide for a written teacher response to the evaluation within two weeks of each observation

**Wakefield Community School District  
Evaluation Process  
Year 1**

Summative Evaluation Year  
Tenured/Non-tenured Staff

1. Building administrator and teacher set up a time to complete the announced classroom visit. During this time, building administrators will observe for at least one instructional period.
  - a. Evaluation 1 Components:
    - i. Script of actual lesson
    - ii. Comments, Strengths and Deficiencies
2. Building administrator and teacher meet to discuss the first observation. Discussion of Student Learning Objectives and lesson reflection.
3. Building administrator will complete multiple walk-throughs during the school year.
4. Building administrator will complete the unannounced classroom visitation.
5. During this time, building administrators will observe for at least one instructional period.
  - a. Evaluation 2 Components:
    - i. Script of actual lesson
    - ii. Comments, Strengths and Deficiencies
    - iii. Summative rubric, with comments for each domain
6. Building administrator and teacher meet to discuss the second observation. Discussion of Student Learning Objectives, lesson reflection, summary of self-reflection, and summative rubric.
7. Student Learning Objectives are required for all levels of teachers.

\*If at any time administration has concerns, they will conduct additional observations and may require additional items on a case by case basis.

**Wakefield Community School District  
Evaluation Process  
Year 2 & 3**

Non-Summative Evaluation Year  
Tenured/Non-tenured Staff

1. Certified staff members will complete Student Learning Objectives and submit to building administrator by September 15.
2. Teacher and building administrator will meet to discuss the SLO.
3. During the school year, teachers will collect data and evidence to show progress towards meeting the SLO. Data will be submitted prior to December.
4. All teachers will submit a videotaped lesson and a completed self-reflection at least one time during each school year. The videotaped lesson will not be observed by building administration unless deemed necessary by the administrator.
5. At the end of each school year, all staff will submit a completed analysis of their Student Learning Objective with data and evidence of student progress/growth.

**Wakefield Community School District  
Classroom Observation Record**

Date of Observation: \_\_\_\_\_ Teacher: \_\_\_\_\_

Time: \_\_\_\_\_ Class/Observed: \_\_\_\_\_

OBSERVATIONS (building administrator will script the lesson):

Comments:

**Wakefield Community School District  
Teacher Response to the Evaluation**

\_\_\_\_\_  
Certified Staff Member Signature

\_\_\_\_\_  
Evaluator Signature

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

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

## Wakefield Community School Teacher Summative Evaluation

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

School Years: \_\_\_\_\_

### Domain 1: Planning and Preparation

Element	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
1a. Demonstrating knowledge of content and pedagogy				
1b. Demonstrating knowledge of students				
1c. Setting instructional outcomes				
1d. Demonstrating knowledge of resources				
1e. Designing coherent instruction				
1f. Designing student assessments				

<p>Domain 1: Comments and Feedback</p> <p>Strengths:</p> <p>Deficiencies:</p>
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Domain 2: The Classroom Environment

Element	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
2a. Creating an environment of respect and rapport				
2b. Establishing a culture for learning				
2c. Managing classroom procedures				
2d. Managing student behavior				
2e. Organizing physical space				

<p>Domain 2: Comments and Feedback</p> <p>Strengths:</p> <p>Deficiencies</p>
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Domain 3: Instruction

Element	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
3a. Communicating with students				
3b. Using questioning and discussion techniques				
3c. Engaging students in learning				
3d. Using assessment in instruction				
3e. Demonstrating flexibility and responsiveness				

<p>Domain 3: Comments and Feedback</p> <p>Strengths:</p> <p>Deficiencies:</p>
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Domain 4: Professionalism

Element	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
4a. Reflecting on teaching				
4b. Maintaining accurate records				
4c. Communicating with families				
4d. Participating in the professional community				
4e. Growing and developing professionally				
4f. Showing professionalism				

<p>Domain 4: Comments and Feedback</p> <p>Strengths:</p> <p>Deficiencies:</p>
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**Wakefield Community School District**  
**Improvement Plan/Means for Correction of Deficiencies**  
(must include timeline, target areas and expectations)

**Wakefield Community School District  
Teacher Response to Comprehensive Evaluation**

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*Signature does not indicate agreement with the evaluation, it only acknowledges receipt that discussion took place

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher's plans and relationships indicate some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher's plans and practice demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
1d: Demonstrating Knowledge of Resources	The teacher is unaware of resources for classroom use, for expanding one's own knowledge, or students available through the school or district.	The teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

1e. Designing coherent instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The learning activities follow a coherent sequence, and is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plans, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class.

2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks..	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior respectfully intervene as appropriate with that of other students who aren't following the standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
2e: Organizing Physical Space	The classroom environment is unsafe, or learning activities are not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning activities are accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning activities are accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffold, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Teacher encourages students to contribute to the content to explain concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabulary.
3b: Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advanced high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge in a positive manner one another's thinking, and make positive contributions.
3c: Engaging Students in Learning	The learning tasks/activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.



3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment,.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work..	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
3e: Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records when appropriate.

<p>4c: Communicating with Families</p>	<p>The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p>	<p>The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</p>	<p>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</p>	<p>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent.</p>
<p>4d: Participating in the Professional Community</p>	<p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>
<p>4e: Growing and Developing Professionally</p>	<p>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>
<p>4f: Showing Professionalism</p>	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

## Student Learning Objective (SLO) Template

*This template should be completed while referring to the SLO Template Checklist.*

Teacher Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Content Area and Course(s): \_\_\_\_\_ Grade Level(s): \_\_\_\_\_

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

### Baseline and Trend Data

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

### Student Population

*Which students will be included in this SLO? Include course, grade level, and number of students.*

### Interval of Instruction

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

### Standards and Content

*To what related standards is the SLO aligned?*

### Assessment(s)

*What assessment(s) will be used to measure student growth for this SLO?*

**Growth Target(s)**

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

**Rationale for Growth Target(s)**

*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*

**Wakefield Community School District  
Walk Thru Form**

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

Time: \_\_\_\_\_ Content: \_\_\_\_\_

**Domain 1: Planning and Preparation**

- 1A-Demonstrating knowledge of content and pedagogy
- 1B-Demonstrating knowledge of students
- 1C-Setting instructional outcomes
- 1D-Demonstrating knowledge of resources
- 1E-Designing coherent instruction
- 1F-Designing student assessments

Comments/Feedback
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**Domain 2: The Classroom Environment**

- 2A-Creating an environment of respect and rapport
- 2B-Establishing a culture for learning
- 2C-Managing classroom procedures
- 2D-Managing student behavior
- 2E-Organizing physical space

Comments/Feedback
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**Domain 3: Instruction**

- 3A-Communicating with students
- 3B-Using questioning and discussion techniques
- 3C-Engaging students in learning
- 3D-Using assessment in instruction
- 3E-Demonstrating flexibility and responsiveness

Comments/Feedback
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Domain 4: Professionalism

- 4A-Reflecting on teaching
- 4B-Maintaining accurate records
- 4C-Communicating with families
- 4D-Participating in the professional community
- 4E-Growing and developing professionally
- 4F-Showing professionalism

Comments/Feedback

Wakefield Community Schools  
Videotaped Lesson Self-Reflection

1. What went well during your lesson?

2. What are some areas that surprised you during your lesson?

3. What is an area that you want to work on/improve on based on your videotaped lesson?

4. Were you surprised with any "behaviors" that you observed during your video?

5. How does this lesson/activity support your Student Learning Objective?

**Wakefield Community Schools  
Student Learning Objective  
Summary/Reflection**

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for a student to write a summary or reflection on the learning objective.

**Intentionally Left Blank**



## Return to Work Form

To be completed by healthcare provider prior to returning to work.

\_\_\_\_\_ has been treated by me for \_\_\_\_\_  
(Patient) (Condition)

I have examined the Patient named above and reviewed the Patient's job description, if provided. I certify that in accordance with this patient's physical capability (check all that apply)

### **Restrictions**

- Patient may resume work immediately, no restrictions
- Patient may resume work immediately with the following restrictions:
  - Sedentary work (sitting, occasional walking, standing, lifting less than 10 lbs.)
  - Light work (lifting less than 20 lbs.)
  - Medium work (lifting less than 50 lbs.)
  - Heavy work (lifting less than 100 lbs.)
  - Other\*: \_\_\_\_\_
  - Other\*: \_\_\_\_\_

*\*If "Other" is selected, on a separate sheet of paper address the details of the restriction, the particular duties which are affected, why they are affected, and any accommodations which would allow the employee to perform the duties.*

### **Hours/Shifts**

- He/She is released to work
  - Hours per day: \_\_\_\_\_
  - His/her normal shift
- He/She may return to work at full duty on \_\_\_\_\_(date)
- He/She has a return appointment on \_\_\_\_\_ (date) at \_\_\_\_\_(time)

### **Other Medically Significant Information the Employer Should Know:**

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\_\_\_\_\_  
Healthcare Provider's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Healthcare Provider

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Address

\_\_\_\_\_  
Type of Practice

**Intentionally Left Blank**

# 2018-2019 School Year

AUGUST 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**13-14** Teacher Preservice  
**13** Meet and Greet at 5:00pm  
**15** Students Begin

SEPTEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**3** Labor Day - No School  
**10** 2:00 Dismissal

OCTOBER 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**4** 2:00 Dismissal  
 P/T Conferences 3:00-9:00pm  
**5** No School  
**8** 2:00 Dismissal  
**19** End of 1st Quarter  
 46 Student Days  
 49 Teacher Days  
**29** Teacher Inservice

NOVEMBER 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**12** 2:00 Dismissal  
**21** 1:00 Dismissal  
**22-23** Thanksgiving Break

DECEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**10** 2:00 Dismissal  
**21** 2:00 Dismissal  
 End of 2nd Quarter  
 42 Student Days  
 43 Teacher Days  
 End of 1st Semester  
 88 Student Days  
 92 Teacher Days  
**22-31** Winter Break

JANUARY 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**1-2** Winter Break  
**2** Teacher Work Day  
**3** School Resumes  
**21** 2:00 Dismissal

FEBRUARY 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

**7** 2:00 Dismissal  
 P/T Conferences 3:00-9:00pm  
**8** No School  
**18** 2:00 Dismissal

MARCH 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**7** End of 3rd Quarter  
 45 Student Days  
 47 Teacher Days  
**8-12** Spring Break  
**11-12** Snow Day Make Up  
**18** 2:00 Dismissal

APRIL 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**8** 2:00 Dismissal  
**19-22** No School

MAY 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**17** Noon Dismissal  
 1/2 Day Teacher Workday  
 End of 4th Quarter  
 46 Student Days  
 46 Teacher Days  
 End of 2nd Semester  
 91 Student Days  
 93 Teacher Days  
**19** Graduation  
**20-24** Snow Day Make Up  
**27** Memorial Day

JUNE 2019						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Total Student Days - 179  
 Total Teacher Days - 185

**Intentionally Left Blank**

## **Acknowledgement of Receipt**

This signed receipt acknowledges receipt of the 2018-2019 Employee Handbook of Wakefield Community School which includes:

My authorization for the district to deduct or withhold from my pay amounts necessary to offset any damages I cause to district property or the value of property or money entrusted to me or owed by me to the district during the course of my employment due to undue negligence.

I understand that, as a condition of my employment, I am required to read and abide by the provisions of the handbook. I understand the handbook contains a disclaimer of contract and that I understand that the handbook includes the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination.

If I have any questions about any provision, I should confer with my supervisor or building principal.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Listed below are the school keys that are in my possession.  
(Example - D3)**