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Personnel -AllRecruitment and Selection

The Board of Education authorizes the Superintendent to recruit and recommend for employment the best qualified personnel to implement and fulfill the goals and policies of District OR-1 Public Schools. When a vacancy exists, the administration may consider reassignment of existing staff to fill the vacancy. When the administration determines that a vacancy can not be appropriately filled by reassignment of existing staff, the administration is to solicit applicants by advertising or otherwise. All applicants so selected and recommended must satisfy the standards as set by the Board and/or the laws of the State of Nebraska.

Where required by law or deemed essential by the school district, employees must be duly licensed and/or certified.

The rehiring of a former employee is contingent on the former employee having a positive performance record with the District. A former employee who was terminated, or who resigned in lieu of termination, for reason of violating a workplace conduct rule or unsatisfactory job performance is not eligible for rehire.

Legal Reference: Neb. Rev. Stat. Sec. 79-501

Date of Adoption: March 13, 2017

Personnel - All EmployeesEqual Opportunity Employment

It is the policy of District OR-1 Public Schools to employ the best qualified applicant for each position without regard to sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, and to not fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment, because of such individual's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status.

There shall be no discrimination by school officials against any employee because of membership or activity in an employee organization or because of protected free speech activities.

Date of Adoption: March 13, 2017

Personnel - All Employees (& Students)Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

The District OR-1 Public Schools hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The District OR-1 Public Schools does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Robert L. Hanger, Director of Student Services, 425 F Street, Palmyra, NE 68418 (402) 780-5327 (hanger.rob@districtor1.net).

Employees and Others: Same as above.

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office of Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3<sup>rd</sup> Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

**B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.****1. Purpose:**

The District OR-1 Public Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment or retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled “Grievance Procedures,” below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

**2. Anti-retaliation:**

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

**3. Grievance (or Complaint) Procedures:**

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination. If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in

the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

*i. Level 1 (Investigation and Findings):*

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline.** Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and



relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.

- d. A review of the evidence using a “preponderance of the evidence” standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate such discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **one (1) working day** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

*ii. Level 2 (Appeal to the Superintendent):*

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **five (5) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent’s determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

*iii. Level 3 (Appeal to the Board):*

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within five (5) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at a Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party. The Board will issue a written determination about the appeal **within thirty (30) days** after the party addresses the Board. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

**4. Confidentiality:**

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted.

**5. Training:**

The District will ensure that relevant District employees are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

**6. Designated Compliance Coordinators:**

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

**7. Preventive Measures:**

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim

resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Legal Reference: Title VI, 42 U.S.C. § 2000d, Title VII, 42 U.S.C. § 2000e, Title IX; 20 U.S.C. § 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. §48-1101 et seq.  
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. §621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. §48-1001 et seq.;  
Americans with Disabilities Act (ADA), 42 U.S.C. § 12101 et seq.  
Section 504 of the Rehabilitation Act of 1973 (Section 504)  
Pregnancy Discrimination Act, 42 U.S.C. § 2000e(k)  
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. § 4301 et seq.  
Neb. Rev. Stat. § 79-2,115, et seq

Date of Adoption: June 12, 2017

Date of Revision June 11, 2018

Personnel - All Employees (& Students)Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

The [Name] Public Schools hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The District OR-1 Public Schools does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

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Employees and Others: Same as above.

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office of Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3<sup>rd</sup> Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

**B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.****1. Purpose:**

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Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled “Grievance Procedures,” below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

**2. Anti-retaliation:**

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

**3. Grievance (or Complaint) Procedures:**

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination. If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in

the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

*i. Level 1 (Investigation and Findings):*

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline.** Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and



relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.

- d. A review of the evidence using a “preponderance of the evidence” standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate such discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **one (1) working day** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

*ii. Level 2 (Appeal to the Superintendent):*

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **five (5) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent’s determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

*iii. Level 3 (Appeal to the Board):*

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within five (5) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at a Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party. The Board will issue a written determination about the appeal **within thirty (30) days** after the party addresses the Board. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

**4. Confidentiality:**

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted.

**5. Training:**

The District will ensure that relevant District employees are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

**6. Designated Compliance Coordinators:**

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

**7. Preventive Measures:**

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim

resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Legal Reference: Title VI, 42 U.S.C. § 2000d, Title VII, 42 U.S.C. § 2000e, Title IX; 20 U.S.C. § 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. §48-1101 et seq.  
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. §621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. §48-1001 et seq.;  
Americans with Disabilities Act (ADA), 42 U.S.C. § 12101 et seq.  
Section 504 of the Rehabilitation Act of 1973 (Section 504)  
Pregnancy Discrimination Act, 42 U.S.C. § 2000e(k)  
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. § 4301 et seq.  
Neb. Rev. Stat. § 79-2,115, et seq

Date of Adoption: June 12, 2017

Date of Revision June 11, 2018

### **Notice of Nondiscrimination**

The District OR-1 Public School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Robert Hanger, Superintendent, 425 F Street, PO Box 130, Palmyra, NE 68418-0130  
(402) 780-5327 [hanger.rob@districtor1.net](mailto:hanger.rob@districtor1.net)

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

**Complaint Form**  
**Discrimination, Harassment or Retaliation**

The District OR-1 Public School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:

Robert Hanger, Superintendent, 425 F Street, PO Box 130, Palmyra, NE 68418-0130  
(402) 780-5327 [hanger.rob@districtor1.net](mailto:hanger.rob@districtor1.net)

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

(1) Description of the complaint: \_\_\_\_\_  
\_\_\_\_\_.

(2) Names of any witnesses to the matter being complained about: \_\_\_\_\_  
\_\_\_\_\_.

(3) Identify and attach any document supporting the complaint: \_\_\_\_\_  
\_\_\_\_\_.

(4) Confidentiality: I \_\_\_ do \_\_\_ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.  
\_\_\_\_\_  
\_\_\_\_\_.

(5) Relief requested (what I want done in response to this complaint):  
\_\_\_\_\_  
\_\_\_\_\_.

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Received by: \_\_\_\_\_ Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Personnel - All EmployeesDuty Hours of Employees

1. Administrative personnel shall be on duty when and at such times as the responsibilities of their position dictates. The Superintendent shall set the duty hours of administrative staff.
2. Teachers shall make arrangements to be available to students after school. Unless otherwise specified by the Superintendent or by negotiated agreement, members of the professional staff shall be on duty 30 minutes before the start of school and 30 minutes after the end of the day to plan and to carry out their individual professional responsibilities as determined by the Superintendent and the building principals. Teachers shall be provided with a one half hour duty free lunch period.
3. All other staff shall be on duty as determined by the Superintendent.
4. No teacher or other school employee shall accept any other employment or carry on any business or activity for profit that interferes with the complete discharge of his or her responsibilities to the school district.

Date of Adoption: March 13, 2017

Personnel - All EmployeesAbsence of Employees

1. An employee who finds it necessary to be absent from duty shall notify the office of the employee's immediate supervisor in advance of such absence and give (1) the reason for the absence; and, (2) the anticipated length of absence.
2. Employees requesting leave in order to perform other duties for which they will be compensated (court duty, consulting, etc.) shall be required to remit to the District either the compensation received beyond expenses or their district wages for the time missed.
3. Absence or suspension from duty of any employee shall result in loss of pay for the period of absence or suspension except as otherwise provided by these policies or law.
4. A substitute may not be hired by any employee to take over his/her duties. In no instance may an employee make personal arrangements to pay a substitute.

Date of Adoption: March 13, 2017



Personnel - All Employees

Absence From Building

1. Employees may not be absent from their respective assignments during duty hours except by permission of their immediate supervisor or Superintendent. Employees shall check out of the building whenever absent during the day.
2. Employees may be excused from the building for periods not to exceed thirty (30) minutes with the approval of their immediate superior officer or Superintendent for matters of personal business which cannot be completed after regular school hours. Personal absence leave forms shall be completed in the event the absence from the building exceeds 30 minutes.

Date of Adoption: March 13, 2017

Personnel - All EmployeesFamily and Medical Leave Policy

Family and medical leaves shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993 (FMLA) as amended.

The “leave year” for purposes of the FMLA shall be a “rolling” twelve-month period, measured backward from the date of any FMLA leave usage.

Substitution of accrued paid leaves for otherwise unpaid FMLA leaves may be required in the discretion of the Superintendent or the Superintendent’s designee, or the Board. The employee may also have paid leave run concurrently with unpaid FMLA leave entitlement, provided the employee meets applicable requirements of the leave policy.

Employees shall be required to submit medical certifications to support a request for FMLA leave because of a serious health condition, or a sick leave, when such leave is for a duration in excess of five (5) successive days, and in such other cases as deemed appropriate by the Superintendent or the Board based on the nature of the illness or other circumstances surrounding the leave. Second and third medical opinions may, in the Superintendent or the Board's discretion, be required. Employees shall be required to report periodically, at such times as requested by the Superintendent or the Board, on their intent to return to work from FMLA leaves and other leaves. Employees shall be required to submit a fitness-for-duty certification from their health care provider as a condition of returning to work from a FMLA leave taken because of the employee’s serious health condition, or from a sick leave taken by reason of the employee's illness, when such leave was of a duration in excess of five (5) successive days, and upon request of the Superintendent or the Board when such is deemed appropriate by the Superintendent or the Board based upon the nature of the illness or other circumstances surrounding the leave.

An “equivalent position” for FMLA restoration purposes shall, in the case of certificated employees, be any administrative, teaching, or instruction related position for which the employee is qualified by reason of endorsement, college preparation, or experience, or other indicia; in the case of coaching or other similar extracurricular duty assignments, be any extracurricular duty assignment, and in the case of other employees or positions, be in a position with or at equivalent pay, benefits, and working conditions, involving similar or related duties, as determined by the Superintendent or the Board.

Legal Reference: 29 USC §§ 2611 to 2618 and  
29 CFR Part 82

Date of Adoption: March 13, 2017

Personnel - All Employees

Family and Medical Leave Policy

The documents provided in response to the new Family Medical Leave Act (FMLA) regulations are:

- 1—FMLA Leave Application
- 2—Notice of Eligibility and Rights & Responsibilities—rolling year
- 3—Designation Notice
- 4—Certification of Health Care Provider for Employee's Serious Health Condition
- 5—Certification of Health Care Provider for Family Member's Serious Health Condition
- 6—Certification of Qualifying Exigency for Military Family Leave
- 7—Family Military Leave Certification for Serious Injury of Servicemember

**Application for Leave  
Family and Medical Leave Act**

Employee Name: \_\_\_\_\_ Position: \_\_\_\_\_

Send notices to me at: \_\_\_\_\_

**FMLA Leave Requested**      From \_\_\_\_\_

To \_\_\_\_\_

If leave is requested on an intermittent or reduced leave schedule, describe the requested leave schedule: \_\_\_\_\_  
\_\_\_\_\_.

**Reason for Leave Request** (check and complete as appropriate):

1. \_\_\_\_\_ For birth of a son or daughter, and to care for the newborn child.
2. \_\_\_\_\_ For placement with the employee of a son or daughter for adoption or foster care.
3. \_\_\_\_\_ To care for the employee's spouse, son or daughter, or parent with a serious health condition.

Name of family member: \_\_\_\_\_

Describe reason employee needs to provide the care and the nature of the care: \_\_\_\_\_  
\_\_\_\_\_.

4. \_\_\_\_\_ Because of a serious health condition that makes the employee unable to perform the functions of the employee's job.

Briefly describe condition and job functions that employee is unable to perform: \_\_\_\_\_  
\_\_\_\_\_.

5. \_\_\_\_\_ Because of a qualifying exigency arising out of the fact that the employee's spouse, son or daughter, or parent is a covered military member on active duty (or has been notified of an impending call or order to active duty) in support of a contingency operation.

Name and relationship of family member: \_\_\_\_\_

Describe the qualifying exigency: \_\_\_\_\_  
\_\_\_\_\_.

6. \_\_\_\_\_ To care for a covered servicemember with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of the servicemember.

Name and relationship of family member: \_\_\_\_\_

Describe reason employee needs to provide the care and the nature of the care: \_\_\_\_\_  
\_\_\_\_\_.

I certify that the above information given by me is correct and that I have read the foregoing and understand my rights under the FMLA.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

## Notice of Eligibility and Rights & Responsibilities Family and Medical Leave Act

In general, to be eligible an employee must have worked for an employer for at least 12 months, meet the hours of service requirement in the 12 months preceding the leave, and work at a site with at least 50 employees within 75 miles. This form is to be provided within five business days of the employee notifying the employer of the need for FMLA leave. Part B provides employees with information regarding their rights and responsibilities for taking FMLA leave.

### Part A - NOTICE OF ELIGIBILITY

TO: \_\_\_\_\_  
Employee

FROM: \_\_\_\_\_  
Employer Representative

DATE: \_\_\_\_\_

On \_\_\_\_\_, you informed us that you needed leave beginning on \_\_\_\_\_ for:

- \_\_\_\_\_ The birth of a child, or placement of a child with you for adoption or foster care;
- \_\_\_\_\_ Your own serious health condition;
- \_\_\_\_\_ Because you are needed to care for your \_\_\_\_\_ spouse; \_\_\_\_\_ son or daughter; \_\_\_\_\_ parent due to his/her serious health condition.
- \_\_\_\_\_ Because of a qualifying exigency arising out of the fact that your \_\_\_\_\_ spouse; \_\_\_\_\_ son or daughter; \_\_\_\_\_ parent is on covered active duty or call to covered active duty with the Armed Forces.
- \_\_\_\_\_ Because you are the \_\_\_\_\_ spouse; \_\_\_\_\_ son or daughter; \_\_\_\_\_ parent next of kin of a covered servicemember with a serious injury or illness.

This Notice is to inform you that you:

- \_\_\_\_\_ Are eligible for FMLA leave (See Part B below for Rights and Responsibilities).
- \_\_\_\_\_ Are **not** eligible for FMLA leave, because (only one reason need be checked, although you may not be eligible for other reasons):
  - \_\_\_\_\_ You have not met the FMLA's 12-month length of service requirement. As of the first date of requested leave, you will have worked approximately \_\_\_\_\_ months towards this requirement.
  - \_\_\_\_\_ You have not met the FMLA's hours of service requirement.
  - \_\_\_\_\_ You do not work and/or report to a site with 50 or more employees within 75-miles.

If you have any questions, contact \_\_\_\_\_ or view the FMLA poster located in \_\_\_\_\_.

### **Part B-RIGHTS AND RESPONSIBILITIES FOR TAKING FMLA LEAVE**

As explained in Part A, you meet the eligibility requirements for taking FMLA leave and still have FMLA leave available in the applicable 12-month period. **However, in order for us to**

**determine whether your absence qualifies as FMLA leave, you must return the following information to us by \_\_\_\_\_.** (If a certification is requested, employers must allow at least 15 calendar days from receipt of this notice; additional time may be required in some circumstances). If sufficient information is not provided in a timely manner, your leave may be denied.

\_\_\_\_\_ Sufficient certification to support your request for FMLA leave. A certification form that sets forth the information necessary to support your request \_\_\_\_ **is** / \_\_\_\_ **is not** enclosed.

\_\_\_\_\_ Sufficient documentation to establish the required relationship between you and your family member.

\_\_\_\_\_ Other information needed (such as documentation for military family leave):  
\_\_\_\_\_

\_\_\_\_\_ No additional information requested.

If your leave **does qualify** as FMLA leave you will have the following responsibilities while on FMLA leave (only checked blanks apply):

\_\_\_\_\_ Contact \_\_\_\_\_ at \_\_\_\_\_ to make arrangements to continue to make your share of the premium payments on your health insurance to maintain health benefits while you are on leave. You have a minimum 30-day (or, indicate longer period, if applicable) grace period in which to make premium payments. If payment is not made timely, your group health insurance may be cancelled, provided we notify you in writing at least 15 days before the date that your health coverage will lapse, or, at our option, we may pay your share of the premiums during FMLA leave, and recover these payments from you upon your return to work.

\_\_\_\_\_ You will be required to use your available \_\_\_\_ **sick**, \_\_\_\_ **vacation**, and/or **other leave** during your FMLA absence. This means that you will receive your paid leave and the leave will also be considered protected FMLA leave and counted against your FMLA leave entitlement.

\_\_\_\_\_ Due to your status within the company, you are considered a “key employee” as defined in the FMLA. As a “key employee,” restoration to employment may be denied following FMLA leave on the grounds that such restoration will cause substantial and grievous economic injury to us. We \_\_\_\_ **have** / \_\_\_\_ **have not** determined that restoring you to employment at the conclusion of FMLA leave will cause substantial and grievous economic harm to us.

\_\_\_\_\_ While on leave you will be required to furnish us with periodic reports of your status and intent to return to work every \_\_\_\_\_.  
(Indicate interval of periodic reports, as appropriate for the particular leave situation).

**If the circumstances of your leave change, and you are able to return to work earlier than the date indicated on this form, you will be required to notify us at least two workdays prior to the date you intend to report for work.**

**If your leave does qualify** as FMLA leave you will have the following **rights** while on FMLA leave:

- You have a right under the FMLA for up to 12 weeks of unpaid leave in a 12-month period calculated as a “rolling” 12-month period measured backward from the date of any FMLA leave usage.
- You have a right under the FMLA for up to 26 weeks of unpaid leave in a single 12-month period to care for a covered servicemember with a serious injury or illness. This single 12-month period commenced on \_\_\_\_\_
- Your health benefits must be maintained during any period of unpaid leave under the same conditions as if you continued to work.
- You must be reinstated to the same or an equivalent job with the same pay, benefits, and terms and conditions of employment on your return from FMLA-protected leave. (If your leave extends beyond the end of your FMLA entitlement, you do not have return rights under FMLA.)
- If you do not return to work following FMLA leave for a reason other than: (1) the continuation, recurrence, or onset of a serious health condition which would entitle you to FMLA leave; (2) the continuation, recurrence, or onset of a covered servicemember’s serious injury or illness which would entitle you to FMLA leave; or (3) other circumstances beyond your control, you may be required to reimburse us for our share of health insurance premiums paid on your behalf during your FMLA leave.
- If we have not informed you above that you must use accrued paid leave while taking your unpaid FMLA leave entitlement, you have the right to have \_\_\_\_ **sick**, \_\_\_\_ **vacation**, and/or \_\_\_\_ **other leave** run concurrently with your unpaid leave entitlement, provided you meet applicable requirements of the leave policy. Applicable conditions related to the substitution of paid leave are referenced or set forth below. If you do not meet the requirements for taking paid leave, you remain entitled to take unpaid FMLA leave.

\_\_\_\_ For a copy of conditions applicable to sick/vacation/other leave usage please refer to \_\_\_\_\_ available at: \_\_\_\_\_.

\_\_\_\_ Applicable conditions for use of paid leave: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Once we obtain the information from you as specified above, we will inform you, within five business days, whether your leave will be designated as FMLA leave and count towards your FMLA leave entitlement. If you have any questions, please do not hesitate to contact: \_\_\_\_\_  
 \_\_\_\_\_ at \_\_\_\_\_.

## Designation Notice Family and Medical Leave Act

Leave covered under the FMLA must be designated as FMLA-protected and the employer must inform the employee of the amount of leave that will be counted against the employee's FMLA leave entitlement. In order to determine whether leave is covered under the FMLA, the employer may request that the leave be supported by a certification. If the certification is incomplete *or* insufficient, the employer must state in writing what additional information is necessary to make the certification complete and sufficient.

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

We have reviewed your request for leave under the FMLA and any supporting documentation that you have provided. We received your most recent information on \_\_\_\_\_ and decided:

**\*\*\*APPROVED\*\*\***

\_\_\_\_\_ **Your FMLA leave request is approved. All leave taken for this reason will be designated as FMLA leave.**

The FMLA requires that you notify us as soon as practicable if dates of scheduled leave change or are extended, or were initially unknown. Based on the information you have provided to date, we are providing the following information about the amount of time that will be counted against your leave entitlement:

\_\_\_\_\_ Provided there is no deviation from your anticipated leave schedule, the following number of hours, days, or weeks will be counted against your leave entitlement:

\_\_\_\_\_ Because the leave you will need will be unscheduled, it is not possible to provide the hours, days, or weeks that will be counted against your FMLA entitlement at this time. You have the right to request this information once in a 30-day period (if leave was taken in the 30-day period).

Please be advised (check if applicable):

\_\_\_\_\_ You have requested to use paid leave during your FMLA leave. Any paid leave taken for this reason will count against your FMLA leave entitlement.

  X   We are requiring you to substitute or use paid leave during your FMLA leave.

\_\_\_\_\_ You will be required to present a fitness-for-duty certificate to be restored to employment. If such certification is not timely received, your return to work may be delayed until certification is provided. A list of the essential functions of your position \_\_\_\_\_ is \_\_\_\_\_ is **not** attached. If attached, the fitness-for-duty certification must address your ability to perform these functions.

**\*\*\*ADDITIONAL INFORMATION NEEDED\*\*\***

\_\_\_\_\_ **Additional information is needed to determine if your FMLA leave request can be approved:**

\_\_\_\_\_ The certification you have provided is not complete and sufficient to determine whether the FMLA applies to your leave request. You must provide the following information to make certification complete and sufficient no later than \_\_\_\_\_ (provide at least seven calendar days), unless it is not practicable under the particular circumstances despite your diligent good faith efforts, or your leave may be denied: \_\_\_\_\_

\_\_\_\_\_ We are exercising our right to have you obtain a second or third opinion medical certification at our expense, and we will provide further details at a later time.

**\*\*\*NOT APPROVED\*\*\***

\_\_\_\_\_ Your FMLA Leave request is Not Approved for the reason that \_\_\_\_\_ the FMLA does not apply to your leave request and/or \_\_\_\_\_ you have exhausted your FMLA leave entitlement in the applicable 12-month period.



**Certification of Health Care Provider for Employee's Serious Health Condition  
Family and Medical Leave Act**

**SECTION 1: For Completion by the EMPLOYER**

**INSTRUCTIONS to the EMPLOYER:** FMLA provides that an employer may require an employee seeking FMLA protections because of a need for leave due to a serious health condition to submit a medical certification issued by the employee's health care provider.

Employer name: District OR-1 Public Schools

Employer contact person: \_\_\_\_\_

Employee's job title: \_\_\_\_\_

Regular work schedule: \_\_\_\_\_

Employee's essential job functions: \_\_\_\_\_

\_\_\_\_\_ Check if job description is attached.

**SECTION II: For Completion by the EMPLOYEE**

**INSTRUCTIONS to the EMPLOYEE:** Please complete Section II before giving this form to your medical provider. The FMLA permits an employer to require that you submit a timely, complete, and sufficient medical certification to support a request for FMLA leave due to your own serious health condition. If requested by your employer, your response is required to obtain or retain the benefit of FMLA protections. Failure to provide a complete and sufficient medical certification may result in a denial of your FMLA request. Your employer must give you at least 15 calendar days to return this form.

Your name: \_\_\_\_\_  
First Middle Last

**SECTION III: For Completion by the HEALTH CARE PROVIDER**

**INSTRUCTIONS to the HEALTH CARE PROVIDER:** Your patient has requested leave under the FMLA. Answer, fully and completely, all applicable parts. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your best estimate based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown," or "indeterminate" may not be sufficient to determine FMLA coverage. Limit your responses to the condition for which the employee is seeking leave. Please be sure to sign the form on the last page.

Provider's name and business address: \_\_\_\_\_

Type of practice/Medical specialty: \_\_\_\_\_

Telephone: (\_\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_\_) \_\_\_\_\_

## Part A. MEDICAL FACTS

1. Approximate date condition commenced: \_\_\_\_\_

Probable duration of condition: \_\_\_\_\_

**Mark below as applicable:**

Was the patient admitted for an overnight stay in a hospital, hospice, or residential medical care facility?

\_\_\_ No \_\_\_ Yes. If so, dates of admission: \_\_\_\_\_

Date(s) you treated the patient for condition: \_\_\_\_\_

Will the patient need to have treatment visits at least twice per year due to the condition?

\_\_\_ No \_\_\_ Yes.

Was medication, other than over-the-counter medication, prescribed? \_\_\_ No \_\_\_ Yes.

Was the patient referred to other health care provider(s) for evaluation or treatment (e.g., physical therapist)?

\_\_\_ No \_\_\_ Yes. If so, state the nature of such treatments and expected duration of treatment: \_\_\_\_\_

2. Is the medical condition pregnancy? \_\_\_ No \_\_\_ Yes. If so, expected delivery date: \_\_\_\_\_.

3. Use the information provided by the employer in Section 1 to answer this question. If the employer fails to provide a list of the employee's essential functions or a job description, answer these questions based upon the employee's own description of his/her job functions.

Is the employee unable to perform any of his/her job functions due to the condition: \_\_\_ No \_\_\_ Yes

If so, identify the job functions the employee is unable to perform: \_\_\_\_\_

4. Describe other relevant medical facts, if any, related to the condition for which the employee seeks leave (such medical facts may include symptoms, diagnosis, or any regimen of continuing treatment such as the use of specialized equipment): \_\_\_\_\_

**Part B: AMOUNT OF LEAVE NEEDED**

5. Will the employee be incapacitated for a single continuous period of time due to his/her medical condition, including any time for treatment and recovery? \_\_\_ No \_\_\_ Yes.

If so, estimate the beginning and ending dates for the period of incapacity: \_\_\_\_\_  
\_\_\_\_\_

6. Will the employee need to attend follow-up treatment appointments or work part-time or on a reduced schedule because of the employee's medical condition? \_\_\_ No \_\_\_ Yes.

If so, are the treatments or the reduced number of hours of work medically necessary? \_\_\_ No \_\_\_ Yes.

Estimate treatment schedule, if any, including the dates of any scheduled appointments and the time required for each appointment, including any recovery period: \_\_\_\_\_  
\_\_\_\_\_

Estimate the part-time or reduced work schedule the employee needs, if any:

\_\_\_\_\_ hour(s) per day; \_\_\_\_\_ days per week from \_\_\_\_\_ through \_\_\_\_\_

7. Will the condition cause episodic flare-ups periodically preventing the employee from performing his/her job functions? \_\_\_ No \_\_\_ Yes.

Is it medically necessary for the employee to be absent from work during the flare-ups? \_\_\_ No \_\_\_ Yes. If so, explain: \_\_\_\_\_  
\_\_\_\_\_

Based upon the patient's medical history and your knowledge of the medical condition, estimate the frequency of flare-ups and the duration of related incapacity that the patient may have over the next 6 months (e.g., 1 episode every 3 months lasting 1-2 days):

Frequency: \_\_\_ times per \_\_\_ week(s) \_\_\_ month(s)

Duration: \_\_\_ hours or \_\_\_ day(s) per episode

**ADDITIONAL INFORMATION: IDENTIFY QUESTION NUMBER WITH YOUR  
ADDITIONAL ANSWER:**

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[illegible]

**Signature of Health Care Provider**

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**Date**

**Certification of Health Care Provider for Family Member's Serious Health Condition  
Family and Medical Leave Act**

**SECTION I: For Completion by the EMPLOYER**

**INSTRUCTIONS to the EMPLOYER:** FMLA provides that an employer may require an employee seeking FMLA protections because of a need for leave to care for a covered family member with a serious health condition to submit a medical certification issued by the health care provider of the covered family member.

Employer name: District OR-1 Public Schools

Employer contact person: \_\_\_\_\_

**SECTION II: For Completion by the EMPLOYEE**

**INSTRUCTIONS to the EMPLOYEE:** Please complete Section II before giving this form to your family member or his/her medical provider. The FMLA permits an employer to require that you submit a timely, complete, and sufficient medical certification to support a request for FMLA leave to care for a covered family member with a serious health condition. If requested by your employer, your response is required to obtain or retain the benefit of FMLA protections. Failure to provide a complete and sufficient medical certification may result in a denial of your FMLA request. Your employer must give you at least 15 calendar days to return this form to your employer.

Your name: \_\_\_\_\_  
First Middle Last

Name of family member for whom you will provide care: \_\_\_\_\_  
First Middle Last

Relationship of family member to you: \_\_\_\_\_

If family member is your son or daughter, date of birth: \_\_\_\_\_

Describe care you will provide to your family member and estimate leave needed to provide care:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

### SECTION III: For Completion by the HEALTH CARE PROVIDER

**INSTRUCTIONS to the HEALTH CARE PROVIDER:** The employee listed above has requested leave under the FMLA to care for your patient. Answer, fully and completely, all applicable parts below. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your best estimate based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as “lifetime,” “unknown,” or “indeterminate” may not be sufficient to determine FMLA coverage. Limit your responses to the condition for which the patient needs leave. Please be sure to sign the form on the last page.

Provider's name and business address: \_\_\_\_\_

\_\_\_\_\_

Type of practice/Medical specialty: \_\_\_\_\_

Telephone: (\_\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_\_) \_\_\_\_\_

#### Part A. MEDICAL FACTS

1. Approximate date condition commenced: \_\_\_\_\_

Probable duration of condition: \_\_\_\_\_

Was the patient admitted for an overnight stay in a hospital, hospice, or residential medical care facility? \_\_\_ No \_\_\_ Yes. If so, dates of admission: \_\_\_\_\_

Date(s) you treated the patient for condition: \_\_\_\_\_

\_\_\_\_\_

Was medication, other than over-the-counter medication, prescribed? \_\_\_ No \_\_\_ Yes.

Will the patient need to have treatment visits at least twice per year due to the condition? \_\_\_ No \_\_\_ Yes.

Was the patient referred to other health care provider(s) for evaluation or treatment (e.g., physical therapist)? \_\_\_ No \_\_\_ Yes. If so, state the nature of such treatments and expected duration of treatment: \_\_\_\_\_

\_\_\_\_\_

2. Is the medical condition pregnancy? \_\_\_ No \_\_\_ Yes. If so, expected delivery date: \_\_\_\_\_.

3. Describe other relevant medical facts, if any, related to the condition for which the patient needs care (such medical facts may include symptoms, diagnosis, or any regimen of continuing treatment such as the use of specialized equipment): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Part B: AMOUNT OF CARE NEEDED

4. Will the patient be incapacitated for a single continuous period of time, including any time for treatment and recovery? \_\_\_ No \_\_\_ Yes.

Estimate the beginning and ending dates for the period of incapacity: \_\_\_\_\_

During this time, will the patient need care? \_\_\_ No \_\_\_ Yes.

Explain the care needed by the patient and why such care is medically necessary: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Will the patient require follow-up treatment, including any time for recovery? \_\_\_ No \_\_\_ Yes.

Estimate treatment schedule, if any, including the dates of any scheduled appointments and the time required for each appointment, including any recovery period: \_\_\_\_\_

\_\_\_\_\_

Explain the care needed by the patient, and why such care is medically necessary: \_\_\_\_\_

\_\_\_\_\_

6. Will the patient require care on an intermittent or reduced schedule basis, including any time for recovery? \_\_\_ No \_\_\_ Yes.

Estimate the hours the patient needs care on an intermittent basis, if any:

\_\_\_\_\_ hour(s) per day; \_\_\_\_\_ days per week from \_\_\_\_\_ through \_\_\_\_\_

Explain the care needed by the patient, and why such care is medically necessary: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Will the conditions cause episodic flare-ups periodically preventing the patient from participating in normal daily activities? \_\_\_ No \_\_\_ Yes.

Based upon the patient's medical history and your knowledge of the medical condition, estimate the frequency of flare-ups and the duration of related incapacity that the patient may have over the next 6 months (e.g., 1 episode every 3 months lasting 1-2 days):

Frequency: \_\_\_ times per \_\_\_\_\_ week(s) \_\_\_\_\_ month(s)

Duration: \_\_\_ hours or \_\_\_ day(s) per episode

Does the patient need care during these flare-ups? \_\_\_ No \_\_\_ Yes.

Explain the care needed by the patient, and why such care is medically necessary: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[illegible]

**Date**



**Certification of Qualifying Exigency for Military Family Leave  
Family and Medical Leave Act**

**SECTION I: For Completion by the EMPLOYER**

**INSTRUCTIONS to the EMPLOYER:** The Family and Medical Leave Act (FMLA) provides that an employer may require an employee seeking FMLA leave due to a qualifying exigency to submit a certification. Please complete Section I before giving this form to your employee. Your response is voluntary, and while you are not required to use this form, you may not ask the employee to provide more information than allowed under the FMLA regulations, 29 CFR 825.309.

Employer Name: \_\_\_\_\_

Contact Information: \_\_\_\_\_

**SECTION II: For Completion by the EMPLOYEE**

**INSTRUCTIONS to the EMPLOYEE:** Please complete Section II fully and completely. The FMLA permits an employer to require that you submit a timely, complete, and sufficient certification to support a request for FMLA leave due to a qualifying exigency. Several questions in this section seek a response as to the frequency or duration of the qualifying exigency. Be as specific as you can; terms such as “unknown” or “indeterminate” may not be sufficient to determine FMLA coverage. Your response is required to obtain a benefit. 29 CFR 825.310. While you are not required to provide this information, failure to do so may result in a denial of your request for FMLA leave. Your employer must give you at least 15 calendar days to return this form to your employer.

Your name: \_\_\_\_\_  
First Middle Last

Name of military member on covered active duty or call to covered active duty status:

\_\_\_\_\_  
First Middle Last

Relationship of military member to you: \_\_\_\_\_

Period of military member’s covered active duty: \_\_\_\_\_

A complete and sufficient certification to support a request for FMLA leave due to a qualifying exigency includes written documentation confirming a covered military member’s active duty or call to covered active duty status. Please check one of the following and attach the indicated document to support that the military member is on covered active duty or call to covered active duty status:

\_\_\_\_\_ A copy of the military member’s covered active duty orders is attached.

\_\_\_\_\_ Other documentation from the military certifying that the military member is on covered active duty (or has been notified of an impending call to covered active duty) is attached.

\_\_\_\_\_ I have previously provided my employer with sufficient written documentation confirming the military member's covered active duty or call to covered active duty status.

**Part A. QUALIFYING REASON FOR LEAVE**

1. Describe the reason you are requesting FMLA leave due to a qualifying exigency (including the specific reason you are requesting leave):

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2. A complete and sufficient certification to support a request for FMLA leave due to a qualifying exigency includes any available written documentation which supports the need for leave; such documentation may include a copy of a meeting announcement for informational briefings sponsored by the military; a document confirming the military member's Rest and Recuperation leave; a document confirming an appointment with a third party, such as a counselor or school official, or staff at a care facility; or a copy of a bill for services for the handling of legal or financial affairs. Available written documentation supporting this request for leave is attached.  
\_\_\_ Yes \_\_\_ No \_\_\_ None Available.

**Part B: AMOUNT OF LEAVE NEEDED**

1. Approximate date exigency commenced: \_\_\_\_\_

Probable duration of exigency: \_\_\_\_\_

2. Will you need to be absent from work for a single continuous period of time due to the qualifying exigency? \_\_\_ No \_\_\_ Yes.

If so, estimate the beginning and ending dates for the period of absence: \_\_\_\_\_

3. Will you need to be absent from work periodically to address this qualifying exigency?

\_\_\_ No \_\_\_ Yes.

Estimate schedule of leave, including the dates of any scheduling meetings or appointments:

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Estimate the frequency and duration of each appointment, meeting, or leave event, including any travel time (i.e., 1 deployment-related meeting every month lasting 4 hours):

Frequency: \_\_\_\_\_ times per \_\_\_\_\_ week(s) \_\_\_\_\_ month(s).

Duration: \_\_\_\_\_ hours \_\_\_\_\_ day(s) per event.

**Part C:** If leave is requested to meet with a third party (such as to arrange for childcare or parental care, to attend counseling, to attend meetings with school or childcare or parental care providers, to make financial or legal arrangements, to act as the military member's representative before a federal, state, or local agency for purposes of obtaining, arranging or appealing military service benefits, or to attend any event sponsored by the military or military service organizations), a complete and sufficient certification includes the name, address, and appropriate contact information of the individual or entity with whom you are meeting (i.e., either the telephone or fax number or email address of the individual or entity). This information may be used by your employer to verify that the information contained on this form is accurate.

Name of Individual: \_\_\_\_\_ Title: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: (\_\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_\_) \_\_\_\_\_

Email: \_\_\_\_\_

Describe nature of meeting: \_\_\_\_\_

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**PART D:** I certify that the information I provided above is true and correct.

\_\_\_\_\_  
**Signature of Employee**

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

Certification for Serious Injury or  
Illness of a Current  
Servicemember - -for Military Family Leave  
(Family and Medical Leave Act)

U.S. Department of Labor

Wage and Hour Division



OMB Control Number: 1235-0003  
Expires: 2/28/2015

**Notice to the EMPLOYER**

**INSTRUCTIONS to the EMPLOYER:** The Family and Medical Leave Act (FMLA) provides that an employer may require an employee seeking FMLA leave due to a serious injury or illness of a current servicemember to submit a certification providing sufficient facts to support the request for leave. Your response is voluntary. While you are not required to use this form, you may not ask the employee to provide more information than allowed under the FMLA regulations, 29 CFR 825.310. Employers must generally maintain records and documents relating to medical certifications, recertifications, or medical histories of employees or employees' family members created for FMLA purposes as confidential medical records in separate files/records from the usual personnel files and in accordance with 29 CFR 1630.14(c)(1), if the Americans with Disabilities Act applies.

**SECTION I: For Completion by the EMPLOYEE and/or the CURRENT SERVICEMEMBER for whom the Employee Is Requesting Leave**

**INSTRUCTIONS to the EMPLOYEE or CURRENT SERVICEMEMBER:** Please complete Section I before having Section II completed. The FMLA permits an employer to require that an employee submit a timely, complete, and sufficient certification to support a request for FMLA leave due to a serious injury or illness of a servicemember. If requested by the employer, your response is required to obtain or retain the benefit of FMLA-protected leave. 29 U.S.C. 2613, 2614(c)(3). Failure to do so may result in a denial of an employee's FMLA request. 29 CFR 825.310(f). The employer must give an employee at least 15 calendar days to return this form to the employer.

**SECTION II: For Completion by a UNITED STATES DEPARTMENT OF DEFENSE ("DOD") HEALTH CARE PROVIDER or a HEALTH CARE PROVIDER who is either: (1) a United States Department of Veterans Affairs ("VA") health care provider; (2) a DOD TRICARE network authorized private health care provider; (3) a DOD non-network TRICARE authorized private health care provider; or (4) a health care provider as defined in 29 CFR 825.125**

**INSTRUCTIONS to the HEALTH CARE PROVIDER:** The employee listed on Page 2 has requested leave under the FMLA to care for a family member who is a current member of the Regular Armed Forces, the National Guard, or the Reserves who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list for a serious injury or illness. For purposes of FMLA leave, a serious injury or illness is one that was incurred in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces that may render the servicemember medically unfit to perform the duties of his or her office, grade, rank, or rating.

A complete and sufficient certification to support a request for FMLA leave due to a current servicemember's serious injury or illness includes written documentation confirming that the servicemember's injury or illness was incurred in the line of duty on active duty or if not, that the current servicemember's injury or illness existed before the beginning of the servicemember's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces, and that the current servicemember is undergoing treatment for such injury or illness by a health care provider listed above. Answer, fully and completely, all applicable parts. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your best estimate based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown," or "indeterminate" may not be sufficient to determine FMLA coverage. Limit your responses to the servicemember's condition for which the employee is seeking leave.

**SECTION I: For Completion by the EMPLOYEE and/or the CURRENT SERVICEMEMBER for whom the Employee Is Requesting Leave:**

(This section must be completed first before any of the below sections can be completed by a health care provider.)

**Part A: EMPLOYEE INFORMATION**

Name and Address of Employer (this is the employer of the employee requesting leave to care for the current servicemember):

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Name of Employee Requesting Leave to Care for the Current Servicemember:

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First

Middle

Last

Name of the Current Servicemember (for whom employee is requesting leave to care):

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First

Middle

Last

Relationship of Employee to the Current Servicemember:

Spouse ☐ Parent ☐ Son ☐ Daughter ☐ Next of Kin ☐

**Part B: SERVICEMEMBER INFORMATION**

- (1) Is the Servicemember a Current Member of the Regular Armed Forces, the National Guard or Reserves?  
Yes ☐ No ☐

If yes, please provide the servicemember's military branch, rank and unit currently assigned to:

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Is the servicemember assigned to a military medical treatment facility as an outpatient or to a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients (such as a medical hold or warrior transition unit)?

Yes ☐ No ☐

If yes, please provide the name of the medical treatment facility or unit:

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- (2) Is the Servicemember on the Temporary Disability Retired List (TDRL)?  
Yes ☐ No ☐

**Part C: CARE TO BE PROVIDED TO THE SERVICEMEMBER**

Describe the Care to Be Provided to the Current Servicemember and an Estimate of the Leave Needed to Provide the Care:

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**SECTION II: For Completion by a United States Department of Defense (“DOD”) Health Care Provider or a Health Care Provider who is either: (1) a United States Department of Veterans Affairs (“VA”) health care provider; (2) a DOD TRICARE network authorized private health care provider; (3) a DOD non-network TRICARE authorized private health care provider; or (4) a health care provider as defined in 29 CFR 825.125. If you are unable to make certain of the military-related determinations contained below in Part B, you are permitted to rely upon determinations from an authorized DOD representative (such as a DOD recovery care coordinator).**

(Please ensure that Section I above has been completed before completing this section. Please be sure to sign the form on the last page.)

**Part A: HEALTH CARE PROVIDER INFORMATION**

Health Care Provider’s Name and Business Address:

\_\_\_\_\_

Type of Practice/Medical Specialty: \_\_\_\_\_

Please state whether you are either: (1) a DOD health care provider; (2) a VA health care provider; (3) a DOD TRICARE network authorized private health care provider; (4) a DOD non-network TRICARE authorized private health care provider, or (5) a health care provider as defined in 29 CFR 825.125:

\_\_\_\_\_

Telephone: (    ) \_\_\_\_\_ Fax: (    ) \_\_\_\_\_ Email: \_\_\_\_\_

**PART B: MEDICAL STATUS**

(1) The current Servicemember’s medical condition is classified as (Check One of the Appropriate Boxes):

☐ **(VSI) Very Seriously Ill/Injured** – Illness/Injury is of such a severity that life is imminently endangered. Family members are requested at bedside immediately. (Please note this is an internal DOD casualty assistance designation used by DOD healthcare providers.)

☐ **(SI) Seriously Ill/Injured** – Illness/injury is of such severity that there is cause for immediate concern, but there is no imminent danger to life. Family members are requested at bedside. (Please note this is an internal DOD casualty assistance designation used by DOD healthcare providers.)

☐ **OTHER Ill/Injured** – a serious injury or illness that may render the servicemember medically unfit to perform the duties of the member’s office, grade, rank, or rating.

☐ **NONE OF THE ABOVE** (Note to Employee: If this box is checked, you may still be eligible to take leave to care for a covered family member with a “serious health condition” under § 825.113 of the FMLA. If such leave is requested, you may be required to complete DOL FORM WH-380-F or an employer-provided form seeking the same information.)

(2) Is the current Servicemember being treated for a condition which was incurred or aggravated by service in the line of duty on active duty in the Armed Forces? Yes ☐ No ☐

(3) Approximate date condition commenced: \_\_\_\_\_

(4) Probable duration of condition and/or need for care: \_\_\_\_\_

- (5) Is the servicemember undergoing medical treatment, recuperation, or therapy for this condition? Yes ☐ No ☐

If yes, please describe medical treatment, recuperation or therapy:

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**PART C: SERVICEMEMBER'S NEED FOR CARE BY FAMILY MEMBER**

- (1) Will the servicemember need care for a single continuous period of time, including any time for treatment and recovery? Yes ☐ No ☐

If yes, estimate the beginning and ending dates for this period of time: \_\_\_\_\_

- (2) Will the servicemember require periodic follow-up treatment appointments? Yes ☐ No ☐

If yes, estimate the treatment schedule: \_\_\_\_\_

- (3) Is there a medical necessity for the servicemember to have periodic care for these follow-up treatment appointments? Yes ☐ No ☐

- (4) Is there a medical necessity for the servicemember to have periodic care for other than scheduled follow-up treatment appointments (e.g., episodic flare-ups of medical condition)?  
Yes ☐ No ☐

If yes, please estimate the frequency and duration of the periodic care:

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**Signature of Health Care Provider:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT**

If submitted, it is mandatory for employers to retain a copy of this disclosure in their records for three years, in accordance with 29 U.S.C. 2616; 29 CFR 825.500. Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. The Department of Labor estimates that it will take an average of 20 minutes for respondents to complete this collection of information, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection information, including suggestions for reducing this burden, send them to the Administrator, Wage and Hour Division, U.S. Department of Labor, Room S-3502, 200 Constitution AV, NW, Washington, DC 20210. **DO NOT SEND THE COMPLETED FORM TO THE WAGE AND HOUR DIVISION; RETURN IT TO THE PATIENT.**

Personnel - All EmployeesAdoption Leave

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the same terms as an employee is permitted to take a leave of absence upon the birth of the employee's child.

The adoptive parent leave of absence begins following the commencement of the parent-child relationship. The parent-child relationship commences, for purposes of adoption leave, when the child is placed with the employee for purposes of adoption. The employee shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Superintendent and the employee may otherwise agree. Advance notice of an anticipated adoption shall be provided by the employee to the Superintendent as soon as possible.

Legal Reference: Neb. Rev. Stat. Sec. 48-234

Date of Adoption: March 13, 2017



Personnel - All EmployeesDrug and Substance Use and Abuse

It is the policy of the District OR-1 Public School District to eliminate the influence of drugs, alcohol and other chemicals within the school environment and to educate students against the usage of drugs, alcohol and illegal substances. The District will implement regulations and practices which will insure compliance with laws relating to drugs and alcohol, including: the Drug-Free Workplace Act and the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto.

**Section 1 Drug-Free Workplace**

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held. The school district recognizes that the use, possession, or being under the influence of illicit drugs or alcohol constitutes a hazard to the positive development of students and employees and a substantial interference with school purposes.

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

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

**Section 2      Alcohol and Drug Testing**

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

Legal Reference: 41 U.S.C. §§701 to 707  
49 U.S.C. §31306 and 49 CFR Part 382

Date of Adoption:      March 13, 2017

4009 - APPENDIX 1

**CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING:  
FEDERAL REGULATIONS, DISTRICT OR-1 PUBLIC SCHOOL'S COMPLIANCE  
POLICIES AND PROCEDURES, AND EDUCATIONAL MATERIALS**

The U.S. Department of Transportation (DOT) and the Federal Highway Administration (FHWA) have issued regulations requiring that individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs) be tested for controlled substances and alcohol and not engage in controlled substances use or alcohol misuse. Information concerning those regulations, District OR-1 Public Schools policies and procedures, and educational materials relating to controlled substances use and alcohol misuse is set forth as follows:

**(A) The persons designated by District OR-1 Public Schools to answer employee questions about these materials are:**

Superintendent of Schools  
Secondary Principal

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

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

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

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

**(D) Employee conduct that is prohibited by the federal controlled substances and alcohol use and testing regulations includes:**

1. **Alcohol concentration.**  
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater.

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

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

1. **Pre-employment testing.**  
Prior to the first time a driver performs safety-sensitive functions, the driver shall undergo testing for alcohol and controlled substances. No safety-sensitive functions are to be performed unless the driver has been administered an alcohol test with a result indicating an alcohol concentration less than 0.04, and has received a controlled substances test result from the medical review officer indicating a verified negative test result.
2. **Post-accident testing.**
  - (a) As soon as practicable following an accident involving a commercial motor vehicle, each surviving driver:
    - (1) Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life; or
    - (2) Who receives a citation under State or local law for a moving traffic violation arising from the accident shall undergo a test for alcohol and controlled substances.
  - (b)
    - (1) *Alcohol tests.* Shall be administered within two hours following the accident unless such cannot reasonably be done, and not more than eight hours following the accident.

(2) *Controlled substance tests.* Shall be administered within 32 hours following the accident.

(c) A driver who is subject to post-accident testing shall remain readily available for such testing or may be deemed by the employer to have refused to submit to testing. The driver shall be permitted to leave the immediate scene of an accident for the period necessary to obtain assistance in responding to the accident, or to obtain necessary emergency medical care, but shall otherwise remain readily available for testing.

**3. Random testing.**

(a) Drivers shall be subject to random testing. The minimum annual percentage rate for random alcohol testing should be 25 percent of the average number of driver positions, or such minimum annual percentage rate as established from time to time by the FHWA. The minimum annual percentage rate for random controlled substance testing shall be 50 percent of the average number of driver positions.

(b) The selection of drivers for random alcohol and controlled substances testing shall be made by a scientifically valid method. Under the selection process used, each driver shall have an equal chance of being tested each time selections are made.

(c) The random alcohol and controlled substances tests shall be unannounced and the dates for administering random alcohol and controlled substances tests shall be spread reasonably throughout the calendar year.

(d) Each driver who is notified of selection for random alcohol and/or controlled substances testing shall proceed to the test site immediately; provided, however, that if the driver is performing a safety-sensitive function at the time of notification, the driver shall cease to perform the safety-sensitive function and proceed to the testing site as soon as possible.

**4. Reasonable suspicion testing.**

(a) A driver shall submit to an alcohol test when the employer has reasonable suspicion to believe that the driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations (except for possession of alcohol).

(b) Under federal law, notwithstanding the absence of a reasonable suspicion alcohol test, a driver is prohibited from reporting for duty or remaining on duty requiring the performance of safety-sensitive functions while the driver is under the influence of or impaired by alcohol and must not perform or continue to perform safety-sensitive functions, until:

(i) An alcohol test is administered and the driver's alcohol concentration measures less than 0.02; or

(ii) Twenty-four hours have elapsed following the determination that there is reasonable suspicion to believe that the driver has violated the prohibitions concerning the use of alcohol.

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

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

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

negative result for controlled substances use.

**6. Follow-up testing.**

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

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

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

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

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

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

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

**The consequences for refusing to submit to an alcohol or controlled substances test are as follows:** A driver who has refused to submit to a required alcohol or controlled substance test is subject to the same consequences as a driver who has tested positive on an alcohol (concentration of 0.04 or greater) or controlled substances test.

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

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

Before a driver returns to duty requiring the performance of a safety-sensitive function after engaging in conduct prohibited by the federal regulations, the driver shall, if still employed, undergo

a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02 if the conduct involved alcohol, or a controlled substances test with a verified negative result if the conduct involved a controlled substance.

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

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

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

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

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

Date of Adoption: March 13, 2017

## APPLICANT'S CONSENT TO OBTAIN PAST DRUG AND ALCOHOL TEST RESULTS

I, \_\_\_\_\_ [insert applicant's name], understand that as a condition of hire with District OR-1 Public Schools ("School District") I must give written Consent to obtain the results of all DOT-required drug and/or alcohol tests (including any refusals to be tested) from all of the companies for which I worked as a driver, or for which I took a pre-employment drug and/or alcohol test during the past two (2) years. I also understand that the School District requires me to consent to access to the same information concerning any non-DOT driver drug and/or alcohol tests which I took during this same period of time. I have also been advised and understand that my signing of this consent does not guarantee me a job or guarantee that I will be offered a position with the School District.

Below I have listed all of the companies for which I worked as a driver, or for which I took a pre-employment driver position drug and/or alcohol test during the past two (2) years. I hereby consent to the School District obtaining from those companies, and I hereby consent to those companies furnishing to the School District, all requested information concerning my drug and alcohol tests, including:

- (i) all DOT and non-DOT alcohol test results of 0.04 or greater during the past two (2) years;
- (ii) all verified positive DOT and non-DOT drug test results during the past two (2) years;
- (iii) all instances in which I refused to submit to a DOT-required drug and/or alcohol test during the past two (2) years;
- (iv) any other violations of DOT agency drug and alcohol testing regulations during the past two (2) years; and
- (v) documentation of successful completion of DOT return-to-duty requirements (including follow-up tests) in the event of a violation of a DOT drug and alcohol testing regulations during the past two (2) years.

I specifically authorize the companies to fully complete the School District's Report of Past Drug and/or Alcohol Test Results form.

The following is a list of all of the companies for which I worked as a driver, or for which I took a pre-employment driver position drug and/or alcohol test, during the past two (2) years:

<u>Company name</u>	<u>Dates worked for/took pre-employment test</u>
_____	_____
_____	_____
_____	_____
_____	_____

### APPLICANT CERTIFICATION

I have carefully read and fully understand this Consent to release my past drug and alcohol test results. In authorizing the release of my test results, I consent and agree to waive any physician-patient privilege that may otherwise exist with respect to the confidentiality of my drug and alcohol test results. I further release the Company and its medical review officer, and any officer, employee or agent of the Company or medical review officer whose disclosure of the results is in accordance with this release from any and all claims or causes of actions which may result from the disclosure of such test results to the person or persons identified on this release form.

In signing below, I certify that all of the information which I have furnished on this form is true and complete, and that I have identified all of the companies for which I have either worked, or for which I took a pre-employment drug and/or alcohol test, as a driver during the past two years. I understand that this information is material to my hiring and that my failure to provide true and complete information will automatically disqualify me for a position with the School District or, in the event that I am hired, subject me to immediate termination. Further, I understand that in the event of receipt of a report of past drug and/or alcohol violation, any conditional offer of employment will be revoked and in the event I have been hired, any employment will be automatically ended.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date



## REQUEST FOR PAST TEST RESULTS

To: \_\_\_\_\_ *[Insert name of previous employer]*  
From: \_\_\_\_\_ *[Insert name and title of school representative]*  
Subject: Request to obtain past drug and alcohol test results  
Date: \_\_\_\_\_ *[Insert date]*

\_\_\_\_\_ *[Insert applicant's name]* has advised us that he/she ☐ worked for your company as a driver or that he/she ☐ applied to work as a driver for you, during the previous two (2) years.

Regulations of the Department of Transportation (DOT) (49 C.F.R. § 40.25) require us to obtain from you, and **require you to provide** to us, information concerning the above-named driver's past drug and alcohol test results (including refusals to be tested).

In accordance with DOT's regulations, therefore, we are providing you with the driver's written consent directing you to provide us with the past drug and alcohol testing results, as set forth in the consent. A Report form to provide the requested information is also enclosed for your convenience.

Please send this information to

District OR-1 Public Schools  
425 F Street  
PO Box 130  
Palmyra, NE 68418

as soon as possible, either by facsimile (402) 780-5328 or by mail. As required by the DOT, the information which you furnish will be treated as strictly confidential.

Enclosures:

**Document No. 1. Applicant's Consent to Obtain Past Drug and Alcohol Test Results.**  
**Document No. 4. Report of Past Drug and Alcohol Test Results.**

**REPORT OF PAST DRUG AND/OR ALCOHOL TEST RESULTS**

To: District OR-1 Public Schools ("School District")  
 From: \_\_\_\_\_ [Insert name of Company submitting results]  
 Re: \_\_\_\_\_ [Insert Driver/Applicant's name]  
 \_\_\_\_\_ [Insert Driver/Applicant's Social Security Number]  
 \_\_\_\_\_ to \_\_\_\_\_ [Insert "Relevant 2 Year Period" dates]

In accordance with the DOT regulations, at School District's request, and with the Driver/Applicant's Consent, the Company reports the following results of drug and alcohol tests conducted on the above named Driver/Applicant by this Company during the above designated "Relevant 2 Year Period."

**(i) Past Alcohol Test Results:**

Date of Test: \_\_\_\_\_ ☐ No alcohol tests conducted during relevant period  
 Date of Test: \_\_\_\_\_ ☐ 0.04 or greater ☐ Negative ☐ Refused to be tested  
 Date of Test: \_\_\_\_\_ ☐ 0.04 or greater ☐ Negative ☐ Refused to be tested

**(ii) Past Drug Test Results:**

Date of Test: \_\_\_\_\_ ☐ No drug test conducted during relevant period  
 Date of Test: \_\_\_\_\_ ☐ Verified Positive ☐ Negative ☐ Refused to be tested  
 Date of Test: \_\_\_\_\_ ☐ Verified Positive ☐ Negative ☐ Refused to be tested

**(iii) Refusals to Submit:** (Note: Refusals to submit include verified adulterated or substituted drug tests)

- ☐ No refusal to submit to drug and/or alcohol test during relevant period  
☐ Refusal to submit to drug and/or alcohol test during relevant period, on the following dates:  
 Date of Refusal: \_\_\_\_\_ Nature of Refusal: \_\_\_\_\_  
 Date of Refusal: \_\_\_\_\_ Nature of Refusal: \_\_\_\_\_

**(iv) Any Other Violations of DOT Agency Drug and/or Alcohol Testing Regulations:**

- ☐ No such violations during period specified  
☐ Violations occurred during relevant period, on the following dates:  
 Date of Violation: \_\_\_\_\_ Nature of Violation: \_\_\_\_\_  
 Date of Violation: \_\_\_\_\_ Nature of Violation: \_\_\_\_\_

**(v) Completion of DOT Return-to-Duty Requirements, including follow-up tests:**

- ☐ Not Applicable, no violations occurred during period specified  
☐ Not Applicable, violation(s) occurred during period specified, but Company has no record of successful completion of return-to-duty requirements  
☐ Documents are attached; violation(s) occurred during period specified, and Employee successfully completed return-to-duty requirements

\_\_\_\_\_  
 Date Name of person completing form (type/print) Title (type/print)

Personnel - All EmployeesBloodborne Pathogen Compliance PlanA. Procedures for Control of Communicable Diseases.

The School District shall cooperate with county and state health departments in developing procedures for the control of communicable disease in School District programs and activities. Procedures shall conform to the regulations for communicable disease control set up by the state health department. The Superintendent or designee shall establish an exposure control plan in accordance with OSHA's "Occupational Exposure to Blood-Borne Pathogens" Standard.

B. Students

1. Contagious and Infectious Diseases. Contagious and infectious diseases subject to this part include those diseases regulated by the Nebraska Department of Health and Human Services regulations pertaining to school health and communicable disease control (173 NAC 3). A student showing any signs or symptoms of a contagious or infectious disease will be excluded from attending District OR-1 Public Schools or programs in accordance with the Contagious and Infectious Disease Chart attached to those regulations and not be allowed to return until the minimum isolation period has elapsed, and all signs or symptoms of illness have disappeared in accordance with the Chart. Students with contagious or infectious diseases or conditions other than those listed in the Chart will be subject to exclusion until the student's physician gives a written statement that the disease or condition is not in a communicable stage or there is minimal risk of transmission to others in a school program setting.
2. Bloodborne Pathogen Communicable Diseases. Communicable diseases subject to this part include diseases spread via bloodborne pathogens, including Human immunodeficiency virus (HIV) (including AIDS) and Hepatitis B (only carriers are of concern). A student with such a disease shall not be excluded or be subject to different treatment concerning services or participation in activities in the absence of an individualized determination that exclusion or modifications are appropriate because the student's condition poses an imminent threat to the health or the safety of others in the School District or program community. Such a determination shall be made by following established policies and procedures for students with chronic health problems or students with disabilities. Decision makers are to consult with the student's physician and parent or guardian; respect the student's and family's privacy rights; and reassess the placement if there is a change in the student's need for accommodations or services.

In making such a determination, the following factors will be evaluated: (1) the nature of the disease; (2) the age of the student; (3) the behavior of the student; (4) the neurological development of the student; (5) the physical condition of the

student; (6) the expected type of interaction which the student will have with other individuals in the proposed placement setting; (7) the degree to which other individuals may be exposed to infectious organisms; (8) the hygienic practices of the student; (9) the risk of transmission of the disease from the student to those individuals with whom the student will interact; and (10) any other pertinent factor reasonably related to the decision.

3. Reporting. Employees who become aware that a student has been diagnosed with or is suspected of having a reportable disease shall immediately inform the Superintendent or designee, who shall notify the appropriate Superintendent of the school in which the student is enrolled and make a report to the Board of Health where required by law.

C. Employees

1. Contagious and Infectious Diseases. When an employee has a contagious or infectious disease which is in a communicable stage or presents more than a minimal risk of transmission to others, the employee should not report to work and is expected to follow the absence reporting procedures. Employees should in general follow the same guidelines for absence from work as a student is to follow under the guidelines of the Contagious and Infectious Disease Chart of the Nebraska Department of Health and Human Services regulations pertaining to school health and communicable disease control. Prior to returning to work, employees shall upon request submit a physician's written statement stating that the employee is able to return to work and does not pose a significant risk of transmission of the disease to others.
2. Bloodborne Pathogen Communicable Diseases. Communicable diseases subject to this part include diseases spread via bloodborne pathogens, including Human immunodeficiency virus (HIV) (including AIDS) and Hepatitis B (only carriers are of concern). An employee with a communicable disease, or an applicant for employment, shall be employed or be continued in employment without consideration of the communicable disease provided the employee or applicant is able to perform the essential functions of the position with such reasonable accommodations as may be necessary and provided the communicable disease does not pose an imminent threat to the health or the safety of others within the employee's work environment. Employees who have a communicable disease are expected to conduct themselves in such a manner as to not place others at risk and, in the event reasonable accommodation is necessary to avoid such risk, to make a confidential request for such accommodation.

D. General Provisions

1. No Discrimination or Harassment. No employee or student shall be unlawfully discriminated against or subjected to harassment on the basis of having a communicable disease.
2. Privacy. Every employee has a duty to treat as highly confidential any knowledge or speculation concerning the bloodborne pathogen status of a student or other employee. Violation of medical privacy may be cause for disciplinary action against the employee, including possible termination.

No information regarding a person's bloodborne pathogen status will be divulged to any individual or organization other than School District employees or agents who have a need to know of the circumstance, appropriate officials of the school in which the student is enrolled, and emergency medical personnel with a need to know, without a court order or a signed and dated consent of the person with the bloodborne pathogen infection (or the parent or guardian of a minor).

3. Records. All health records, notes, and other documents that reference an employee's bloodborne pathogen status or occupational exposure will be maintained in a separate confidential medical file for the employee. Records of occupational exposure shall be maintained for at least the duration of employment plus 30 years in accordance with OSHA standards.

All health records, notes, and other documents that reference a student's bloodborne pathogen status will be maintained in a separate confidential medical file for the student.

4. Infection Control. All employees are required to consistently follow infection control guidelines. Employees are required to follow the exposure control plan of The School District established in accordance with OSHA's "Occupational Exposure to Blood-Borne Pathogens" Standard. The use of universal precautions is mandated and work practice controls to minimize or prevent potential exposure are to be implemented. Any incident of exposure to blood shall be reported, evaluated, and follow-up completed and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements. Equipment and supplies needed to apply the infection control guidelines will be maintained and kept accessible.
5. Staff Development. The Superintendent or designee will make communicable disease and bloodborne pathogen education programs available to employees as appropriate to convey guidance on infection control procedures and inform employees about School District policies.

Legal Reference: 173 NAC 3 (HHS Control of Communicable Disease regulation) §§ 20-167 and 20-168 (HIV/AIDs statutes)  
Neb. Rev. Stat. Sec. 79-264 (student emergency exclusion)  
29 CFR 1910.1030 (OSHA Bloodborne Pathogens regulation)  
ADA-42 U.S.C. §12101 et seq.; 28 CFR §35.101 et seq.  
Rehabilitation Act of 1973, Section 504--29 U.S.C. §791, et seq.; 34 CFR §104, et seq.  
Nebraska Fair Employment Practices Act--§§48-1101 to 48-1126  
20 U.S.C. 1232g (FERPA)

Date of Adoption: March 13, 2017

Personnel - All EmployeesInfectious Diseases

In the event that a student, employee, or other person in frequent contact with students, employees or others present in District OR-1 Public Schools contracts an infectious disease, the determination of whether that person should be permitted to remain on duty, attend school or participate in school activities shall be made on a case-by-case basis. The following factors will be taken into consideration:

- (1) The behavior, neurological development, and physical condition of the student;
- (2) The expected type of interaction with others in the school setting;
- (3) The impact on both the infected person and others in that setting.

The determination of whether or not the infected person remains in the school shall be based on scientific and medical evidence.

When it is determined that an infected student poses an imminent threat to the health and safety of the school community or that the student's conduct presents a clear threat to the physical safety of himself, herself, or others, the provisions of the Communicable and Infectious Disease policies shall be implemented, providing for the exclusion of that student.

Any person with an infectious disease will retain the rights of confidentiality and privacy, limited to individuals in a need-to-know position (administrators and board members). The community shall be informed that an infectious disease is present in the school system and that the person will be excluded if the situation warrants such action, based on medical and legal advice. No information will be given out about the individual, his or her specific medical record, or about the family without the written permission of the individual (adult) or parent/legal guardian (student).

Legal Reference: 173 NAC 3 (HHS Control of Communicable Disease regulation) §§ 20-167 and 20-168 (HIV/AIDs statutes)  
Neb. Rev. Stat. Sec. 79-264 (student emergency exclusion)  
29 CFR 1910.1030 (OSHA Bloodborne Pathogens regulation)  
ADA-42 U.S.C. §12101 et seq.; 28 CFR §35.101 et seq.  
Rehabilitation Act of 1973, Section 504--29 U.S.C. §791, et seq.; 34 CFR §104, et seq.  
Nebraska Fair Employment Practices Act--§§48-1101 to 48-1126  
20 U.S.C. 1232g (FERPA)

Date of Adoption: March 13, 2017

Personnel-All EmployeesPersonnel Files

Any teacher, administrator, or full-time employee of any public school district shall, upon request, have access to their personnel file and shall have the right to attach a written response to any item in such file, and may in writing authorize any other person to have access to such file, which authorization shall be honored by the district. Such access and right to attach a written response shall not be granted with respect to any letters of recommendation solicited by the employer which appear in the personnel file. No other person except school officials while engaged in their professional duties shall be granted access to such file nor shall the contents thereof be divulged in any manner to any unauthorized person.

Legal Reference: Neb. Rev. Stat. Sec. 79-539; Sec. 79-8,109

Date of Adoption: March 13, 2017



Personnel - All EmployeesReceiving Agents, Salespersons, and Other Business Representatives

No school employee shall visit with or discuss business matters of a personal nature with any sales representative during the hours the employee is on duty in the school, except by special permission of the Superintendent or building principal.

Any agent or business representative calling on school personnel about school matters, such as, textbooks, publication of the school annual, class insignia, athletic equipment, school equipment, school supplies, building and custodial supplies, and the like, shall first obtain the permission of the Superintendent or building principal and it is the duty of the school employee to ascertain that the representative has such permission. In general, a teacher shall not interrupt class work to confer with such representatives.

Legal Reference: Neb. Rev. Stat. Sec. 79-8,100

Date of Adoption: March 13, 2017

Personnel - All Employees

Unauthorized Purchases

Any employee who orders any supplies or equipment without express authorization of the Superintendent or building principal may be personally liable for payment of the bill for the material so ordered.

Date of Adoption:     March 13, 2017

Personnel - All Employees

Use of School Facilities and Equipment by School Employees

The Superintendent may approve use of school facilities, equipment and other resources by school employees, except for activities which result in personal or corporate gain and provided that such use is consistent with Policy No. 1100.

School vehicles shall not be available for personal use.

Date of Adoption:     March 13, 2017

Personnel - All EmployeesActivity Passes

All employees and Board of Education members of District OR-1 Public Schools may be given an activity pass which will admit the employee and Board of Education member and spouse to school activities. The activity pass may be used only by the person whose name appears on the pass.

Date of Adoption: March 13, 2017

PersonnelCommunity Relations—Political Activity

The Board requires that staff members who desire to seek public office or to engage in other political activity likely to interfere with their normal work requirements seek prior Board approval.

In order to guard against placing students or staff members under undue pressure to adopt particular positions on political issues, the Board directs that employees avoid using their positions or their access to school materials or facilities for solicitation, promotion, recruiting or to otherwise work for the election or defeat of any candidate for public office or to influence the outcome of an election or a decision by a governing body on a political issue. Specifically, employees are restricted from the use of the following for such purposes.

1. Their position, whether as an instructor or as a leader or supervisor of other employees;
2. Classrooms, buildings or facilities;
3. Students; or
4. School equipment, materials or mailing systems.

These restrictions do not apply to employees who are engaged in authorized lobbying activities on behalf of the district. The restrictions also do not apply to the distribution of employee association correspondence or newsletters in the normal course of association business, even though those communication media may contain information concerning adopted positions of the association on political issues.

Date of Adoption: March 13, 2017

Personnel - All EmployeesFair Labor Standards Act (Minimum Wage & Overtime)

Work week: The work week for overtime purposes shall be 12:00 a.m. Sunday until 11:59 Saturday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.

Overtime: Overtime will be paid to non-exempt employees as required by law. Compensatory pay in-lieu of overtime pay may be implemented in accordance with law. A non-exempt employee shall not work overtime without the express approval of the employee's supervisor.

Salaried Basis: The District's policy is to not permit improper deductions from the salary of exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. (Teaching professionals are not subject to the "salaried basis" test). An employee who feels an improper deduction affecting exemption status has occurred may submit a complaint to the Superintendent or the Superintendent's designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event it is determined that an improper deduction affecting overtime exemption has been made.

The District's policy is to authorize unpaid disciplinary suspensions of a full day or more for infractions of workplace conduct rules and to apply such policy uniformly to all similarly situated employees, including exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. Unpaid disciplinary suspensions of a partial day or of a full day or more may be implemented for infractions of safety rules of major significance. Deductions of pay of a partial day or of a full day or more may be made for FMLA leaves and in the first and last weeks of employment. In addition, based on principles of public accountancy, deductions from pay of a partial day or of a full day or more will be made for absences for illness, injury or personal reasons when accrued leave is not used or not available, and for absences due to any budget-required furlough.

Legal Reference: Fair Labor Standards Act, 29 U.S.C. § 201 et seq.  
29 CFR §§ 541.303; 541.602; 541.603; 541.710; 553.20-28; and 771.105

Date of Adoption: March 13, 2017

Personnel - All EmployeesShredding Consumer Reports

It is the policy of District OR-1 Public Schools to take reasonable measures to protect against unauthorized access to consumer information from consumer reports.<sup>1</sup> A consumer report includes criminal background checks performed on applicants or employees by a third party. It does not include criminal checks performed by school staff.

Reasonable measures to protect against unauthorized access to or use of consumer information in connection with its disposal include the following examples. These examples are illustrative only and are not exclusive or exhaustive methods for complying with this directive.

- (1) Shredding of papers containing consumer information so that the information cannot practicably be read or reconstructed. Burning or pulverising such papers are also options where appropriate.
- (2) Destruction or erasure of electronic media containing consumer information so that the information cannot practicably be read or reconstructed.
- (3) After due diligence,<sup>2</sup> entering into and monitoring compliance with a contract with another party engaged in the business of record destruction to dispose of material in a manner consistent with this directive.

This policy does not require that the consumer reports information be disposed of; rather, it specifies the action to be taken whenever such disposal occurs. Questions regarding the disposal of consumer reports information should be directed to the Superintendent or the Superintendent's designee.

Legal Reference:      FTC Rule on Disposal of Consumer Report Information and Records, 16 CFR Part 682

Date of Adoption:     March 13, 2017

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<sup>1</sup> "The term 'consumer report' means any written, oral, or other communication of any information by a consumer reporting agency bearing on a consumer's credit worthiness, credit standing, credit capacity, character, general reputation, personal characteristics, or mode of living which is used or expected to be used or collected in whole or in part for the purpose of serving as a factor in establishing the consumer's eligibility for . . . (B) employment purposes." Fair Credit Reporting Act, 15 U.S.C. § 1681a(3).

<sup>2</sup> The FTC rule states: "In this context, due diligence could include reviewing an independent audit of the disposal company's operations and/or its compliance with this rule, obtaining information about the disposal company from several references or other reliable sources, requiring that the disposal company be certified by a recognized trade association or similar third party, reviewing and evaluating the disposal company's information security policies or procedures, or taking other appropriate measures to determine the competency and integrity of the potential disposal company."

Personnel - All EmployeesSocial Security Numbers

Employee social security numbers shall be kept confidential to the extent required by law. Use of more than the last four digits of an employee's social security number shall be made by the District only for:

1. Legal Mandates. Compliance with state or federal laws, rules, or regulations.
2. Internal Administration. Internal administrative purposes, including provision of employee social security numbers to third parties for such purposes as administration of personnel benefits and employment screening and staffing. However, the internal administrative uses shall not permit use of employee social security numbers:
  - a. As an identification number for occupational licensing.
  - b. As an identification number for drug-testing purposes except when required by state or federal law.
  - c. As an identification number for District meetings.
  - d. In files with unrestricted access within the District.
  - e. In files accessible by any temporary employee unless the temporary employee is bonded or insured under a blanket corporate surety bond or equivalent commercial insurance.
  - f. For posting any type of District information.
3. Voluntary Transactions. Commercial transactions freely and voluntarily entered into by the employee with the District for the purchase of goods or services.

The District will not use or require an employee to use more than the last four digits of an employee's social security number for:

1. Public Posting or Display. Any public posting or display available to the general public or to an employee's co-workers.
2. Internet Transmission. Transmission over the Internet unless the connection is secure or the information is encrypted.
3. Internet Access. To access an Internet web site unless a password, unique personal identification number, or other authentication device is also required to access the Internet web site.
4. Identifier. As an employee number for any type of employment-related activity.

Legal Reference:      Neb. Rev. Stat. Sec. 48-287  
                             5 USCS § 552a (note) (Privacy Act of 1974)

Date of Adoption:     March 13, 2017



Personnel - All EmployeesMilitary and Family Military Leave

Military leave and family military leave will be granted to the extent required by state and federal law.

Employees requesting military leave must notify the Superintendent as soon as they receive notification of activation. Employees are to attach a copy of their orders to a District leave request form when they prepare the request for military leave.

Employees requesting to take family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days, consult with their supervisor to schedule the leave so as to not unduly disrupt operations of the school, and for leaves of less than 5 days, notify the Superintendent of the leave request as soon as practicable.

Family military leave under the Family and Medical Leave Act (FMLA) will be provided in accordance with that law and subject to the provisions of the Board policy pertaining to FMLA leave.

Legal Reference:     Neb. Rev. Stat. Sec. 55-160 to 55-166;  
                          Neb. Rev. Stat. Sec. 55-501 to 55-507  
                          29 U.S.C.A. §§ 2611, et seq. and 29 CFR Part 825  
                          38 USC Sections 4301 to 4333 and 20 CFR Part 1002

Date of Adoption:    March 13, 2017

Personnel - All EmployeesNotification of Arrest, Criminal Charges, and Certificate, License or Child Abuse Complaints

Employees must notify the Superintendent by the next working day after:

1. Arrest or Criminal Charges. The employee is arrested, ticketed, or issued a criminal charge where:
  - a. The maximum penalty for the crime equals or exceeds six months incarceration;
  - b. The crime relates to abuse, neglect or endangerment of a minor, a minor was allegedly a victim or a witness, or the crime involves alleged sexual misconduct;
  - c. Conviction would impact performance of employee's job responsibilities, including offenses that:
    - i. Would impact the responsibility to be a role model for students;
    - ii. Would impact the employee's ability to operate a motor vehicle if the employee at times needs to travel during duty time or the employee at times drives our students, including on extracurricular activities; or
    - iii. Would impact the employee's Commercial Drivers License if the employee's job requires that the employee have a CDL.
  - d. The arrest or the alleged criminal activity occurred while the employee was on duty, on school property or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.
  - e. Employees must also promptly report to the Superintendent whenever the employee has been sentenced to be incarcerated for any period of time, even if the offense was not otherwise reportable.
2. Certificate or License. The employee becomes aware that a complaint has been filed against the employee that could affect a certificate or license required for the employee's position. This includes proceedings of the Nebraska Department of Education related to an alleged violation of the NDE Standards of Conduct and Ethics, Chapter 27, and proceedings of the Health and Human Services related to an alleged violation of the professional standards of conduct for the employee's position.
3. Child Abuse. The employee becomes aware that a report of child abuse or neglect has been made against the employee under the Child Protection Act.

Further, employees must give full disclosure of any Child Protection Act investigation that resulted in an "inconclusive" determination that occurred at any time. Current employees must give such disclosure within ten days following adoption of this Policy. As a condition of employment, applicants for employment must give such disclosure prior to commencement of employment. Any hiring made without such disclosure shall

be subject to being immediately revoked in the event the required disclosure was not given.

Employees must give full disclosure of the existence and nature of the above proceedings and must also promptly notify the Superintendent of the disposition of the proceedings.

Legal documents relating to the proceedings shall be treated and maintained as part of the employee's confidential criminal background file.

Failure to notify as required under this policy may subject the employee to disciplinary action, up to and including termination.

Date of Adoption:     March 13, 2017

Personnel - All Employees

Wage and Deduction Information

Within ten working days after a written request is made by an employee, the Superintendent or designee shall furnish the employee with an itemized statement listing the wages earned and the deductions made from the employee's wages for each pay period that earnings and deductions were made. The statement may be in print or electronic format.

Legal Reference:      Neb. Rev. Stat. § 48-1230

Date of Adoption:     March 13, 2017

Personnel - All EmployeesProfessional Boundaries Between Employees and Students

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school--related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships with a student on MySpace, Facebook, or other social networking site. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.

- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.

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

Date of Adoption: March 13, 2017

Personnel - All EmployeesProhibition on Aiding and Abetting Sexual Abuse

A school employee, contractor, or agent of the school district is prohibited from assisting another school employee, contractor or agent in obtaining a new job if the individual knows or has probable cause to believe, that such other employee, contractor, or agent engaged in sexual misconduct with a minor or student in violation of the law.

“Assisting” does not include the routine transmission of administrative and personnel files.

Exceptions to giving such assistance may only be made where the exception is authorized by the Every Student Succeeds Act (for example, where the matter has been investigated by law enforcement and the person has been exonerated and approved by the Superintendent or designee.)

Legal Reference: ESSA sec. 8038, § 8546

Date of Adoption: March 13, 2017

Personnel - All EmployeesWorkplace Privacy Policy

1. The District will abide by the Nebraska Workplace Privacy Act and will not:
  - a. Require or request that an employee or applicant provide or disclose any user name or password or any other related account information in order to gain access to the employee's or applicant's personal Internet account by way of an electronic communication device;
  - b. Require or request that an employee or applicant log into a personal Internet account by way of an electronic communication device in the presence of the District in a manner that enables the District to observe the contents of the employee's or applicant's personal Internet account or provides the District access to the employee's or applicant's personal Internet account;
  - c. Require an employee or applicant to add anyone, including the District, to the list of contacts associated with the employee's or applicant's personal Internet account or require or otherwise coerce an employee or applicant to change the settings on the employee's or applicant's personal Internet account which affects the ability of others to view the content of such account;
  - d. Take adverse action against, fail to hire, or otherwise penalize an employee or applicant for failure to provide or disclose any of the information or to take any of the actions prohibited by the Workplace Privacy Act.
  - e. Require an employee or applicant to waive or limit any protection granted under the Workplace Privacy Act as a condition of continued employment or of applying for or receiving an offer of employment.

Notwithstanding anything to the contrary, all employees must abide by the District's technology policies, procedures and guidelines, including the District's Internet Use policy and/or practice. Pursuant to the Workplace Privacy Act, the District may also:

- a. Monitor, review, access, or block electronic data stored on an electronic communication device supplied by or paid for in whole or in part by the District or stored on the District's network, to the extent permissible under applicable laws;
- b. Access information about an employee or applicant that is in the public domain or is otherwise obtained in compliance with the Workplace Privacy Act;
- c. Conduct an investigation or require an employee to cooperate in an investigation if the District has specific information about potentially wrongful activity taking place on the employee's personal Internet account, for the purpose of ensuring compliance with applicable laws, regulatory requirements, or prohibitions against work-related employee misconduct;
- d. Any other reason permitted by the Workplace Privacy Act.

Legal Reference:      Laws 2016, LB 821  
Date of Adoption:     March 13, 2017



Personnel - All EmployeesEmployee Fundraising

Any employee who directly or indirectly seeks to use their position as a District employee to fundraise (such as through a crowd funding initiative) must obtain prior approval from the Superintendent or Superintendent's designee before taking any action to fundraise.

An employee who receives permission to fundraise shall abide by the following requirements:

- a. The employee shall inform the Superintendent or Superintendent's designee of any content (including online messages or requests) that the employee intends to publish.
- b. The employee shall not violate any District policy, rule or law in any fundraising efforts and shall keep all student information confidential.
- c. The employee must account for any money raised through the approved fundraising effort and shall provide evidence to the Superintendent or Superintendent's designee as to how the money was spent.

District employees who engage in fundraising efforts in their private capacities need not abide by this policy.

Date of Adoption: July 17, 2017

Personnel - All EmployeesWage Information

The District will not terminate or retaliate against any employee for inquiring about or sharing compensation information for the purpose of determining whether the District gives equal pay for equal work. However, an employee with authorized access to wage information as part of their job function, who discloses the wages of other employees to those who do not have authorized access to other employees' compensation information, may be disciplined for such disclosure, up to and including termination, unless the disclosure is made in response to a complaint or investigation proceeding, hearing or other similar action.

Legal Reference: LB 217 (2019)

Date of Adoption: July 15, 2019

Personnel - Certificated EmployeesQualifications for Appointment as Teacher

To be eligible for appointment as a teacher, an applicant must have a minimum of a Bachelor's Degree from an accredited or approved college or university and have a current teaching certificate from the State of Nebraska, Department of Education (or provide satisfactory evidence that these requirements will be in place prior to commencement of duties), and such other certification or license as may be required by law.

Legal Reference: Neb. Rev. Stat. Sec. 79-801 et. seq.

Date of Adoption: March 13, 2017

Personnel - Certificated EmployeesQualifications for Appointment to Administrative and Supervisory Positions

To be eligible for appointment to any administrative or supervisory position, an applicant must have a minimum of a Master's Degree from an accredited institution of higher learning with graduate training in educational supervision and administration from an accredited or approved college or university and have a current Administrative and supervisory certificate from the State of Nebraska, Department of Education (or provide satisfactory evidence that these requirements will be in place prior to commencement of duties), and such other certification or license as may be required by law.

Legal Reference: Neb. Rev. Stat. Sec. 79-801 et. seq.

Date of Adoption: March 13, 2017

Personnel - Certificated EmployeesContract

Certificated employees shall be recommended for hiring by the Superintendent with the final approval by the Board of Education prior to hiring. Final approval must be made by formal motion of the Board of Education. The final approval by the Board of Education should generally follow closely the recommendation of the Superintendent whenever possible, but such approval of recommendation is not mandatory on the Board of Education.

All contracts for employment of a teacher or administrator to be effective must meet the following conditions:

1. The contract must be in writing and contain such provisions as are required by law.
2. The employed person must hold a valid teaching or administrative certificate at all times.
3. The employed person must not be under contract to another district in this state.
4. The contract must be approved by at least four (4) school Board members and signed by a designated member of the Board.

No member of the Board of Education may cast a vote in favor of the election of any teacher when such member of the Board is related to him or her or to the majority of the Board by blood or marriage.

Legal Reference:   Neb. Rev. Stat. Sec. 79-817  
                          Neb. Rev. Stat. Sec. 79-818  
                          Neb. Rev. Stat. Sec. 79-819

Date of Adoption:   March 13, 2017

Personnel - Certificated Employees

Certification

Each certificated staff member shall hold at all times a valid Nebraska teaching or administrative certificate.

Legal Reference:      Neb. Rev. Stat. Sec. 79-802

Date of Adoption:      March 13, 2017

Personnel - Certificated EmployeesProbationary Certified Employees

During the first three (3) years of employment with the School District, as determined and calculated in accordance with state law, a certificated employee shall be considered a probationary employee. A probationary employee's rights to continued employment status and non-renewal of a probationary employee's contract shall be determined according to law.

Legal Reference: Neb. Rev. Stat. Sec. 79-824

Date of Adoption: March 13, 2017

Personnel - Certificated EmployeesPermanent Certified Employees

A certificated employee who has been employed for the full probationary period as set forth in policy 4120 and in accordance with state law is a permanent certificated employee. A permanent certificated employee's rights to continued employment status and termination of said permanent certificated employee's contract shall be determined according to law.

Legal Reference: Neb. Rev. Stat. Sec. 79-824

Date of Adoption: March 13, 2017



Personnel - Certificated EmployeesAssignment of Duties

The Superintendent shall have the authority to assign and reassign teachers and other staff to extracurricular activities and other specific activities, including supervision of pupils in halls, study halls, playgrounds, work on faculty committees and staff activities, and other duties necessary for the operation of the school.

Legal Reference: Neb. Rev. Stat. Sec. 79-839

Date of Adoption: March 13, 2017

Personnel - Certificated EmployeesAgents/Tutors

Teachers and other certificated staff shall not act as agents, or accept commission, royalties, or other rewards for books or other school materials, the selection or purchases of which they may influence.

A professional employee may not provide private tutoring or professional services in exchange for compensation from a source other than the School District without advance approval of the Superintendent:

1. to a child that the employee teaches or provides professional services in the course and scope of the employee's duties to the School District; or
2. in a facility owned or under the control of the District; or
3. during the employee's duty hours.

Professional employees who accept engagements to provide private tutoring or professional services are to make clear that the services are not being provided on behalf of the School District to the extent the recipient of the services may in any way otherwise be caused to believe the services are provided through the School District.

Legal Reference: NDE Rule 27, sections 27.402E, 27.403F and 27.404B

Date of Adoption: March 13, 2017

Personnel - Certificated Employees

Student Teachers and Pre-Student Teachers

The district will cooperate with colleges and universities by allowing students who are preparing to teach to devote a reasonable amount of time to training in our schools, provided that this training will in no way impede the satisfactory progress of pupils.

Date of Adoption:     March 13, 2017

Personnel - Certificated EmployeesSubstitute Teachers

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

Substitute teachers will be paid a per diem rate based on the following formula: base pay divided by 185 x 70% rounded to the nearest dollar. Substitutes employed for more than fifteen (15) consecutive school days in the same position shall be paid after the fifteenth day based on the following formula: base pay divided by 185 x 80% rounded to the nearest dollar. Substitute certificated employees are expected to perform the same duties as the certificated employees. Substitute teachers will not participate in the health plan or other fringe benefits of the school district.

The Superintendent shall be responsible for recruitment, selection, assignment, orientation and evaluation of substitute teachers.

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

Date of Adoption: March 13, 2017

Date of Revision: June 11, 2018

PersonnelProfessional GrowthRequired Professional Growth Activities

Every six years the teachers in the District OR-1 Public Schools system shall give evidence of professional growth as is approved by the school board in order to remain eligible for continued employment. Educational travel, professional publications, work on educational committees, college work, or such other activity approved by the school board may be accepted as evidence of "professional growth".

Professional Growth Period - This refers to each six year period during which teachers are required to give evidence of professional growth. A tenured teacher, upon employment on September 1, begins his/her initial six year growth period at that time, and end it on August 31, six years later. The beginning of the seventh year starts the second six year period.

Professional Growth Points - All teachers must earn a total of 24 professional growth points during each professional growth period. Each activity of professional growth has its own criteria for acceptance and evaluation. It is the individual teacher's responsibility to show that the activity did actually contribute to his/her professional development and to their increased effectiveness in the capacity in which he/she is employed. The requirement of proof may be accomplished in a variety of ways such as: written reports, AV presentations, grade transcripts, etc.

Procedures for Applying for Growth Credit - Application for accreditation of professional growth activities and college credit shall be made on forms prescribed by the Professional Growth Committee. A separate application shall be submitted for each activity for which growth points are requested. Application shall be initiated by the person requesting credit. Any activity not clearly defined as a possibility for professional growth must have preliminary approval before participation by the superintendent and principal. The application, together with substantiating evidence that the work has been completed, shall be given to the principal's office. After the professional growth committee has considered the application, then reviewed and signed by the superintendent, notice will be sent to the applicant of the approval or non-approval. After all the parties have taken action, the application will be filed in the applicant's personal file. Teachers may earn more than twenty-four professional growth points in a six year period and have these recorded on their record if they so request this to the superintendent/or principal.

Professional Growth Committee - A professional growth committee will be appointed by the superintendent. The principal and two teachers will make up this committee. The teachers will be appointed for a two year period.

Classification of Activities - Listed are the activities for which growth points may be obtained and in addition, the maximum number of points allowed. The required 24 points may be earned in a single year or over a period of six years. Points earned during one growth period may not be carried over into the succeeding professional period, even though they may have earned in excess of the required number.

***Professional Development Activities:***

<b>Professional Development Activity</b>		<b>Point Criteria</b>
<b>I. Course Work</b>		
	A. College or University Courses	One semester hour = 4 pts
	B. Verified Audit of College or University Courses	One semester hour = 1 pt
<b>II. Professional Meetings</b>		
	A. Workshops, curriculum conf. & conventions	Three seat hours = 1 pt <sup>1</sup>
	B. TV or Internet In-service Programs	Six viewing hours = 1 pt
	C. Professional presentations prepared and presented to adults at a workshop, conference, or convention	One hour = 1 pt
<b>III. Other Pre-Approved Activities<sup>2</sup></b>		
	A. Professional research related to pedagogy	Administrative discretion - up to 4 pts
	B. Publication of work in professional journals or other educational related materials	Administrative discretion - up to 4 pts
	C. Travel to destination related to endorsed area or subject matter of assigned curriculum	Administrative discretion - up to 4 pts
	D. School visitations or accreditation/visitation committees	One day = 1 pt
	E. Summer employment related to endorsed area or subject matter of assigned curriculum	Administrative discretion - up to 4 pts
	F. Service as a "cooperating Teacher" for student Teacher.	One semester = 1 pt
	G. Service as an appointive or elected officer of a professional organization	Administrative discretion - up to 4 pts
	H. Other activities not included above may be considered by the Professional Growth Committee after prior approval from the administration	Administrative discretion - up to 4 pts

If a staff member attends a workshop or conference for one and one-half hours (1/2 point possible credit), then that workshop may be referred to the Professional Growth Committee, if accompanied by another application from the same category for another one-half point.

No more than 8 growth points can be awarded in the areas of extra-curricular activities in any growth period.

All applications eligible for consideration must be turned into the principal's office during the six year growth period of time.

Legal Reference: Neb. Rev. Stat. Sec. 79-830

Date of Adoption: March 13, 2017

<sup>1</sup> Except District OR-1 Public Schools sponsored workshops.

<sup>2</sup> "Pre-approved Activities" shall mean those professional growth activities proposed by the certificated employee to be credits with points for purposes of professional growth under this policy that have been approved for such purpose in writing by the Superintendent and Principal.

Personnel - Certificated EmployeesTeacher Training

The district shall provide and promote development programs for all professional staff - Superintendent, principals, teachers and the board of education. Features of the staff development program:

1. Staff development resources and time shall be allocated in keeping with the key values and priorities of the district.
2. The staff development program shall concentrate on the programs and practices of effective schools and teaching, goal setting, assessment procedures, evaluation of staff, and the change process.
3. Content shall be selected that has been verified by research to improve student outcomes.
4. Teachers shall be actively involved in initiating, planning, and conducting the development programs for teachers.

Date of Adoption: March 13, 2017

Personnel - Certificated EmployeesEvaluation of Teachers

These evaluation procedures are applicable to certificated staff (teachers). Administrators are not covered by this evaluation policy.

1. Communication of Evaluation Process.

Annual written communication of the evaluation process to those being evaluated shall be made by distributing a copy of the evaluation instrument to the certificated staff at the beginning of each school year.

2. Duration and frequency of observations and written evaluations

The duration and frequency of observations and written evaluations for probationary and permanent (tenured) teachers are to be as follows:

a. Probationary Teachers.

- i. Formal observations of probationary teachers shall be based upon actual classroom observations for an entire instructional period.
- ii. Probationary teachers shall be formally observed and evaluated at least once each semester.
- iii. The responsible evaluator is expected to complete the second semester evaluations of probationary teachers prior to April 15 of each year.

b. Permanent Teachers.

- i. Formal observations and evaluations of permanent teachers are to be based upon actual classroom observations for an entire instructional period.
- ii. Permanent teachers are to be formally observed and evaluated at least once each school year.

c. Teachers' Responsibility. Teachers are expected to inform the responsible evaluator of instructional periods that would be conducive to an evaluation and to make themselves readily available for evaluations. In the event the responsible evaluator has not initiated the evaluation process nearing the time within which an evaluation is required to be completed, the teacher has the responsibility to notify the responsible evaluator such that the evaluation can be completed when due.

d. Failure to Complete Evaluations. For permanent teachers, a failure to complete evaluations with the designated duration and frequency shall not give the permanent teacher rights, but is to be considered in evaluating the responsible evaluator's performance.

e. Informal Observations and Evaluations. Informal observations and evaluations may be conducted as the administration determines to be appropriate.



- f. Additional Observations and Evaluations. The duration and frequency of observations and written evaluations is specified as a minimum. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the teacher or in the discretion of the evaluator.

3. Evaluation Criteria

Teachers shall be evaluated based upon the following district-defined evaluation criteria:

- Instruction, which includes:
  - Instructional Process
  - Instructional Climate, which includes Classroom Organization and Management
- Professionalism, which includes:
  - Professional Conduct
  - Personal Conduct
- Improvement, which includes:
  - Teaching Improvement
  - School Improvement

The descriptors set forth in the evaluation instrument approved by the board of education set forth the specific district-defined criterion within each of the foregoing criteria areas.

In preparing summative evaluations, evaluators are to consider not only the formal observations conducted, but also informal observations and other relevant information concerning the performance of the teacher in each of the evaluation criteria.

4. Communication of Deficiencies

The evaluation process shall include written communication and documentation to the evaluated teacher specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement.

As professionals, teachers may be assigned responsibility to provide suggestions for improvement plans or job growth strategies and shall have the duty of complying with such requests. Further, in the event improvement plans or other similar performance measures are implemented, teachers shall have the duty to comply with such plans. Teachers are expected to be cooperative, professional, and to exhibit a willingness to improve performance and to accept the constructive criticisms and suggestions of the evaluator.

5. Teacher Responses to Evaluations

Teachers shall be provided seven calendar days from receipt of an evaluation in which to give a written response to the evaluation.

6. Plan for Training Evaluators

All evaluators shall possess a valid Nebraska Administrator's Certificate and be trained to use the evaluation system used in the District. Training sessions in the use of the District's teacher evaluation system will be provided by the Superintendent or designee to all evaluators prior to their participation in teacher evaluations. Refresher training is to be conducted as the Superintendent determines to be needed.

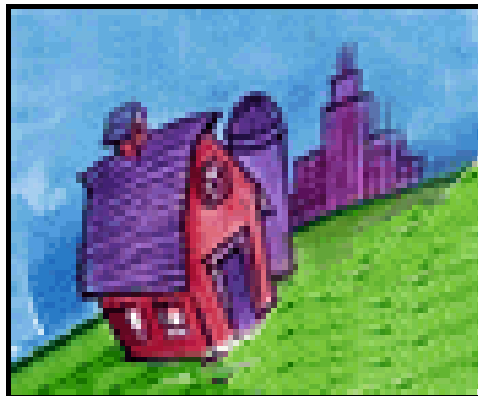
Legal Reference: Neb. Rev. Stat. § 79-828 (Evaluation of Probationary Teachers)  
NDE Rule 10

Date of Adoption: March 13, 2017

# **DISTRICT OR-1 PUBLIC SCHOOLS**

## **Certified Instructional Staff Evaluation Program**

### **Framework for Effective Teaching**



**Adopted by the Board of Education**

**Implemented 2011-2012**

# **Elements for Effective Teaching**

**Domain I: Classroom Environment**

**Domain II: Instruction**

**Domain III: Professional Responsibilities**

**Domain IV: Specialized Areas**

## **Domain I: Classroom Environment**

### **Component A: Management (Procedures/Student Behaviors)**

<b>Elements</b>	<b>Indicators</b>
<b>Promotes self-discipline and manages discipline problems in accordance with</b>	<ul style="list-style-type: none"> <li>• Rules are posted and taught</li> <li>• Routine is evident</li> <li>• Consequences are related, reasonable, and respectful</li> <li>• Awareness of student behavior is evident</li> <li>• Endeavors to understand and be sensitive to the reasons for inappropriate behavior</li> </ul>
<b>Promotes a positive environment</b>	<ul style="list-style-type: none"> <li>• Creates an atmosphere of trust and respect</li> <li>• Conveys enjoyment and enthusiasm for teaching students</li> <li>• Maintains high expectations of student behavior</li> </ul>

### **Component B: Classroom Interaction**

<b>Elements</b>	<b>Indicators</b>
<b>Promotes positive self-images of students</b>	<ul style="list-style-type: none"> <li>• Encourages and values individual viewpoints</li> <li>• Interacts with students in a mutually respectful and friendly manner regarding school, home/family and community issues (doesn't embarrass kids)</li> <li>• Uses humor when appropriate</li> <li>• Exhibits and promotes active listening</li> <li>• Shows concern for student's well-being</li> <li>• Responds to misbehaviors on an individual basis</li> <li>• Creates situations for all students to succeed</li> <li>• Maintains professional role with student while being friendly</li> </ul>

<b>Promotes positive student interactions</b>	<ul style="list-style-type: none"> <li>• Students are generally polite and respectful</li> <li>• Students exhibit respectful listening behaviors</li> <li>• Social climate is conducive to positive learning environment (i.e. – grouping students, seating arrangements, assigning roles in group work)</li> </ul>
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### **Component C: Physical Setting**

<b>Elements</b>	<b>Indicators</b>
<b>Makes good use of physical space according to student needs and activities.</b>	<ul style="list-style-type: none"> <li>• Student resources readily available (i.e.-dictionary, scissors)</li> <li>• Aesthetically pleasing and engages students in learning</li> <li>• Adaptations made for SPED students</li> </ul>
<b>Organizes space to support a safe and orderly environment</b>	<ul style="list-style-type: none"> <li>• Safety procedures posted and taught</li> </ul>

## **DOMAIN II: INSTRUCTION**

### **Component A: Planning/Preparation**

<b>Elements</b>	<b>Indicators</b>
<b>Organizes for instruction</b>	<ul style="list-style-type: none"> <li>• Demonstrates evidence of unit planning</li> <li>• Demonstrates written weekly lesson plans stating objectives/goals</li> <li>• Demonstrates knowledge of subject</li> <li>• Develops lessons and assignments that are clear, relevant and consistent with district curriculum and state standards</li> <li>• Prepares materials in advance</li> <li>• Prepares for various cognitive levels and learning styles</li> </ul>

### **Component B: Implementing**

<b>Elements</b>	<b>Indicators</b>
<b>Engages students in learning</b>	<ul style="list-style-type: none"> <li>• Uses a variety of teaching strategies</li> <li>• Communicates learning objective, directions, scales and expectations to students</li> <li>• Encourages creative/critical thinking</li> </ul>

	<p>involving hypothesis generation and testing</p> <ul style="list-style-type: none"> <li>• Uses reading/writing strategies across the curriculum</li> <li>• Uses techniques to increase active student participation</li> <li>• Relates new material to previously learned materials (Helps students make connections)</li> <li>• Paces activities (flexibility/adjusting)</li> <li>• Modifies lesson plans and teaching techniques as the learning situations and students' needs require.</li> <li>• Promotes self-directed learner (autonomous learning) and reflection</li> <li>• Materials/resources readily available</li> <li>• Stresses student accountability and responsibility</li> </ul>
<b>Utilizes Technology</b>	<ul style="list-style-type: none"> <li>• Uses technology and resources that reinforce/support the lesson</li> <li>• Uses technology/resources in the implementation of a lesson</li> <li>• Students are encouraged to integrate the use of technology into their own learning and assignments.</li> </ul>

### Component C: Assessing

<b>Monitors and communicates students' progress</b>	<ul style="list-style-type: none"> <li>• Communicates assessment criteria and standards</li> <li>• Assessment reflects instruction and curriculum allowing for collaboration</li> <li>• Checks for understanding (formal and informal assessment) by tracking student progress</li> <li>• Uses alternative/a variety of assessments (i.e. self-assessment, checklists, etc)</li> <li>• Collects documentation and data to support grades (accurate records)</li> <li>• Uses technology to manage data (Power School, Inter-grade Pro, etc.)</li> <li>• Evaluates/utilizes assessment results</li> <li>• Communicates results to students/parents in a timely manner by means of Deficiency, Discipline, and Positive Progress Reports</li> </ul>
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## DOMAIN III: PROFESSIONAL RESPONSIBILITIES

### Component A: Professional Growth

Elements	Indicators
<b>Meets state and district growth requirements</b>	<ul style="list-style-type: none"> <li>• Attends in-services, workshops, conventions that relate to education</li> </ul>
<b>Follows current research and practices</b>	<ul style="list-style-type: none"> <li>• Finds, implements and shares current information in content area</li> <li>• Finds, implements and shares research-based instructional strategies</li> </ul>

### Component B: Professional Behavior

Elements	Indicators
<b>Follows rules and regulations</b>	<ul style="list-style-type: none"> <li>• Complies with school district rules and regulations</li> <li>• Maintains confidentiality</li> <li>• Submits required reports promptly and accurately</li> </ul>
<b>Displays professional behavior</b>	<ul style="list-style-type: none"> <li>• Willing to serve on committees</li> <li>• Develops positive relationships with colleagues, students, parents, community</li> <li>• Respects individual differences</li> <li>• Works collaboratively with staff and administration</li> <li>• Supports and promotes other content areas</li> </ul>

### Component C: Communication

Elements	Indicators
<b>Establishes and maintains positive communication skills</b>	<ul style="list-style-type: none"> <li>• Follows established communication channels</li> <li>• Communicates with parents in a professional and timely manner</li> <li>• Demonstrates good listening skills</li> <li>• Considers various points of view</li> </ul>



## DOMAIN IV: SPECIALIZED AREAS

### Media Specialist

#### Component A: Providing Resources

Elements	Indicators
<b>Providing resources on a school-wide basis</b>	<ul style="list-style-type: none"> <li>• Selects appropriate materials and equipment</li> <li>• Finds and promotes new resources</li> <li>• Demonstrates competence in selection of materials</li> <li>• Based on district curriculum incorporates resources beyond the library</li> <li>• Provided resources for professional growth</li> </ul>
<b>Assists Students</b>	<ul style="list-style-type: none"> <li>• Provides support for independent learning</li> <li>• Promotes social responsibility through literature</li> </ul>
<b>Assists Teachers</b>	<ul style="list-style-type: none"> <li>• Collaborates on selection of materials</li> <li>• Promotes information resources</li> </ul>

#### Component B: Instruction

Elements	Indicators
<b>Exercises a leadership role in instruction</b>	<ul style="list-style-type: none"> <li>• Promotes development in reading skills</li> <li>• Supports classroom teachers' instructional units</li> <li>• Implements program of library media skills</li> </ul>

#### Component C: Management

Elements	Indicators
<b>Exercises a leadership role in management</b>	<ul style="list-style-type: none"> <li>• Supervises media center personnel</li> <li>• Evaluates media center programs, services, and facilities</li> </ul>

#### Component D: Professional Behavior

Elements	Indicators
<b>Follows rules and regulations</b>	<ul style="list-style-type: none"> <li>• Complies with school district rules and regulations</li> </ul>

	<ul style="list-style-type: none"> <li>• Maintains confidentiality</li> <li>• Submits required reports promptly and accurately</li> </ul>
<b>Displays professional behavior</b>	<ul style="list-style-type: none"> <li>• Willing to serve on committees</li> <li>• Develops positive relationships with colleagues, students, parents, community</li> <li>• Respects individual differences</li> <li>• Works collaboratively with staff and administration</li> <li>• Supports and promotes other content areas</li> </ul>

### **Component C: Communication**

<b>Elements</b>	<b>Indicators</b>
<b>Establishes and maintains positive communication skills</b>	<ul style="list-style-type: none"> <li>• Follows established communication channels</li> <li>• Communicates with parents in a professional and timely manner</li> <li>• Demonstrates good listening skills</li> <li>• Considers various points of view</li> </ul>

## Counselor

### Guidance Functions

#### Component A: Effective Interpersonal Skills

Elements	Indicators
<b>Demonstrates effective interpersonal skills with students/parents</b>	<ul style="list-style-type: none"> <li>• Makes students feel free to communicate w/counselor</li> <li>• Listens to student concerns</li> <li>• Listens to parent questions/concerns</li> <li>• Exhibits a caring attitude</li> <li>• Sensitive to student needs</li> </ul>

#### Component B: Effective Student Guidance Skills

Elements	Indicators
<b>Provides effective guidance for individual students</b>	<ul style="list-style-type: none"> <li>• Provides leadership for student orientation</li> <li>• Provides leadership for registration of students</li> <li>• Facilitates individual and small group counseling sessions</li> <li>• Provides appropriate career exploration/awareness opportunities</li> <li>• Provides college planning sessions for students</li> <li>• Assists students in completing college entrance requirements</li> </ul>

#### Component C: Administrative Guidance Functions

Elements	Indicators
<b>Demonstrators competence in completing administrative guidance functions</b>	<ul style="list-style-type: none"> <li>• Administers the district-wide testing program</li> <li>• Implements guidance curriculum in the classroom</li> <li>• Assists with the SAT and NHS duties</li> <li>• Assists with state standards and assessment issues</li> <li>• Assists in the development of the student planning handbook</li> <li>• Creates the Master Schedule</li> <li>• Assists with administrative duties as assigned by the building principal</li> </ul>

**Component D: Professional Behavior**

<b>Elements</b>	<b>Indicators</b>
<b>Follows rules and regulations</b>	<ul style="list-style-type: none"><li>• Complies with school district rules and regulations</li><li>• Maintains confidentiality</li><li>• Submits required reports promptly and accurately</li></ul>
<b>Displays professional behavior</b>	<ul style="list-style-type: none"><li>• Willing to serve on committees</li><li>• Develops positive relationships with colleagues, students, parents, community</li><li>• Respects individual differences</li><li>• Works collaboratively with staff and administration</li><li>• Supports and promotes other content areas</li></ul>

**Component C: Communication**

<b>Elements</b>	<b>Indicators</b>
<b>Establishes and maintains positive communication skills</b>	<ul style="list-style-type: none"><li>• Follows established communication channels</li><li>• Communicates with parents in a professional and timely manner</li><li>• Demonstrates good listening skills</li><li>• Considers various points of view</li></ul>

## Technology Coordinator

### Component A: Purchasing

Elements	Indicators
<b>Purchases all hardware and software as needed for educational purposes</b>	<ul style="list-style-type: none"> <li>• Previews computer software and other available technology programs, arranges for staff members to review the same, and makes recommendations regarding purchases of said programs</li> <li>• Assumes responsibilities for keeping an inventory of hardware and computer software owned by the district</li> <li>• Recommends purchases of necessary hardware and software components needed to fulfill the district's technology plans and needs, as well as to upgrade existing equipment</li> </ul>

### Component B: Installation/Repairs

Elements	Indicators
<b>Installs, maintains, and repairs technology equipment as needed</b>	<ul style="list-style-type: none"> <li>• Insures that hardware equipment is operating properly and maintains appropriate service and repair records</li> <li>• Makes arrangements for the unpacking, setting up, and installation of all hardware and software purchases</li> </ul>

### Component C: Staff Support/Inservice

Elements	Indicators
<b>Provides staff support/in-service as needed</b>	<ul style="list-style-type: none"> <li>• Prepares formal in-service materials and presentations for staff members with regard to the use of technology and various programs</li> <li>• Provides technical and software support for staff members when the need arises</li> <li>• Works with administration and teaching staff to develop short and long range technology goals</li> <li>• Works with building principals to schedule computer laboratories, check out equipment and provide related services</li> </ul>

**Component D: Policies/Procedures**

<b>Elements</b>	<b>Indicators</b>
<b>Develops policies and procedures as related to technology use</b>	<ul style="list-style-type: none"> <li>• Establishes and maintains appropriate security throughout the school district's local area network</li> <li>• Assures that a system of public relations with regard to educational technology is maintained with the patrons of the school district</li> <li>• Serves as chairperson of the district's technology committee</li> </ul>

**Component E: Curriculum**

<b>Elements</b>	<b>Indicators</b>
<b>Develops curriculum as pertains to teaching technology</b>	<ul style="list-style-type: none"> <li>• Serves as consultant to all curriculum committees providing input on what educational technology resources are available</li> <li>• Develops scope and sequence of technologies to be taught</li> <li>• Teaches specific technology skills and/or programs to students as assigned by building principals</li> <li>• Coordinates computer-programming classes for students</li> <li>• Attends workshops and conferences to stay informed and up-to-date with regard to technology</li> </ul>

**Component F: Professional Behavior**

<b>Elements</b>	<b>Indicators</b>
<b>Follows rules and regulations</b>	<ul style="list-style-type: none"> <li>• Complies with school district rules and regulations</li> <li>• Maintains confidentiality</li> <li>• Submits required reports promptly and accurately</li> </ul>
<b>Displays professional behavior</b>	<ul style="list-style-type: none"> <li>• Willing to serve on committees</li> <li>• Develops positive relationships with colleagues, students, parents, community</li> <li>• Respects individual differences</li> <li>• Works collaboratively with staff and administration</li> <li>• Supports and promotes other content areas</li> </ul>

**Component G: Communication**

<b>Elements</b>	<b>Indicators</b>
<b>Establishes and maintains positive communication skills</b>	<ul style="list-style-type: none"> <li>• Follows established communication channels</li> <li>• Communicates with parents in a professional and timely manner</li> <li>• Demonstrates good listening skills</li> <li>• Considers various points of view</li> </ul>

**SPECIAL EDUCATORS****Component A: State and Federal Compliance**

<b>Elements</b>	<b>Indicators</b>
<b>Demonstrates knowledge of federal and state regulations pertaining to Special Education</b>	<ul style="list-style-type: none"> <li>• Evaluates students for verification</li> <li>• Writes IEP's appropriate to students' academic and behavioral needs</li> <li>• Schedules and conducts required meetings in a timely manner</li> <li>• Participates in student assessment for individual programming using a variety of measures</li> <li>• Writes progress reports on the same schedule as general education that are complete and understandable by parents and other professionals</li> <li>• Maintains education files in an efficient and effective manner</li> <li>• Actively participates in compliance monitoring activities and applies what is learned for program improvement</li> </ul>

**Component B: Professional Behavior**

<b>Elements</b>	<b>Indicators</b>
<b>Collaborates with team members for student benefit</b>	<ul style="list-style-type: none"> <li>• Coordinates schedules with multiple audiences (parents, general education teachers, administrators, community agencies, other SPED personnel)</li> <li>• Assumes tasks specific to own area of expertise</li> <li>• Provides information pertinent to student and program issues</li> <li>• Respects others contributions and point of view</li> <li>• Uses effective communication to elicit</li> </ul>

	<ul style="list-style-type: none"> <li>involvement of others</li> <li>Effectively communicates thorough knowledge of age and educationally appropriate practice and curriculum modifications and accommodations</li> <li>Optimizes the use of paraeducators for student benefit by training, scheduling and supervising them</li> </ul>
<b>Follows rules and regulations</b>	<ul style="list-style-type: none"> <li>Complies with school district rules and regulations</li> <li>Maintains confidentiality</li> <li>Submits required reports promptly and accurately</li> </ul>
<b>Displays professional behavior</b>	<ul style="list-style-type: none"> <li>Willing to serve on committees</li> <li>Develops positive relationships with colleagues, students, parents, community</li> <li>Respects individual differences</li> <li>Works collaboratively with staff and administration</li> <li>Supports and promotes other content areas</li> </ul>

### Component C: Communication

Elements	Indicators
<b>Establishes and maintains positive communication skills</b>	<ul style="list-style-type: none"> <li>Follows established communication channels</li> <li>Communicates with parents in a professional and timely manner</li> <li>Demonstrates good listening skills</li> <li>Considers various points of view</li> </ul>

**\* Special Educator's Summative Evaluation includes the same Domain areas and Components as a Regular Education Teacher's Summative Evaluation along with the preceding, Component A: State and Federal Compliance.**



District OR-1 Public Schools  
Summative Evaluation Document

Name \_\_\_\_\_ Assignment \_\_\_\_\_

Elements of Effective Instruction:

N=Not Using, B=Beginning, D=Developing, A=Applying, I=Innovating

Domain I: Classroom Environment				
Component A: Management (Procedures and Student Behaviors)				
Elements	Indicators	Elem	N/O	N/A
Promotes self-discipline and manages discipline problems in accordance with school policies	Rules and procedures are posted and taught			
	Routine is evident			
	Consequences are related, reasonable and respectful			
	Endeavors to understand and be sensitive to the reasons for inappropriate behavior			
Promotes a positive environment	Creates an atmosphere of trust and respect			
	Conveys enjoyment and enthusiasm for teaching students			
	Maintains high expectations and awareness of student behavior			
COMMENTS				
Component B: Classroom Interaction				
Promotes positive self-images of students	Encourages and values individual viewpoints taking time to celebrate success.			
	Interacts with students in a mutually respectful and friendly manner regarding school, home/family and community issues (doesn't embarrass kids)			
	Uses humor when appropriate			
	Exhibits and promotes active listening			
	Shows concern for student's well being			
	Creates situations for all students to succeed			
	Maintains professional role with student while being friendly			
	Responds to misbehaviors on an individual basis.			
Promotes positive student interactions	Students are generally polite and respectful			
	Students exhibit respectful listening behaviors			

	Social climate is conducive to positive learning environment			
COMMENTS				

Component C: Physical Setting				
Elements	Indicators	Elem	N/O	N/A
Makes good use of physical space according to student needs and activities	Student resources are readily available			
	Aesthetically pleasing and engages student in learning			
	Adaptations made for SPED students			
Organizes space to support a safe and orderly environment	Safety procedures are posted and taught			
COMMENTS				

Domain II: Instruction				
Component A: Planning and Preparation				
Elements	Indicators	Elem	N/O	N/A
Organizes for instruction	Demonstrates knowledge of subject			
	Develops lessons and units of assignments that are clear, relevant and consistent with district curriculum and state standards			
	Prepares materials in advance			
	Prepares for various cognitive levels and learning styles			
COMMENTS				
Component B: Implementing				
Engages students in learning	Uses a variety of teaching strategies			
	Communicates learning objectives, directions, scales and expectations			
	Encourages creative and critical thinking involving hypothesis generation and testing			
	Uses reading and writing strategies across The curriculum			
	Uses techniques to increase active student participation			

	Relates new material to previously learned material (helps students make connections)			
	Paces activities (flexibility/adjusting)			
	Modifies lesson plans and teaching techniques as the learning situation and students' needs requires			
	Promotes self-directed learner(autonomous learning) and reflection on learning			
	Materials and resources readily available Stresses student accountability and responsibility			
	Uses technology and resources that reinforce/support the lesson			
Utilizes technology	Uses technology/resources in the implementation of a lesson			
	Students are encouraged to integrate the use of technology into their own learning and assignments.			
COMMENTS				

Component C: Assessing				
Monitors and communicates students' progress	Communicates assessment criteria and standards			
	Assessment reflects instruction and curriculum while allowing for collaboration			
	Checks for understanding (formal and informal assessment) by tracking student progress.			
	Uses alternative/a variety of assessments (i.e. self-assessment, checklists, etc)			
	Collects documentation and data to support grades (accurate records)			
	Uses technology to manage data (Power School, etc.)			
	Evaluates/utilizes assessment results			
	Communicates results to students/parents in a timely manner by means of Deficiency, Discipline, and Positive Progress Reports			
COMMENTS				

Domain III: Professional Responsibilities				
Component A: Professional Growth				
Elements	Indicators	Elem	N/O	N/A
Meets state and district growth requirements	Attends in-services, workshops, conventions that relate to education			
Follows current research and practices	Finds, implements and shares current information in content area			
	Finds, implements and shares research-based instructional strategies			
COMMENTS				
Component B: Professional Behavior				
Follows rules and regulations	Complies with school district rules and regulations			
	Maintains confidentiality			
	Submits required reports promptly and accurately			
Displays professional behavior	Willing to serve on committees			
	Develops positive relationships with colleagues, students, parents, community			
	Respects individual differences			
	Works collaboratively with staff and administration			
	Supports and promotes other content areas			
COMMENTS				
Component C: Communication				
Elements	Indicators	Elem	N/O	N/A
Establishes and maintains positive communication skills	Follows established communication channels			
	Communicates with parents in a professional and timely manner			
	Demonstrates good listening skills			
	Considers various points of view			
COMMENTS				

District OR-1 Public Schools

Summative Evaluation Document, Special Educator Supplement

Elements of Effective Instruction:

N=Not Using, B=Beginning, D=Developing, A=Applying, I=Innovating

Name \_\_\_\_\_ Assignment \_\_\_\_\_

Special Education Services				
Component A: State and Federal Compliance				
Elements	Indicators	Elem	N/O	N/A
Demonstrates knowledge of federal and state regulations pertaining to Special Education	Evaluates students for verification			
	Writes IEP's appropriate to students' academic and behavioral needs			
	Schedules and conducts required meetings in a timely manner			
	Participates in student assessment for individual programming using a variety of measures			
	Writes progress reports on the same schedule as general education that are complete and understandable by parents and other professionals			
	Maintains education files in an efficient and effective manner			
	Actively participates in compliance monitoring activities and applies what is learned for program improvement			
COMMENTS				

Special Education Services				
Component B: Professional Behavior				
Elements	Indicators	Elem	N/O	N/A
Collaborates with Team Members for Student benefit	Coordinates schedules with multiple audiences (parents, general education teachers, administrators, community agencies, other SPED personnel)			
	Assumes tasks specific to own area of expertise			
	Provides information pertinent to student and program issues			
	Respects others contributions and point of view			
	Uses effective communication to elicit involvement of others			

	Effectively communicates thorough knowledge of age and educationally appropriate practice and curriculum modifications and accommodations			
	Optimizes the use of paraeducators for student benefit by training, scheduling and supervising them			
COMMENTS				

Summative Evaluation Document, Technology Coordinator Supplement  
Elements of Effective Instruction:

N=Not Using, B=Beginning, D=Developing, A=Applying, I=Innovating

Name \_\_\_\_\_ Assignment \_\_\_\_\_

Technology Coordinator				
Component A: Purchasing				
Elements	Indicators	Elem	N/O	N/A
Purchases all hardware and software as needed for educational purposes	Previews computer software and other available technology programs, arranges for staff members to review the same, and makes recommendations regarding purchases of said programs			
	Assumes responsibilities for keeping an inventory of hardware and computer software owned by the district			
	Recommends purchases of necessary hardware and software components needed to fulfill the district's technology plans and needs, as well as to upgrade existing equipment			
COMMENTS				
Component B: Installation/repair				
Installs, maintains, and repairs technology equipment as needed	Insures that hardware equipment is operating properly and maintains appropriate service and repair records			
	Makes arrangements for the unpacking, setting up, and installation of all hardware and software purchases			
COMMENTS				

Component C: Staff Support/In-service				
Provides staff support/in-service as needed	Prepares formal in-service materials and presentations for staff members with regard to the use of technology and various programs			
	Provides technical and software support for staff members when the need arises			
	Works with administration and teaching staff to develop short and long range technology goals			
	Works with building principals to schedule computer laboratories, check out equipment and provide related services			
COMMENTS				

Component D: Policies/Procedures				
Elements	Indicators	Elem	N/O	N/A
Develops policies and procedures as related to technology use	Establishes and maintains appropriate security throughout the school district's local area network			
	Assures that a system of public relations with regard to educational technology is maintained with the patrons of the school district			
	Serves as chairperson of the district's technology committee			
COMMENTS				
Component E: Curriculum				
Develops curriculum as pertains to teaching technology	Serves as consultant to all curriculum committees providing input on what educational technology resources are available			
	Develops scope and sequence of technologies to be taught			
	Teaches specific technology skills and/or programs to students as assigned by building principals			
	Coordinates computer-programming classes for students			
	Attends workshops and conferences to stay informed and up-to-date with regard to technology			
COMMENTS				
Component F: Professional Behavior				
Follows rules and regulations	Complies with school district rules and regulations			
	Maintains confidentiality			
	Submits required reports promptly and accurately			
Displays professional behavior	Willing to serve on committees			
	Develops positive relationships with colleagues, students, parents, community			
	Respects individual differences			
	Works collaboratively with staff and administration			
	Supports and promotes other content areas			
COMMENTS				



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Component G: Communication				
Elements	Indicators	Elem	N/O	N/A
Establishes and maintains positive communication skills	Follows established communication channels			
	Communicates with parents in a professional and timely manner			
	Demonstrates good listening skills			
	Considers various points of view			
COMMENTS				

District OR-1 Public Schools

Summative Evaluation Document, Media Specialist Supplement

Elements of Effective Instruction:

N=Not Using, B=Beginning, D=Developing, A=Applying, I=Innovating

Name \_\_\_\_\_ Assignment \_\_\_\_\_

Media Specialist				
Component A: Providing Resources				
Elements	Indicators	Elem	N/O	N/A
Provides resources on a school-wide basis	Selects appropriate materials and equipment			
	Finds and promotes new resources			
	Demonstrates competence in selection of materials			
	Based on district curriculum incorporates resources beyond the library			
	Provided resources for professional growth			
Assists Students	Provides support for independent learning			
	Promotes social responsibility through literature			
Assists Teachers	Collaborates on selection of materials			
	Promotes information resources			
COMMENTS				

Component B: Instruction				
Exercises a leadership role in instruction	Promotes development in reading skills			
	Supports classroom teachers' instructional units			
	Implements program of library research skills			
COMMENTS				
Component C: Management				
Elements	Indicators	Elem	N?O	N/A
Exercises a leadership role in management	Supervises media center personnel			
	Evaluates media center programs, services, and facilities			
COMMENTS				
Component D: Professional Behavior				
Follows rules and regulations	Complies with school district rules and regulations			
	Maintains confidentiality			
	Submits required reports promptly and accurately			

Displays professional behavior	Willing to serve on committees			
	Develops positive relationships with colleagues, students, parents, community			
	Respects individual differences			
	Works collaboratively with staff and administration. Supports other content areas.			
COMMENTS				

Component E: Communication				
Elements	Indicators	Elem	N/O	N/A
Establishes and maintains positive communication skills	Follows established communication channels			
	Communicates with parents in a professional and timely manner			
	Demonstrates good listening skills			
	Considers various points of view			
COMMENTS				

District OR-1 Public Schools

Summative Evaluation Document, Counselor Supplement

Elements of Effective Instruction:

N=Not Using, B=Beginning, D=Developing, A=Applying, I=Innovating

Name \_\_\_\_\_ Assignment \_\_\_\_\_

Counselor				
Component A: Effective Interpersonal Skills				
Elements	Indicators	Elem	N/O	N/A
Demonstrates effective interpersonal skills with students/parents	Makes students feel free to communicate w/counselor			
	Listens to student concerns			
	Listens to parent questions/concerns			
	Exhibits a caring attitude			
	Sensitive to student needs			
COMMENTS				

Component B: Effective Student Guidance Skills				
Provides effective guidance for individual students	Provides leadership for student orientation exploration/awareness opportunities			
	Provides leadership for registration of students			
	Facilitates individual and small group counseling sessions			
	Provides appropriate career exploration and awareness opportunities			
	Provides college planning sessions for students			
	Assists students in completing college entrance requirements			
COMMENTS				

Component C: Administrative Guidance Functions				
Elements	Indicators	Elem	N/O	N/A
Demonstrates competence in completing administrative guidance functions	Administers the district-wide testing program			
	Implements guidance curriculum in the classroom			
	Assists with the SAT and NHS duties			
	Assists with state standards and assessment issues			
	Assists in the development of the student planning handbook			
	Creates the Master Schedule in a timely manner			
	Assists with administrative duties as assigned by the building principal			
COMMENTS				

Component D: Professional Behavior				
Follows rules and regulations	Complies with school district rules and regulations			
	Maintains confidentiality			
	Submits required reports promptly and accurately			
Displays professional behavior	Willing to serve on committees			
	Develops positive relationships with colleagues, students, parents, community			
	Respects individual differences			
	Works collaboratively with staff and administration. Supports other content areas.			
COMMENTS				

Component E: Communication				
Elements	Indicators	Elem	No	N/A
Establishes and maintains positive communication skills	Follows established communication channels			
	Communicates with parents in a professional and timely manner			
	Demonstrates good listening skills			
	Considers various points of view			
COMMENTS				

**District OR-1 Public Schools  
Teacher Evaluation Framework**

**Annual Professional Growth Plan**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Subject:** \_\_\_\_\_ **Building:** \_\_\_\_\_

**I. Goals – List Domain, Component, and Specific Element(s)**

**Describe how this will improve student learning:**

**II. Timelines: 1, 2, 3 Yrs**

**III. Participants:**

**IV. Methods/Strategies Planned to Meet Goals:**

**Indicators of Progress:**

**Resources/support needed:**

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Administrator Signature

Additional pages may be added. A word processor may be used to write the plan in lieu of this form.

**Formative Observation – Evaluation – Documentation Log****Name:****Date:****Time:****Assignment:****Narrative:****Comments:****Post Conference Date and Time:**

.....  
Your signature does not mean you agree with the content above. It only signifies that you have received a copy of this document. If you disagree with any portion of this document, you may submit your own written account, to be attached and filed with this document within 7 days of receiving this form.

\_\_\_\_\_  
Signature of Employee\_\_\_\_\_  
Date\_\_\_\_\_  
Signature of Supervisor\_\_\_\_\_  
Date

This form may be extended to allow for inclusion of all information.

**Summative Observation – Evaluation – Documentation Log****Name:****Date:****Time:****Assignment:****Narrative:****Comments:****Post Conference Date and Time:**

.....  
Your signature does not mean you agree with the content above. It only signifies that you have received a copy of this document. If you disagree with any portion of this document, you may submit your own written account, to be attached and filed with this document within 7 days of receiving this form.

\_\_\_\_\_  
Signature of Employee\_\_\_\_\_  
Date\_\_\_\_\_  
Signature of Supervisor\_\_\_\_\_  
Date

This form may be extended to allow for inclusion of all information.



**Pre-Conference Form**

Name	Class	Period	Grade
Date of Observation	Time of Day Observation	Length of Observation	Place of Observation

1. Are there any group or individual characteristics or circumstances of which the evaluator should be aware?
  - A. # of students in class:
  - B. Ability range of group: (circle one)  
*Low      Average      Above Average      Combination*
  - C. Typical interest and involvement of students: (Spontaneous, easily Distracted, mischievous, keen sense of humor, individualistic, sensitive, perceptive, respectful of instructor, other  
 \_\_\_\_\_.
2. How will you determine individual student needs and how will you meet them? (High ability, special education, behavior disorder students, etc.)
3. What are the objectives of the lesson? (State such things as what students are Expected to know, comprehend, apply or do upon completion of the lesson.)
4. Where are you at in the course? (unit, lesson, page numbers in texts, introduction, middle or culminating activity, prior relevant material studied)
5. What teacher/learning methods will be used to engage students in the content? (Lecture, discussion, questions, demonstration, small group, large group, etc.)

6. What materials or resources will be used? (Texts, worksheets, maps, audiovisual, computers, assistive technology, LCD projector, etc)
  
  
  
  
  
  
  
  
  
  
7. How are you going to ascertain what the students learned and if your objectives were met– Assessment?  
(rubrics, scoring guides, test or performance tasks)
  
  
  
  
  
  
  
  
  
  
8. How do you plan to make use of the results of the assessment?

.....  
Staff Signature \_\_\_\_\_ Date\_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date\_\_\_\_\_

## Post Observation Reflection and Teacher Response Form

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Subject** \_\_\_\_\_ **Grade** \_\_\_\_\_

**Observation Date** \_\_\_\_\_ **Time** \_\_\_\_\_

**Post Conference Date** \_\_\_\_\_ **Time** \_\_\_\_\_

1. As I reflect on the lesson, to what extent were students productively engaged?
2. Did students learn what I intended? Were my instructional goals/objectives met?  
How  
do I know, or how and when will I know?
3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?
4. If I had the opportunity to teach this lesson again to this same group of students, what  
would I do differently?

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Administrator's Signature

---

Date

---

Date**Certified Staff Member Response Form**

This form is to be used by the teacher to officially respond to either administrator's formative observation comments or narrative comments made to amplify the summative evaluation.

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Staff Signature

---

Administrator's Signature

Date

Date

District OR-1 Public Schools  
Certified Staff Evaluation Framework  
Glossary and Criteria for Meeting District Standards

**Certified Staff Evaluation Framework:** A framework for teaching can be used as a road map for a wide range of purposes from helping probationary Certified Staff concerned with day-to-day instructional issues to experienced Certified Staff who want to improve their effectiveness to highly accomplished Certified Staff who want to move to a more advanced level.

**Domains:** Domains are three broad categories relating to effective teaching identified in current research and performance based evaluation systems. These areas—**Classroom Environment, Instruction, Professional Behavior**—provide a framework for the evaluation process. Specialized areas including media specialist, counselor, technology coordinator, and SPED Certified Staffs have an additional Domain pertaining to their particular area.

**Components:** Each component defines a distinct aspect of a domain. There are two or more components related to each domain.

**Elements:** Elements are the items upon which Certified Staff will be evaluated. Organized in relation to the performance areas, these Elements describe skills and behaviors related to effective teaching. These skills and behaviors can be supported in literature and research.

**Indicators:** Indicators are lists of actions that may be used to meet the Elements. While all indicators are considered to contribute to quality teaching, there will be occasions when some of the indicators are not ever seen during either formal or informal observations.

**Professional Portfolio:** A professional portfolio is a collection of artifacts that supports and demonstrates a Certified Staff member's competency in the Domains of Effective Teaching. It is an extension and enhancement of all aspects of teaching, not merely those observed during formal and informal observations.

**Formal Observation:** A formal observation is an observation of teaching that lasts one full instructional period.

**Informal Observation:** An informal observation is any time an administrator observes a Certified Staff member for any length of time. Documentation options: 1) notation of date, time and activity in Certified Staff file; 2) email comments to Certified Staff; copy to file; 3) written documentation to be signed by Certified Staff to acknowledge receipt.

**Formative Evaluation:** Formative Evaluation defines the ongoing observation supervision activities designed for the purpose of improving Certified Staff performance.

**Summative Evaluation:** The Summative Evaluation and report is a compilation of all information obtained during the formative phase and serves as a basis for administrative goals and the renewal of contract. The Summative Report documents Certified Staff performance on the Elements of Effective Teaching in the following terms:

- N=Not Using. The strategy is called for but the Certified Staff is not using it.
- B=Beginning. The Certified Staff is using the strategy incorrectly or with missing parts.
- D=Developing. The Certified Staff is using the strategy with no major errors or omissions but in a mechanistic way.

- A=Applying. The Certified Staff uses the strategy without error and monitors to see whether it has the desired effect on students.
- I=Innovating. The Certified Staff understands the strategy and is able to differentiate and adapt instruction for each student in the class.
- N/O=Not observed N/A=Not Applicable

### **District OR-1 Public Schools**

#### **Overview of Certified Staff Evaluation Framework**

#### **Track 1 - Probationary Certified Staff**

This track is designed for Certified Staff who, by state definition, are probationary.

##### **Year 1 Activities:**

- Review the evaluation system with the principal prior to the start of the school year
- Many Informal Observations during the year.
- One (instructional period) Formal Observation using the Pre Observation and Post Reflection forms during the first semester. Pre and Post Observation forms may be discussed in a conference or completed and given to the administrator (evaluator).
- Administrator completes the Summative Evaluation form by the end of the first semester.
- One (instructional period) Formal Observation during the second semester.
- Administrator completes the Summative Evaluation form by the end of the second semester
- The Certified Staff will produce a Portfolio of Artifacts that demonstrates how the Certified Staff has met the Domains of Effective Teaching. The Elements to be included in an individual Certified Staff's portfolio will be selected by the administrator by the end of the first semester based on information gathered during Formal and Informal Observations.
- Administrator may include Track 3 Activities

##### **Year 2 Activities:**

- One (instructional period) Formal Observation using the Pre Observation and Post Reflection forms during the first semester. Pre and Post Observation forms may be discussed in a conference or completed and given to the administrator (evaluator).
- Many Informal Observations during the year.
- Administrator completes the Summative Evaluation form by the end of the first semester.
- One (instructional period) Formal Observation during the second semester.
- Administrator completes the Summative Evaluation form by the end of the second semester.
- The Certified Staff member will add to the Portfolio of Artifacts (developed in the prior year) that demonstrates the Domains of Effective Teaching. The Elements to be added to an individual Certified Staff's portfolio will be selected by the administrator based on formal and informal observations.
- Administrator may include Track 3 Activities

##### **Year 3 Activities:**

- One (instructional period) Formal Observation using the Pre Observation and Post Reflection forms during the first semester. Pre and Post Observation forms may be discussed in a conference or completed and given to the administrator (evaluator).
- Many Informal Observations during the year.
- Administrator completes the Summative Evaluation form by the end of the first semester.
- One (instructional period) Formal Observation during the second semester.

- Administrator completes the Summative Evaluation form by the end of the second semester.
- The Certified Staff member **will complete** the Portfolio of Artifacts that demonstrates areas of the Elements and Indicators included in the Domains of Effective Teaching.
- Begin development of a Professional Growth Plan
- Administrator may include Track 3 Activities

### **Track 2 – Tenured Certified Staffs**

This track is designed for tenured Certified Staff who are demonstrating the Elements of Effective Teaching.

- Demonstration of the Elements of Effective Teaching will be ongoing in all school settings through Formal and/or Informal Observations. Failure to demonstrate the Elements of Effective Instruction is cause for movement to Track 3.
- Formal Observations (instructional period and/or extended period) including Pre Observation and Post Reflection forms at least once during a three year period.
- Professional Growth Plan (individual or study groups meet with administrator periodically to check progress)
- Administrator completes a Summative Evaluation Form at least once every three years.
- Administrator may include Track 3 Activities
- For the each current year, tenured Certified Staff will conference with Administrator during the first quarter, complete a Professional Growth Plan based off of results of Formative/Summative Evaluation from the previous school year.

### **Track 3 – Tenured Certified Staffs Needing Specific Staff Development**

This track is designed for Certified Staffs who are not meeting the elements for Effective Instruction and are in need of specific, intensive assistance in identified area(s) of the Domains of Effective Instruction. Certified Staff are placed in this track by the administrator responsible for Certified Staff evaluation. The administrator will prepare a remediation plan that may include the following areas:

#### **Awareness Phase:**

- The administrator identifies a concern or concerns in writing
- The Certified Staff member and principal collaborate and attempt to resolve the concern
- The administrator reviews the Certified Staff members progress and A) places the Certified Staff in Track 2 or B) places the Certified Staff in the Assistance Phase or Disciplinary Phase of Track 3

#### **Assistance Phase:**

- Develop a Plan of Assistance which includes:
  1. Growth promoting goals that are measurable, action-oriented, realistic, and time bound
  2. Strategies for resolution of the concern
  3. Timelines
  4. Indicators of progress
  5. Informal and Formal Observations
- Review progress of plan (set dates for review)
- The administrator reviews the Certified Staff members progress and recommends:
  1. Return to Track 2
  2. Remain in Assistance Phase of Track 3
  3. Move to Disciplinary Phase of Track 3

**Disciplinary Phase:**

- A Certified Staff member may be placed in this phase because of, but not limited to:
  1. Failure to demonstrate the Domains of Effective Instruction
  2. Insubordination
  3. Specific policy, contract, or rule violation(s)
- The administrator will identify in writing the specific Domain(s), rule(s), contract, or policy violation(s).
- The administrator will indicate the next step to be taken (develop an assistance/remedial plan or non-renewal of contract).

**District OR-1 Public Schools**  
**Certified Staff Evaluation Framework**  
**Instructional Sheet for Professional Growth Sheet**

A major component of Track II is a professional growth plan in order to provide a structured, supportive, and collaborative environment to promote professional learning that will further the district's mission and enhance student learning. This track will provide a continuous cycle of assessment to ensure that all tenured certified staff continue to meet the district's Elements for Effective Instruction.

An individual staff member may develop a professional growth plan, or team of staff members may elect to collaboratively develop a plan that has been approved by the administrator. The plan may be 1, 2, or 3 years with a yearly review of progress with the administrator. The Certified Staff, or team of Certified Staff members, identifies the focus for professional growth based on self-assessments, building or district goals, student learning concerns, or personal motivation to gain new skills or acquire new knowledge pertaining to some aspect of teaching. Requirements for developing a professional growth plan may include but are not limited to the following:

- Attends to building or district initiatives
- Addresses student learning
- Focuses on teaching and learning
- Includes plans for identifying outcomes
- Involves collaborative work
- Are reasonable in terms of resources and time

**Guidelines for Development**

- Format not limited to: working with an administrator, with peers, or independently; working on multidisciplinary grade level or department teams; or a combination of approaches
- Goals could include but are not limited to: individual, team, building, or district goals that result in the continuous improvement of student learning
- Timeline could include 1-year, 2-year, 3-year plan
- Method/strategies could include but are not limited to: action research, coaching, video taping, self-assessment, clinical supervision, mentoring, college courses, simulations, workshops, visitation days, conferences, classroom observations, Certified Staff academies
- Indicators of Progress could include but are not limited to: student work portfolios, videotapes of classes, peer observation, principal observation, parent responses, student responses, statistical measures, performance assessment, reflective journal entries, case study analysis, professional portfolios, benchmarks



- Resources/support could include but are not limited to: classroom materials, student materials, journals, workshops, resource books, collegial time, appropriate technology, mentoring, collegial support, administrative support

**District OR-1 Public Schools  
Certified Staff Evaluation Framework  
Instruction Sheet for Creating a Professional Portfolio**

**Purpose:** Individual probationary Certified Staff portfolios shall provide an opportunity for self-reflection and analysis as well as allow the Certified Staff member to demonstrate competency in the Elements of Effective Instruction.

Probationary Certified Staff will be required to complete an individual Portfolio of Artifacts, which demonstrates competency in the elements to be selected each year by the evaluating administrator. Each year the Certified Staff will continue to add to the portfolio with completion expected at the end of the three probationary years.

**Possible Contents:** This list of items should not be considered to be all inclusive but as suggestions for possible inclusions in the professional portfolio.

- Unit plan – Illustrates a Certified Staff members skill in designing coherent instruction
- Instructional Plan for a single lesson – Provides information about the different components in Domains I & II.
- Samples of assessment procedures – Provides information on a Certified Staff members approach to assessment.
- Knowledge of students and resources – Helps Certified Staff reflect on and demonstrate skill in learning about both the students and the resources available.
- Videotape of class – Reveals a Certified Staff members skill in interacting with students. Not all elements of a component will be demonstrated in a single tape segment. Through a videotape, the observer misses much of what is important in the classroom.
- Instructional artifacts of in-class assignments or homework – Such a sample may include the following elements:
  1. Name of the topic or concept to be developed
  2. Certified Staff intent in giving the assignment: What will the students learn?
  3. Directions to students on what they are to do with respect to the topic
  4. Actual material that students use
  5. Sample of student work
  6. A commentary describing the value of the assignment in promoting student learning
- Samples of student work – Demonstrates the extent of student engagement
- Reflection sheet – Provide opportunity for the Certified Staff to reflect on a particular lesson. Used in conjunction with a videotape or instructional artifact.
- Logs – Family contact, participation in school and district projects, professional contributions, professional development.
- Research log – Provides a vehicle for a Certified Staff members approach to asking questions about teaching, such as the effectiveness of different instructional approaches, and seeking answers, summarizing and drawing conclusions.
- Samples of technology – Demonstrates Certified Staff members use and student use of technology
- Peer observations- Provides evidence of progress toward achieving a professional growth goal. Used as a source for new ideas.

## District OR-1 Five-Minute Observation Form

Walk Through \_\_\_\_\_

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

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

Program and Level: \_\_\_\_\_

Grouping Format: \_\_\_\_\_

Number in Group: \_\_\_\_\_

Group Performance Level: \_\_\_\_\_

*In the box next to each General Feature indicate +, -, or NA.  
Check the circle next to each observed area.*

☐

**Instructor models instructional tasks when appropriate.**

- ☐ Demonstrates the task
- ☐ Proceeds in step-by-step fashion
- ☐ Limits language to demonstration of skill
- ☐ Makes eye contact with students, speaks clearly while modeling skill

☐

**Instructor provides explicit instruction.**

- ☐ Sets the purpose for the instruction
- ☐ Identifies the important details of the concept being taught
- ☐ Provides instructions that have only one interpretation
- ☐ Makes connection to previously-learned material

☐

**Instructor engages students in meaningful interactions with language during lesson.**

- ☐ Provides and elicits background information
- ☐ Emphasizes distinctive features of new concepts
- ☐ Uses visuals and manipulatives to teach content as necessary
- ☐ Makes relationships among concepts overt
- ☐ Engages students in discourse around new concepts
- ☐ Elaborates on student responses

☐

**Instructor provides multiple opportunities for students to practice instructional tasks.**

- ☐ Provides more than one opportunity to practice each new skill
- ☐ Provides opportunities for practice after each step in instruction
- ☐ Elicits group responses when feasible
- ☐ Provides extra practice based on accuracy of student responses

**Instructor:** \_\_\_\_\_

☐

**Instructor provides corrective feedback after initial student responses.**

- ☐ Provides affirmations for correct responses
- ☐ Promptly corrects errors with provision of correct model
- ☐ Limits corrective feedback language to the task at hand
- ☐ Ensures mastery of all students before moving on

☐

**Instructor encourages student effort.**

- ☐ Provides feedback during and after task completion
- ☐ Provides specific feedback about student's accuracy and/or effort
- ☐ Majority of feedback is positive
- ☐ Celebrates or displays examples of student success in reading

☐

**Students are engaged in the lesson during teacher-led instruction.**

- ☐ Gains student attention before initiating instruction
- ☐ Paces lesson to maintain attention
- ☐ Maintains close proximity to students
- ☐ Transitions quickly between tasks
- ☐ Intervenes with off-task students to maintain their focus

☐

**Students are engaged in the lesson during independent work.**

- ☐ Independent work routines and procedures previously taught
- ☐ Models task before allowing students to work independently
- ☐ Checks for student understanding of the task(s)
- ☐ Students use previously-learned strategies or routines when they come to a task they don't understand
- ☐ Independent work is completed with high level of accuracy

☐

**Students are successful completing activities at a high criterion level of performance.**

- ☐ Elicits a high percentage of accurate responses from group
- ☐ Elicits a high percentage of accurate responses from individuals
- ☐ Holds same standard of accuracy for high performers and low performers

**Focus:** Phonemic Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension ☐

**Comments:**

Personnel - Certificated EmployeesReduction in Force Policy for Certificated Staff

Reductions-in-force of certificated staff member may be required due to decreasing enrollments, limited financial support, changing programs, or other changes in circumstances. If such changes occur and a reduction of certificated staff is necessary, the Superintendent (or his designee) shall recommend to the Board of Education those certificated employees to be reduced under the reduction-in-force provisions of the continuing contract laws; provided, however, that no permanent employee may be reduced through a reduction-in-force while a probationary employee is retained to perform a service in a position that the permanent employee is qualified by certification and endorsement to perform or where certification is not applicable, by reason of college credits in the teaching area.

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

The selection of personnel to be reduced shall be made with consideration given to the following: (1) programs to be offered, (2) areas of certification and endorsement, (3) state and federal regulations which may mandate certain employment practices, (4) special qualifications that may require specific training and/or experience, (5) contributions to activity programs, (6) qualifications based on past performance and competence as determined by the Principal and/or Superintendent through employee evaluation procedures, (7) the organizational and educational impact created by multiple part time certificated employees, and (8) any other reasons which can be rationally related to the instruction in or administration of the school system.

Employee evaluations (including frequency of evaluations, evaluation forms, and number and length of classroom observations, if applicable) used for purposes of this policy shall conform to the board policies and administrative rules, regulations, and practices (in effect at the time) related to the periodic evaluation of certificated staff members.

If, after consideration of the above, it is the opinion of the Superintendent that no significant difference exists between certificated employees being considered for reduction-in-force, then the employee with the longest uninterrupted service to the district shall be retained. Uninterrupted service time shall accrue the same for all certificated employees regardless of their full time equivalency. Uninterrupted service time for employees employed less than a full school year shall accrue according to the number of contract days worked. Uninterrupted service time shall not accrue for certificated employees on leave of absence for more than forty (40) days.

Any certificated employee whose contract is terminated because of reduction-in-force shall be considered to have been dismissed with honor and shall, upon request, be provided a letter to that effect. Such employee shall have preferred rights to re-employment for a period of twenty-four

months commencing at the end of the contract year and the employee shall be recalled on the basis of length of uninterrupted service to the school to any position for which he or she is qualified by endorsement or college preparation to teach. The employee shall, upon reappointment, retain any benefits which had accrued to said employee prior to the reduction, but such leave of absence shall not be considered as a year of employment by the district. An employee under contract to another educational institution may waive recall but such waiver shall not deprive the employee of his or her right to subsequent recall.

It shall be the responsibility of such certificated employee to file (with the Superintendent of Schools) a copy of said employee's teaching certificate (including endorsements) upon initial employment with the district. On or before March 15th of each year thereafter (for so long as the employee is employed in the school system or has rights of recall) evidence of any changes in said employee's certification or endorsements which have occurred (since March 15th of the previous year) or are pending shall be filed with the Superintendent of Schools.

Any certificated employee whose employment contract is reduced as a result of reductions-in-force shall (during his/her period of recall) report his/her current address to the Superintendent of Schools and shall inform said Superintendent of any changes of address thereafter. If a vacancy in the system occurs for which said employee has rights of recall, the offer of such employment may be sent by said Superintendent to said employee's last known address. If no acceptance of such offer is received from said employee within fourteen days of mailing and the Superintendent has no personal knowledge of the whereabouts of said employee (other than said last known address), the employee shall be deemed to have waived his/her rights to recall to said employment position.

Anything in this policy to the contrary notwithstanding, this policy shall specifically permit and allow reductions in force to occur which deal with total elimination or termination or amendment of contracts or positions, which deal with reductions in force from full-time to part-time, which deal with reductions in force from part-time to a lesser part-time, or which deal with any other reductions in force which result in the termination or amendment of a certificated employee's contract or employment position.

Legal Reference: Neb. Rev. Stat. Sec. 79-846 to 79-849

Date of Adoption: March 13, 2017

Personnel - Certificated EmployeesLeave of Absence

After a minimum of three (3) years of employment in District OR-1 Public Schools, a teacher may apply for a one-year leave of absence. Criteria to be considered by the superintendent in recommending approval or denial of a request include:

- no more than one Elementary teacher and no more than one Secondary teacher may be on leave during the same year. If more than one request is received from the Elementary or Secondary, the administration shall decide based on factors including the date of application, the reason for requesting leave, the subsequent value to the school district, and seniority;
- requests for the one-year leave of absence must be submitted in writing to the Superintendent prior to March 1;
- a qualified replacement must be found before the leave is approved;
- no salary or benefits will be paid to the teacher by the district during the year of absence. Continued group health insurance may be obtained, subject to the approval of the insurance carrier; the premiums for such insurance shall be paid by the teacher in advance. Upon return, the teacher will be placed on the salary schedule at the vertical step earned prior to the beginning of the leave period;
- a teacher who wishes to return from leave shall notify the Superintendent in writing by March 1. If no such notice is received by March 1, the teacher is considered to have resigned. The school district shall not be responsible for reminding the teacher of the required return notice;
- a teacher returning from leave is not guaranteed the same position held before the leave of absence. However, an effort will be made to arrange for the same or a comparable position placement; and
- a teacher shall enter into a written agreement with the Board of Education setting forth the terms of such leave of absence.

Date of Adoption: March 13, 2017

Personnel - Certificated Employees

Dual Sponsorship of Activities

In any instance where more than one teacher is assigned to the sponsorship of an activity for which a stipend is paid, each teacher thereby assigned shall receive payment of the stipend as is specified in the negotiated agreement between the certificated teaching staff and the school district.

Date of Adoption:     March 13, 2017

Personnel - Certificated EmployeesStandards of Ethical and Professional Performance – Certificated Staff

Both the State of Nebraska and the Board of Education recognize that teaching and its related services, including administrative and supervisory services, are a profession with all of the rights, responsibilities, and privileges accorded other recognized professions. The Board recognizes and endorses the Standards of Ethical and Professional Performance as established by the Nebraska Department of Education and expects all certificated employees to abide by these standards.

Certificated Personnel-Professional Performance and Code of Ethics

It is the expectation of this District that all certificated staff shall comply with the ethics standards set forth by the Nebraska Department of Education, as such standards may be modified from time to time. The ethics standards which certificated staff shall follow shall include the standards set forth in this policy. References to “educator” shall include all certificated employees of the District.

**Preamble**

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

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

The standards listed in this section are held to be generally accepted minimal standards for all educators with respect to ethical and professional conduct.

**Principle I - Commitment as a Professional Educator:**

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

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

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.



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

**Principle II - Commitment to the Student:**

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

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

1. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
2. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
3. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.

4. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
5. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
6. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
7. Shall not discipline students using corporal punishment.
8. Shall not engage in physical or sexual abuse of students, including engaging in inappropriate sexual behaviors with students.

**Principle III - Commitment to the Public:**

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

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

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

**Principle IV - Commitment to the Profession:**

In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and

to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

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

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

**Principle V - Commitment to Professional Employment Practices:**

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

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

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct professional business through designated procedures, when available, that have been approved by the Board of Education.
5. Shall not assign to unqualified personnel tasks for which an educator is responsible.
6. Shall permit no commercial or personal exploitation of his or her professional position.
7. Shall use time on duty and leave time for the purpose for which intended.

Legal Reference: Neb. Rev. Stat. §§ 79-859, 79-866; 92 NAC 27 (NDE Rule 27)

Date of Adoption: March 13, 2017

Personnel - Non-Certificated Employees

Qualifications of Non-Certificated Employees

Non-certificated employees shall meet the statutory license requirements and such other qualifications as may be determined by the Board and the Superintendent.

Date of Adoption:     March 13, 2017

Personnel - Non-Certificated Employees"At Will" Employees

All non-certificated employees and non-certificated assignments shall be employed on an "at will" basis. Non-certificated employees shall have no property right in continued employment and need not be accorded a hearing or any other procedural or substantive due process, prior to termination of their employment.

Nothing in board policy, administrative regulations or practices, employee handbooks, or in any evaluation instrument or in the appraisal process or program for non-certificated employees shall be or is intended to create or be a contract or part of a contract with a non-certificated employee which shall in any way be construed to be contrary to the "at will" employment of non-certificated employees. No administrator or other employee of the school district has any authority to enter into any agreement of employment with a non-certificated employee for any specific period of time or to make any agreement contrary to an at-will employment relationship.

Date of Adoption: March 13, 2017

Personnel - Non-Certificated EmployeesHiring/Dismissal

The Board of Education hereby delegates to the Superintendent the authority to hire, suspend and dismiss non-certificated employees (employees in positions that do not legally require a teacher or administrative certificate) on behalf of District OR-1 Public Schools. Such authority shall be exercised in compliance with the policies of the Board of Education. The Board of Education reserves the authority to modify or reverse any such action taken by the Superintendent.

Dismissal of non-certificated employees shall be on an at-will basis, as such employees are subject to termination at any time without cause, without prior disciplinary action or progressive discipline, and irrespective of the lack of any evaluation or the irregularity in any evaluation process.

Date of Adoption:     March 13, 2017

Personnel - Non-Certificated EmployeesContract

All full-time non-certificated employees shall be required to sign an "at will" employment contract with the school district as a condition precedent to employment or continued employment with the school district. The non-certificated "at will" employee contract shall be in the form as proposed by the Superintendent and approved by resolution of the Board of Education.

Date of Adoption: March 13, 2017

**EMPLOYMENT AGREEMENT  
CLASSIFIED STAFF**

This contract is made by and between the Board of Education of District OR-1 Public Schools, of Otoe County, Nebraska, hereinafter referred to as the "Board" and "District", respectively and \_\_\_\_\_, hereinafter referred to as "the Employee".

**WITNESSETH:** That the Board, in accordance with action taken by the Board at its meeting held on the \_\_\_\_ day of \_\_\_\_\_, 20\_\_ and recorded in its minutes, hereby agrees to employ the Employee and the Employee hereby agrees to accept such employment, subject to the following terms and conditions:

**Section 1. TERM OF CONTRACT.** The term of this contract shall commence on the \_\_\_\_ day of \_\_\_\_\_, 20\_\_. The employment may be terminated pursuant to Section 7 of the contract or upon the \_\_\_\_ day of \_\_\_\_\_, 20\_\_, whichever occurs first.

**Section 2. DUTIES OF EMPLOYEE.** The Employee is hired for the position of \_\_\_\_\_, provided, the duties of the Employee are subject to assignment by the Superintendent of Schools and by the Employee's Supervisor. The Employee agrees at all times to perform all of the duties that may be required of him or her faithfully, industriously, and to the best of his or her ability, experience and talents.

**Section 3. DAYS AND HOURS OF EMPLOYMENT.** The days and hours of employment shall be as assigned by the Superintendent of Schools or the Employee's supervisor.

**Section 4. COMPENSATION.** The wage of the Employee shall be \$\_\_\_\_\_ per hour, payable in the following manner: 15th day of each month. Overtime is not authorized.

**Section 5. FRINGE BENEFITS.** The Employee shall receive the following fringe benefits: 5 days of sick leave per year cumulative to 20 days.

**Section 6. POLICIES, RULES AND REGULATIONS:** The Employee agrees to be governed by the applicable policies of the Board and the rules and regulations of the District which may be changed at any time, with or without notice to the Employee.

**Section 7. TERMINATION OF EMPLOYMENT.** This contract creates no property right in continued employment and may be terminated by either party, with reason for termination, upon giving two (2) calendar weeks' notice. The Superintendent of Schools may, acting upon his own initiative, terminate the Employee's contract and such termination will be effective two (2) calendar weeks from the date of the issuance of the Superintendent's notice.

**Section 8. COMPENSATION UPON TERMINATION.** The Employee agrees that, upon termination of this contract for any reason, any portion of compensation, whether in the form of wages or fringe benefits, paid or provided but not earned prior to the date of the termination of this contract shall be refunded to the District by the Employee.

**Section 9. ENTIRETY OF AGREEMENT AND AMENDMENTS.** The Employee certifies that he or she has read the foregoing Employment Agreement, fully understands its



terms and conditions and agrees that the foregoing Employment Agreement constitutes the entire agreement between the Employee and the Board and that no representations, promises, agreements, or undertakings, written or oral, not herein contained, shall be in force or effect. It is specifically agreed that this Employment Agreement shall be subject to modification only by a written instrument signed by the Employee and a duly authorized representative of the Board.

**Section 10.** This contract shall be null and void if not accepted and a signed copy of this contract delivered to the office of the Superintendent on or before \_\_\_\_\_, \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Employee

\_\_\_\_\_  
President, Board of Education

Executed this \_\_\_\_ day of \_\_\_\_\_, 20\_\_

Executed on behalf of the Board of  
Education

This \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

Personnel - Non-Certificated Employees

Assignment and Transfer

Each non-certificated employee shall be assigned to a position at the direction of the Superintendent and may be transferred to any other position as the Superintendent may direct.

Date of Adoption:     March 13, 2017

Personnel - Non-Certificated EmployeesComplaint Procedure

The normal procedure to be followed by each employee regarding a personal complaint related to his/her employment is to discuss the matter in a personal conference with the school principal or with the supervisory officer directly in charge. When the nature of the complaint dictates otherwise, the employee is entitled to present the complaint to any higher supervisory officer. An unsatisfactory result with the school principal or with the supervisory officer may be taken to the Superintendent.

Date of Adoption: March 13, 2017

Personnel - Non-Certificated EmployeesComplaint Form

This complaint form is to be used when a non-certificated employee of District OR-1 Public Schools has a personal complaint related to his/her employment. The initial step for such a complaint is to have a conference with the school principal or with the supervisory officer directly in charge. That step may be undertaken informally, without completing this form.

This form is to be completed if the employee is dissatisfied with the outcome at the initial step and wishes to have his/her complaint reviewed at the next level.

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

Name: \_\_\_\_\_

(1) Description of the complaint:

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(2) Names of any witnesses to the matter being complained about:

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(3) Identify and attach any material supporting the complaint:

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(4) Date of the personal conference with the principal or supervisory officer: \_\_\_\_\_.

(5) Response given by principal or supervisory officer to the employee's complaint:

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(6) Relief requested (what I want done in response to this complaint):

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The undersigned states: I have a reasonable belief that the facts in this complaint are true and accurate and I give permission for an investigation to be made into this complaint.

Received by: \_\_\_\_\_ Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

PersonnelNon-Certified StaffBus Drivers

Bus drivers are selected from qualified applicants by the superintendent and recommended to the Board of Education for employment. Bus drivers must meet all the requirements prescribed by Nebraska Law.

Regular bus drivers are paid at a rate established annually by the Board of Education. Full-time bus drivers receive five days sick leave per year cumulative to 20 days, with two of those days available to be used for personal leave with the permission of the administration. Part-time bus drivers' sick leave is to be prorated based on their contracted time. Drivers working less than half time are not eligible for sick/personal leave days. Bus drivers are entitled to none of the insurance benefits.

Bus drivers will be paid at an hourly rate established annually by the Board for school activity and field trips.

Except as may otherwise be established by the Board, the pay for each trip on a regular route shall be the total annual pay divided by the total scheduled trips. This amount shall be deducted for each trip that a substitute must be hired. Substitute drivers will be paid an amount calculated according to the procedures outlined above.

Legal Reference:      Neb. Rev. Stat. Sec. 79-608  
                             NDE Rules 91 and 92

Date of Adoption:     March 13, 2017

PersonnelStandards of Performance for Non-Certified Employees

In fulfillment of the employee's minimum responsibilities, the employee:

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, other employees, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition.
3. Shall not use coercive means, or promise or provide special treatment to students, other employees, school patrons, or school board members in order to influence professional decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the employee is responsible.
5. Shall not exploit relationships with students, other employees, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not harass in any manner students, parents or school patrons, employees, or board members.
7. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of duties.
8. Shall keep in confidence personally identifiable student or employee information that has been obtained in the course of service to the district, unless disclosure serves professional purposes or is required by law.
9. Shall not discipline students using corporal punishment.
10. Shall not engage in physical or sexual abuse of students, including engaging in inappropriate sexual behaviors with students.
11. Shall not misrepresent the school district, and shall take added precautions to distinguish between the employee's personal and institutional views.
12. Shall abide by policies and regulations of the Board of Education and the rules and standards established by the administration and the employee's supervisor.
13. Shall seek no reprisal against any individual who has reported a violation of these standards.

Date of Adoption: March 13, 2017

**Classified Employee Notice of Performance Concerns  
District OR-1 Public Schools**

Employee	Date of Review
Location	Position

**CONCERNS:** Check appropriate items(s)

<input type="checkbox"/> Knowledge and performance of job	<input type="checkbox"/> Failure to follow policies
<input type="checkbox"/> Attendance	<input type="checkbox"/> Ability to work cooperatively with others
<input type="checkbox"/> Punctuality	<input type="checkbox"/> Failure to exhibit appropriate judgment and tact
<input type="checkbox"/> Neglect of Duty	<input type="checkbox"/> Other

Description of Incident including date(s) of occurrence:

Recommendations for Improvement:

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

\* \_\_\_\_\_

Employee

\_\_\_\_\_  
Date

\*Employee signature indicates that the employee has reviewed this document. The employee is also being notified that further infractions of this nature or any other type may result in further disciplinary action, which may include termination.

Original to file; copies to Employee, Supervisor