

**2019-2020**  
**SCHOOL HANDBOOK FOR**  
**CERTIFICATED EMPLOYEES**  
**Rousseau Elementary School**  
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**Rousseau Elementary School Certificated Employee Handbook  
2019-2020 School Year**

**FOREWORD**

**Section 1 Intent of Handbook**

Welcome to Rousseau Elementary School. This handbook is intended to be used by teachers and other certificated staff to provide general information about Rousseau Elementary School and to serve as a guide to policies, rules, and regulations, benefits of employment and performance expectations.

References in this handbook to “teachers” are intended to apply to all certificated staff. This includes administrative staff to the extent the handbook deals with professional expectations and conduct.

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

This handbook does not create a “contract” of employment. Staff positions and assignments which do not legally require a certificate or are otherwise not protected by the teacher tenure laws may be ended or changed on an “at will” basis notwithstanding anything in this handbook or any other publication or statement, except for a contract approved by the Board of Education.

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

This handbook will be in effect for the 2019-2020 and subsequent school years unless replaced by a later edition.

**Section 2 Information About Rousseau Elementary School**

[3701 South 33<sup>rd</sup> Street/Lincoln, NE 68506 / 402-436-1165

**Administration**.....Dr. Wendy Badje, Principal  
Wendy Barry, Assistant Principal

## BACKGROUND INFORMATION

**Enrollment:** Preschool through Grade 5 =570 students

**Staff:** Total 75

**Building Organization:**

Preschool 1 Classroom-AM & PM  
Kindergarten: 4 Classrooms  
Grade 1 4 Classrooms  
Grade 2: 4 Classrooms  
Grade 3: 4 Classrooms  
Grade 4: 4 Classrooms  
Grade 5: 4 Classrooms

**Specialists:**

Art/Technology  
Library/Media  
Literacy/Math Support  
Physical Education  
OT/PT, Visual, Hearing (Support Services as needed/identified)  
Resource  
Speech/Language  
Vocal Music

**Support Services:**

Instrumental/Strings Music  
Gifted  
School Psychologist  
School Social Worker  
Counselor  
Health Services (Nurse and Health Technician)

**Office:** Principal

Assistant Principal  
Secretaries (2)  
Security Entrance Monitor

**Ethnic Background of Rousseau Students (approx. percentages):**

White and Other 77%  
Minority Students 23%

**Breakfast and Lunch Programs:** (Regular, free, and reduced)

Determined on income level from submitted application. (Free & Reduced-32%)

**Special Education: 13%.**

**Gifted/Highly Gifted: 10.00%**

**Ventures in Partnership (VIP) Program:**

The Clark Enersen Partners  
Cornhusker Bank 34<sup>th</sup> & Old Cheney Road  
Runza Restaurant – 33<sup>rd</sup> & Highway 2

## School Mission Statement

The Mission of Rousseau Elementary School is to:

**Section 1**LEARN at high levels

.01 THINK interdependently

.01 LEAD with character

### **Section 3 Board of Education Philosophy Statement, Statement of Purpose, and Goals for Students [in Certificated Handbook]**

#### Philosophy Statement [in Certificated Handbook]

The Lincoln Board of Education is committed to providing the highest quality education for all Lincoln Public Schools students. The board sees the primary mission of the schools to be the development of responsible adults:

- who are productive citizens of a pluralistic community, nation and world;
- who are prepared to learn throughout their lives; and
- who are appreciative of the arts, history and culture.

The board holds the district staff accountable for achieving the schools' mission through the most effective and efficient use of available resources.

The board further recognizes that students in the Lincoln Public Schools are educated for the future and therefore expects the school district to be self-renewing, flexible and capable of adjusting to the needs of its various constituencies.

As the elected governing body of the school district, the board believes in sharing its decision-making processes with parents, students, other citizens and staff members.

#### Statement of Purpose [in Certificated Handbook]

The Lincoln Board of Education supports the educational mission of the State of Nebraska. In accordance with this commitment, the board declares that it is the purpose of the Lincoln School District to:

1. Offer each individual the opportunity to develop competence in the basic skills of communications, computations and knowledge of basic facts concerning the environment, history and society;
2. Offer each individual the opportunity to develop higher order thinking and problem-solving skills by means of adequate preparation in mathematics, science, the social sciences and foreign languages and through appropriate and progressive use of technology;
3. Inspire in each individual the ability and desire to continue learning throughout his or her life;
4. Encourage knowledge and understanding of political society and democracy in order to foster active participation therein;
5. Encourage the creative potential of each individual through exposure to the fine arts and humanities;
6. Encourage a basic understanding of and aid the development of good health habits; and
7. Offer each individual the opportunity for career exploration and awareness.

#### Goals for Students [in Certificated Handbook]




The students in the Lincoln Public Schools enter school with diverse talents, interests and needs. Throughout the course of their public school education, students will have the opportunity to

develop to their greatest potential. It is the intention of the Lincoln Public Schools that all students will achieve the following:

1. Demonstrate competence and fluency in the essential skills of reading, writing, speaking, and listening, in the English language, and mathematics.
2. Think critically and creatively, using higher order thinking skills to make decisions, solve problems, and create new perspectives and possibilities.
3. Understand the important ideas from the arts, humanities, sciences, and mathematics, and understand the relationships among them.
4. Demonstrate the knowledge, skills, and attitudes essential for living in a democracy and becoming a contributing member of society.
5. Understand and celebrate the diversity and interdependence of our pluralistic, multicultural community, nation, and world.
6. Respect and care for themselves and others.
7. Respect and care for the natural environment.
8. Work with others productively and cooperatively.
9. Develop the skills and attitudes essential to enter the work force.
10. Become a lifelong learner.
11. Demonstrate the knowledge and skills essential for achieving lifelong health.

#### Section 4 Board of Education & Superintendent

<p>District One – Kathy Danek</p> 	<p>4261 Knox St Lincoln, NE 68504</p> <p>Home Phone: 402-464-8549 email: <a href="mailto:kathy.danek@lps.org">kathy.danek@lps.org</a></p>
<p>District Two – Connie Duncan LPS Board Vice President</p> 	<p>2975 S 24<sup>th</sup> St Lincoln, NE 68502</p> <p>Home Phone: 402-419-0070 e-mail: <a href="mailto:connie.duncan@lps.org">connie.duncan@lps.org</a></p>
<p>District Three – Barbara Baier</p> 	<p>727 S 18th St Lincoln, NE 68508</p> <p>Home Phone: 402-475-7291 e-mail: <a href="mailto:barb.baier@lps.org">barb.baier@lps.org</a></p>

<p>District Four – Annie Mumgaard</p> 	<p>1400 N 37th St Lincoln, NE 68503</p> <p>Home Phone: 402-325-6301 email: <a href="mailto:annie.mumgaard@lps.org">annie.mumgaard@lps.org</a></p>
<p>District Five – Lanny Boswell LPS Board President</p> 	<p>5000 S 63rd St Lincoln, NE 68516</p> <p>Home Phone: 402-483-4244 email: <a href="mailto:lanny.boswell@lps.org">lanny.boswell@lps.org</a></p>
<p>District Six – Bob Rauner ESU 18 Board Vice President</p> 	<p>5100 Valley Rd Lincoln, NE 68510</p> <p>Home Phone: 402-450-1859 e-mail: <a href="mailto:bob.rauner@lps.org">bob.rauner@lps.org</a></p>
<p>District Seven – Don Mayhew ESU 18 Board President</p> 	<p>5041 S 30th St Lincoln, NE 68516</p> <p>Home Phone: 402-730-0370 email: <a href="mailto:don.mayhew@lps.org">don.mayhew@lps.org</a></p>
<p>Superintendent – Stephen Joel</p> 	<p>5905 O Street Lincoln, NE 68510</p> <p>Office Phone: 402-436-1601 email: <a href="mailto:sjoel@lps.org">sjoel@lps.org</a></p>

Information concerning the Board can be found on the Lincoln Public Schools web site at <http://www.lps.org/about/board/>.

## Section 5 Listing of Staff

### Building Administrative Staff

Principal	Dr. Wendy Badje
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Associate Principal	Wendy Barry
<u>Teachers, Counselors and Other Professional Staff</u>	

Name	Department or Grade(s)
Lisa Callahan	Kindergarten
Kim Bowen	Kindergarten
Haley Urwiler	Kindergarten
Katherine Anderson	Kindergarten
Samantha Bergstrom	1 <sup>st</sup> Grade
Chi Bui	1 <sup>st</sup> Grade
Steph Daffer	1 <sup>st</sup> Grade
Janet Marcelino	1 <sup>st</sup> Grade
Hope DaCosta-Schiltz	2 <sup>nd</sup> Grade
Laura Yeager	2 <sup>nd</sup> Grade
Keke Rolfes	2 <sup>nd</sup> Grade
Sarah Sieps	2 <sup>nd</sup> Grade
Darren Johnson	3 <sup>rd</sup> Grade
Krista Carlson	3 <sup>rd</sup> Grade
Heather Kramer	3 <sup>rd</sup> Grade
Maclain Randazzo	3 <sup>rd</sup> Grade
Amanda Messersmith	4 <sup>th</sup> Grade
Lisa Trobee	4 <sup>th</sup> Grade
Kelly Mitchell	4 <sup>th</sup> Grade
Matt Sinclair	4 <sup>th</sup> Grade
Shelley Clayburn	5 <sup>th</sup> Grade
Diane McDonald	5 <sup>th</sup> Grade
Rachelle Johnson	5 <sup>th</sup> Grade
Casey Lashley	5 <sup>th</sup> Grade

Angie Berkebile	Music
Tabi Zimmerman	Art/Computer
Jordan Cudaback	Media
Tracy Timmons	Gym
Terri Johnson	ELL
Amy Williams	ELL
Anne Brandt	Gifted
Anna Shires	MTSS-B
Annie Leaf	Professional Learning Coach
Susan Kutilek	Resource
Paula Smith	Resource
Steph Haddan	Resource
Rachel Schlueter	Speech
Paige Schmidt	Speech (.3)
Amy Gammel	Band
Sam Packard	Strings
Justine Hoins	Counselor
Kelsea Hughes	Psychologist
Morgan Handley	Social Worker
Steph Emry	Preschool
Tora Flood	Preschool
Courtney Ragon	Preschool
Cindy Lefler	Preschool
Erica Martin	Reading Recovery
Diane Masterson	Reading Recovery/Interventionist

Support Staff

Name	Position
Karla Rien	Exec Secretary

Amber Jones	Registrar
Mary Hill	SEM
Shannon Bartusek	Para Educator
Jon Beiermann	Para Educator
Keri Fox	Para Educator
Becky Gabriel	Para Educator
Megan Guill	Para Educator
Travis Mannschreck	Para Educator
Jacci Reddick	Para Educator
Julie Strate	Para Educator
Katherine Stewart	Para Educator
Stacie Swanson	Para Educator
Kim Weinmaster	Para Educator
Tammy Wiebe	Para Educator
Donna Awakuni-Swetland	Preschool Para Educator
Deb Norman	Preschool Para Educator
Susan Pinkerman	Preschool Para Educator
Cassandra Freese	Cafeteria
Amanda Holt	Cafeteria
Aaron Hovinga	Cafeteria
Gail Zimmerman	Cafeteria
Barry Trumble	Custodian-BLDG Supervisor
Vic McCarty	Custodian-BLDG Asst. Supervisor
Bill Glanz	Custodian
Alex Jurgena	Custodian
Dean Feiler	Custodian
Crystal Cook	Health Tech
Kelly Callan	School Nurse

## Article 1 – SCHOOL CALENDAR AND SCHEDULES

### 2019-2020

#### August 2019

- 12--First day of class for students
- 12-14--All schools will dismiss one hour early
- 27--PLC - Early release of students

#### September

- 2--Schools not in session
- 24--PLC - Early release of students

#### October

- 17-18--Schools not in session
- 21--Students in elementary schools NOT in attendance
- 29--PLC – Early release of students

#### November

- 26--PLC – Early release of students
- 27-29--Schools not in session

#### December

- 2--Students in elementary schools NOT in attendance
- 17--PLC – Early release of students
- 23--First day of LPS Winter Break

#### January 2020

- 7--Classes resume
- 20--Schools not in session
- 28--PLC – Early release of students

#### February

- 17--Students in elementary schools NOT in attendance
- 25--PLC – Early release of students

#### March

- 9-13--Schools not in session
- 31--PLC – Early release of students

#### April

- 10--Schools not in session
- 13--Students in elementary schools NOT in attendance
- 28--PLC – Early release of students

#### May

- 21--Last day of class for students

### Section 1 School Calendar

### Section 2 Daily Schedule

Rousseau Specialist Schedule – See Addendum

### **Section 3 Severe Weather and School Cancellations**

The decision to close schools due to extreme weather is normally made before 6:00 a.m. Local radio and television stations are notified as well as messages telephoned to employees via the automated message system, School Messenger. School closing announcements will also be posted to the Lincoln Public Schools' website.

#### **Rousseau School Tornado Procedures** **2019-2020 TORNADO DRILL LOCATION**

### **PRESCHOOL**

### **Room 117**

K-Callahan  
K-Urwiler  
K- Bowen  
K-Anderson

J. Hoins Office  
J. Hoins Office  
ALE Recovery Area  
ALE Recovery Area

1-Bergstrom  
1-Daffer  
1-Bui  
1-Marcelino

Room 103 – 1<sup>st</sup> Grade  
Room 104 – 1<sup>st</sup> Grade  
Room 105 – 1<sup>st</sup> Grade  
Room 106 – 1<sup>st</sup> Grade

2-Sieps  
2-Rolfes  
2-Yeager  
2-DaCosta Schiltz

Gym Store Room-across from Gym  
Gym Store Room-inside Gym  
Room 115 - SPED Room  
Room 115 - SPED Room

3-Randazzo  
3-Kramer  
3-Carlson  
3-Johnson

ELL Room - Room 119  
ELL Room - Room 119  
Room 118 – SPED Room  
Room 118 – SPED Room

4-Trobee  
4-Mitchell  
4-Sinclair  
4-Messersmith

Room 144 – 4<sup>th</sup> Grade  
Room 144 – 4<sup>th</sup> Grade  
Room 143 – 4<sup>th</sup> Grade  
Room 143 – 4<sup>th</sup> Grade

5-Clayburn  
5-McDonald  
5-R. Johnson  
5-Lashley

Room 102 (Testing Room)  
Conference Room – Room 101  
Room 150 – 5<sup>th</sup> Grade  
Room 150 – 5<sup>th</sup> Grade

Thatcher Brown and Alexis Daharsh are in the SPED Bathroom

Specialists, Resource, Paraeducator and part time staff, assist in supervising students. Adults not assisting students will gather in the production room #113.

Teachers: Take with you a book to read to students, flashlight and Emergency Folder.

Check your flashlights

In addition to an ALL CLEAR announcement, the hall bells will ring twice to let you know it is safe to leave their assigned area.

Students: Carry text book to cover head, **if needed**. Students need to be in the duck and cover position. Teachers can have students sit until the drill is over. Teachers may read to students to pass the time.

**Alternate Site Location – Cathedral of the Risen Christ, 3500 Sheridan Blvd. The main doors into the church will always be open during our school day.**

**North on 33<sup>rd</sup> St to Sheridan Blvd  
East on Sheridan Street**

## **Article 2 – DUTIES AND RESPONSIBILITIES**

### **Section 1 Hours of Work**

The Board of Education recognizes that certificated employees' responsibilities to their students and their profession generally involve the performance of duties and the commitment of time beyond the normal working day. The board also recognizes that teachers and other educational professionals are entitled to regular time and work schedules on which they can rely in the ordinary course of events and which will be fairly and evenly maintained to the extent possible throughout the school system.

All certificated staff are required to be on duty at such times established by their supervisor and in compliance with the negotiated agreement. Professional staff will be available on an as-needed basis to complete their other duties as assigned. Regular, dependable attendance is an essential function of each employee's position.

In the event of a school or community emergency, employees are expected to remain on duty as assigned, unless notified otherwise by their supervisor.

Employees who miss meetings or inservice sessions are required to develop and carry out a plan to gain the information missed.

### **Section 2 Supervision Assignments**

Certificated staff will be assigned playground, lunchroom and hall supervision as designated by the Principal. The Principal will attempt to make an equitable distribution of such assignments and professional staff shall assume such duties as part of their work and agreement of employment.

### **Section 3 Meetings**

Certificated staff members are expected to attend meetings called by the Superintendent, Principal, department heads and team leaders, except those meetings which are designated for optional attendance.

### **Section 4 Arrival to Duty Assignments**

Full-time certificated employees have a designated work day of 7 hours, plus a 30 minute duty-free lunch. Certificated employees are to be in the building no later than 8:10 AM and are to remain on duty until 3:40 PM. Certificated employees who are part-time or work on adjusted schedules are expected to follow the calendar and work schedule established with their supervisor. During the school day, certificated staff members are to be in their assigned classroom before each period begins to assure that students are not unsupervised within the classroom.

### **Section 5 Leaving School**

Certificated staff members are to be on duty at all times during the school day and are considered on duty during designated planning periods. Certificated staff members are not to leave school during duty hours without approval from the administration. Certificated staff may leave school during their designated lunch period but must use school-adopted check-out/check-in procedures. The same check-out/check-in procedure is to be used for approved departures from school. Certificated staff who need to leave during the school day without advance approval (for example, because of illness or emergency) are to check out with the Principal's office and make sure that a responsible person has been notified of their unexpected absence so student coverage may be provided.

### **Section 6 Absences & Leaves**

#### Requests for Leave

It is important to give advance notice of the need to take a leave whenever possible and to have effective lesson plans and materials prepared and readily available for the substitute. The Lincoln Public Schools Certificated Personnel Handbook describes the types of leaves available and the Teacher Absence Handbook outlines the procedure for utilizing such leaves.

In the case of communicable disease outbreak, other public health emergency or any situation in which one or more schools must be closed, the Associate Superintendent for Human Resources will determine what applicable paid leaves, if any, may be utilized by staff.

For situations where the need for the leave can be determined in advance, the certificated staff member is to give as much advance notice of the leave as possible.

#### Emergency Medical Treatment

In the event an employee becomes ill at school, staff will assess the situation. If staff believe the symptoms and circumstances warrant, 911 will be called. If the staff members in the immediate vicinity of the ill employee are unable to, or do not have the expertise to, evaluate the condition of the ill employee, 911 should be called. The employee will not have the option of declining 911. If 911 determines transport by ambulance is not necessary, staff should contact a family member of the ill employee to transport.

It is not recommended that staff transport employees to the hospital/doctor.

An employee returning to work from emergency medical treatment must provide a release to return to work. This form is entitled RM0036 – Release to Return to Work Health Care Response Team and is located in the LPS Form Center of the LPS website.

#### Return from Leave

Upon return from leave, teachers are to review information supplied by the substitute teacher as to

progress made in the class and any student behavior concerns. The substitute should be contacted directly if the written information supplied is not adequate.

Employees who have an accident (regardless of where or when) resulting in injury or treatment; have a major health issue such as loss of consciousness, heart attack, stroke, etc.; or a major illness must have a release to return to work that details dates of treatment, diagnosis, and whether or not there are any physical restrictions. The release must be presented to Human Resources for approval to return to work.

All health-related absences of five or more days require a written statement from the treating physician stating that the employee is physically able to return to duty. Supervisors may request a release to return to work at any time they deem circumstances warrant. **The release must be presented to Human Resources for approval to return to work.**

Employees released to return to work with restrictions must provide written documentation to the supervisor in advance of the designated return date. The supervisor will confer with Human Resources to determine if and when the employee is able to return to work.

### **Section 7 Lesson Plans**

Certificated staff members are expected to have daily written lesson plans. The lesson plans must be sufficiently clear in establishing objectives and related activities so that they are easily used by a substitute teacher or other staff member not familiar with previous classroom activities or progress.

When certificated staff members are absent, lesson plans, along with other information which a substitute teacher would need to effectively provide instruction (e.g., class rosters, seating charts, weekly schedule, duty schedule, emergency procedures, and special procedures such as accommodations for certain students) should be maintained and kept in a place where it will be readily available in the event of your absence.

### **Section 8 Daily Class Record Books**

Certificated staff members are to keep a complete and easily understandable record of the attendance and achievement of every student in a class record book, whether computerized or written. This class record book must be kept current and include the following minimum information in a readily understandable fashion:

1. The names and any assigned student numbers of all students enrolled in the class at the beginning of the semester.
2. The name and date of entry for each student who enrolls after the semester opens.
3. The date of withdrawal for each student who withdraws from the class previous to the close of the semester—dropouts or early withdrawals.
4. A complete record of the attendance of each student.
5. A complete report of all recorded grades for each student. Be sure that you test frequently enough and that you record grades frequently enough to readily and realistically justify the term and final grades which are reported to parents.

Upon request, a student's individual record in the certificated staff member's class record book shall be made available to the administration and the student's parents/guardians for review or



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

## **Section 9 Classroom and School Procedures**

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

### 1. Student Attendance

Take accurate attendance at the beginning of each class period. For the first class of the day, the attendance report form is to be turned in to the office by 9:10 AM. All student absences are to be recorded. This includes students who have been excused. If a student reports to class after the student has been reported absent, please mark them TR for TRUANT if they are not in class. All student absences are to be recorded. This includes students who have been excused. If a student reports to class after the student has been reported absent, make sure office has given them a blue admission slip to class. If not, please send them back down to office to get one. This is important to assure that the student's parent/guardian does not become alarmed by their child having been reported as absent when the child is at school.

### 2. Classroom Setting

The classroom or instructional area should be arranged to be safe and conducive to learning. This includes maintaining appropriate bulletin boards regarding curriculum related matters in their primary classroom.

### 3. Classroom Supplies

#### A. Text Book and Room Inventory

All school materials provided for instruction should be inventoried. Certificated staff should keep accurate records of the textbooks and materials given to students. At the start of the year, note condition of the textbook on the inventory sheet and keep this sheet. When a book is turned in, again note its condition, and if the book shows abuse (other than normal wear), inform the Principal's office so the student may assume responsibility for the damage caused. Students should put covers on their books by the end of the first week after receiving them, if appropriate.

#### B. Checking Out of Equipment

All equipment must be checked out through the Principal or the Principal's designee. School equipment should be used only for school purposes.

#### C. Requisition of Equipment and Supplies

Books and supplies which are needed for instruction should be requested through the Principal's office. No equipment or supplies ordered through the District may be directed to the personal use of a certificated staff member or another District employee.

### 4. Use of Paraprofessionals & Volunteers

A. Paraprofessionals

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

B. Student Assistants

Student assistants are to be directly supervised by the teacher and are not to leave the building. Student assistants are not to be used to assist the teacher by helping supervise another student. Student assistants may assist with grading, but are not to have access to confidential student information. Keys are never to be given to students, whether they are student aides or not. After the end of the regular school day, a student assistant should not be present and assisting a teacher without another adult present.

C. Volunteers

Lincoln Public Schools encourages the use of volunteers. Board Regulation 1240.1 states that: “the public schools staff should be active in locating and contacting people in many areas of interest to serve as volunteer resource persons in the classroom. The principal shall be kept informed of all volunteers being solicited for the building.

The School District will establish volunteer levels based on contact with students and supervision by Lincoln Public Schools staff and develop a process to register and supervise volunteers based on these levels.

Lists of such individuals should be maintained in each school. An evaluation of the effectiveness of each volunteer should be maintained.

A letter of appreciation should be sent to those members of the community who contribute to the program of the school after each presentation or consultation.

The principal may be asked from time to time to provide the Superintendent with a summary of the extent and effect of the use of volunteers.”

Certificated staff members are to implement Board policy by encouraging volunteers to assist with activities which are permitted to be performed by persons who are not certificated and not employed by the District and by giving the Principal information about the use of the volunteers and their effectiveness, and

by showing appreciation to the volunteers for their efforts.

5. Communication Systems [in **Certificated Handbook**]

A. E-mail

Each certificated staff member will be assigned a school e-mail address for purposes of intra-school and inter-school e-mail correspondence. Certificated staff should check for e-mail throughout the day, and should timely respond to e-mails which require a response, but should avoid checking and responding to e-mails during instructional time. Use of the District's e-mail system for personal communications should be limited, and is subject to the rules governing overall computer usage found in Board policy and this handbook.

B. Certificated Staff Member Mail Box

Each certificated staff member will be assigned a mailbox located in the main office. Certificated staff should check for mail each morning and also later in the school day. If something requires an answer, certificated staff members are responsible for responding promptly. Certificated staff mail boxes are to be limited to communication regarding school business. Do not authorize others to retrieve your mail.

C. Use of School Telephone

Personal, non-school related telephone calls shall not be made or accepted during times when the certificated staff member is responsible for students except in the event of an emergency.

Long distance calls on school telephones must be made from the office. You will need to promptly log long distance calls and be responsible for any charges which are for personal use.

D. Use of Cell Phones

Certificated staff shall not use personal cell phones for non-school purposes when the certificated staff member is responsible for students.

6. Field Trips

Field trips are to have an educational purpose. Inform the Principal or the Principal's designee as soon as field trip plans have been confirmed to complete a field trip form. If school transportation is needed, please notify the Principal or the Principal's designee of students participating, the date, location, and time. If some transportation is to be provided by parents or other non-school employees, a Personal Vehicle Use on Trips with Students Form will need to be completed by the drivers. This form is available at [www.lps.org/hr/risk/default.html](http://www.lps.org/hr/risk/default.html) in the Human Resources Bulletins section.

Field trip permission slips are in the office. Have each student return these signed copies before departure. Give the office a list of students who are participating in the field trip well in advance of the field trip.

Inform the office in advance of any plans for an activity which is to take a class out of the building. This is important to assure that the office can locate you and students in the event of an emergency or other reasons. Activities outside of the classroom are to have an educational purpose.

### **Approval of School-Sponsored Trips**

The expenses for student participation in school-sponsored trips must conform to Policy 5520 Student Fees.

All school-sponsored trips that include one of the following elements must have approval of the superintendent or the superintendent's designee:

1. Overnight stay
2. Non-district provided transportation
3. Outside of the district location
4. Non-district funding
5. Non-routine trips

### **Routine Field Trips**

A routine field trip is a school-sponsored activity that involves travel outside of the school building, is related to the curriculum and is conducted during the school day. Though departure may occur prior to regular school hours or the return time may be after regular school hours, there is no overnight stay on a routine field trip.

Field trips are arranged by the teacher. Prior written notification is to be given by the teacher to the principal's office. Field trips outside the city of Lincoln must be approved by the principal or the principal's designee.

Staff members who conduct field trips are responsible for appropriate supervision of students.

Routine field trips may not involve any expense to the student or their parents. Students may not be required to "donate" money to participate in the trip.

### **Extracurricular Activity Trips**

An extracurricular activity trip is an activity that involves travel outside of the school district for those students identified in Policy Regulation 6730.6.

Coaches and sponsors who participate in extracurricular activity trips are responsible for appropriate supervision of students.

Any expenses associated with extracurricular activity trips must comply with Policy 5520 Student Fees.

### **Non-Routine Trips**

A school-sponsored trip is classified as a non-routine trip if it is sponsored by the school and does not meet the definition of a routine field trip or an extracurricular activity trip.

Prior written notification is to be given by the staff responsible for the trip to the principal's office. All non-routine trips must be approved by the principal or the principal's designee. Considerations for granting or denying approval are to include, but not be limited to, the following:

1. the length of absences from the classroom, if any;
2. the educational value of the trip to the students;
3. the ability to protect staff and student participants from harm;
4. other opportunities to participate in trips that have been or will be available to students in the program or building;
5. the financial cost of the trip to both the District and families; and
6. the amount of time to prepare financially, organizationally and programmatically between the submission of the request and the dates of the trip.

All non-routine trips must be submitted for approval of the superintendent or designee at least 60 days prior to the event. Considerations for granting or denying approval will include the same criteria as set forth above for the principals to consider.

Due to the potential costs to the District and families, the Associate Superintendent for Instruction may impose limits on the number of such trips that may occur within each building or program within established time periods.

Coaches and sponsors who participate in non-routine trips are responsible for appropriate supervision of students.

Any expenses associated with non-routine trips must comply with Policy 5520 Student Fees. Students may be required to pay for expenses associated with non-routine trips and may be required to participate in fundraising.

### **Non-School-Sponsored Trips**

Trips that are not school-sponsored trips are not the responsibility of Lincoln Public Schools. Any staff member who arranges or is involved in arranging a trip that is not school sponsored has the responsibility to clearly communicate in all meetings, publications and postings, published electronically or graphically, that the District is not responsible for the trip.

Students are sometimes given the opportunity to participate in trips that have an apparent connection to the District but which, in fact, are not school sponsored. Some examples: (1) travel with a club sport team, where the team is coached by the student's high school coach; (2) a band travelling to an out-of-state band contest

that is arranged by a Booster Club; or (3) a foreign language teacher taking students abroad during the summer.

These opportunities are often worthwhile and beneficial to students. However, these opportunities are not school-sponsored activities. All arrangements for such trips, including costs, travel, supervision and safety, are the responsibility of the group or person making the trip available to the students. Lincoln Public Schools has no responsibility for such trips.

Anyone who is uncertain as to whether or not a particular opportunity is school-sponsored should contact the building principal or building athletic director. Employees who are involved in such trips have the responsibility to ensure that parents and students are aware that the activity is not school-sponsored.

## **Section 10 Supervision of Students**

Proper supervision of students is an important responsibility for certificated staff and other adults responsible for our students. Certificated staff and other adults responsible for student supervision are expected to meet the four “P’s” for student supervision and safety.

1. Proper Supervision
  - A. Report to all duty assignments on time.
  - B. Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
  - C. Be vigilant while supervising students. Never leave your classroom unattended; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave your classroom, request that another nearby staff member cover your class, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students who you are to be supervising are doing.
  - D. Be accountable for students who are assigned to you from the beginning of the school day or the beginning of your class until the final bell. Do not dismiss students from class early. If a student needs to leave class, make sure they have a hall pass. If the student is to report to the office, inform the office to be expecting the student. If the student is to be returning to your class after a brief absence (e.g., after using the restroom), contact the office if the student has not returned by the time expected.
  - E. If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
  - F. Be careful with touching students. Use of corporal punishment is prohibited at Lincoln Public Schools. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground

equipment) and that which professional educators determine appropriate for purposes of proper student relationships.

- G. Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

2. Proper Instructions

- A. Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- B. Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
- C. When you go over safety rules with students note it in your written records (e.g., your lesson plan book or daily reports).
- D. Review playground and classroom safety rules with students at least once each semester and note when you do it in your written records. Also, if any students are absent when you review the rules contact the student(s) to review the same information and also note that contact in your written records.

3. Proper Maintenance of Buildings, Grounds, and Equipment

- A. Certificated staff members are responsible for the proper care of all books, equipment, supplies and furniture supplied by the district.
- B. Conduct periodic inspections of equipment under your control or in your area of supervision.
- C. If equipment is broken and presents a risk of injury, immediately take it out of service. If it can't be moved, tape a "Do Not Use" sign and notify the office so those repairs may be undertaken.
- D. Check your communication device (whether it be a school phone in your supervision area, a walkie-talkie, or a cell phone) periodically to make sure you can communicate with the office immediately in the event of an emergency.

4. Proper Warnings

- A. If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students.
- B. Tell the office so additional warnings may be given.

Contact the Office for Assistance

The office administration should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office can not be immediately contacted, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item

- or drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or non-staff member who refuses to go to the office)

### Student Searches

Office administration and the student's teacher should be contacted in the event a search of a student or their belongings is needed to be done. Do not conduct such a search yourself without a teacher or administrator being present or having given you clear directions. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student, yourself or others.

### Student Rights

Students should be treated fairly and given the same treatment without consideration of race, color, religion, gender, or disability. Students who need special accommodations should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

## **Section 11 Managing Student Conduct**

Discipline is everyone's responsibility. It begins with the student being responsible for his/her own behavior and understanding the consequences it may cause. The certificated staff member is responsible for articulating classroom expectations at the beginning of the school year, implementing the classroom expectations on a consistent basis, and being familiar with the student handbook. **All staff** are responsible for **all students** in the hallways, in the rest rooms, at assemblies, at pep rallies, and during lunch. Consequences for inappropriate behavior may include students making up time before or after school, a student or a parent conference, or a referral to an administrator.

The following guidelines will assist in maintaining appropriate student conduct and complying with the process required for student discipline.

1. On the first day of class make students aware of classroom expectations. Students will accept them if your expectations are given in advance and are fair and consistently enforced. Students often appreciate giving input on classroom rules. These expectations should be in writing. Give one copy to the students, post one copy in the room and provide one copy for the principal.
2. It is important to document student behavior in your classroom, calls to parents, referrals, and/or communications with a student.
3. If, after attempts to improve student behavior, the problems continue, talk to the student's counselor or the Principal about possible alternatives in discipline procedures.
4. If a student continues to cause problems, inform the administration for disciplinary action using the approved reporting forms. Be sure to state the problem clearly and expectations in terms of assistance, as at times the student's and certificated staff



- member's stories are different. Be prepared to provide documentation.
5. Follow up on any referral. The student may not go to the principal or the counselor when sent.
  6. Refer students with continued and significant behavioral problems to the student assistance team for a determination of whether the student is in need of special services. Contact the counselor if you have questions as to the procedure.
  7. Talk with other certificated staff members about the classroom management techniques they use to establish an atmosphere conducive to learning in their classroom. A large repertoire of classroom management techniques enhances learning.
  8. Read and understand the student handbook and the student conduct rules of the District.
  9. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations. Corporal punishment is prohibited in our school district and is not to be used. Physical intervention may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.
  10. Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.
  11. Anti-Bully Policy: Lincoln Public Schools provides physically safe and emotionally secure environments for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding and acceptance of others) are encouraged in the educational program and are required of all staff. Inappropriate behaviors, including but not limited to bullying, intimidation and harassment, must be avoided by students and all staff. Bullying means any ongoing pattern of physical, verbal or electronic abuse on school grounds, in a vehicle owned, leased or contracted by the school being used for a school purpose by a school employee or designee or at school-sponsored activities or school-sponsored athletic events. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors. Incidents of bullying must be reported to the building principal or designated administrator for further investigation.
  12. Dating Violence Education, Training and Responses: Lincoln Public Schools strives to provide physically safe and emotionally secure environments for all students and staff. Positive behaviors are encouraged in the educational program and are required of all students and staff. Lincoln Public Schools Policy 5490 states that dating violence will not be tolerated. Lincoln Public Schools Regulation 5490.1 defines "dating violence" as a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal or emotional abuse to control his or her dating partner. These threats or acts of abuse can happen directly to a person or through the use of cell phones or other social network sites. "Dating partner" means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious or long term. Incidents of dating violence involving students at school will be addressed, as the administration determines appropriate, within the scope and subject to the limits of the District's authority. Students who experience dating violence often become isolated from friends and activities and

outwardly show changes in appearance and attitude. The warning signs of dating violence include physical scars or injuries that do not fit explanations, excessive jealousy/anger, failing grades/truancies, extreme possessiveness/control issues that appear like concern, or threats/name calling. Students may remain in these abusive relationships because they are afraid, confused, and ashamed/embarrassed or because they blame themselves/have low self-esteem and/or don't have a support system in place. Programs or learning strategies that promote healthy relationships should teach students the skills they need to form positive relationships with others. Students should be taught the importance of respect, trusting and supporting others, honesty and accountability and sharing responsibility as they learn how to communicate with others to form healthy relationships that promote non-threatening behavior, independence and autonomy. Any signs of dating violence must be reported to the building administration and the school resource officer or other law enforcement as required by law. A brochure and power point presentation on dating violence can be found in the Student Services DocuShare folder at: [http://docushare.lps.org/docushare/dsweb/Get/Document-1105430/teen\\_dating\\_violence\\_043012.zip](http://docushare.lps.org/docushare/dsweb/Get/Document-1105430/teen_dating_violence_043012.zip).

## **Section 12    Dispensing Medication [in **Certificated Handbook**]**

Medication will be administered only in accordance with the Medication Aide Act. Medications will not be administered during school hours except as necessary to provide appropriate educational services. Parents/guardians are encouraged to have medications given at home by the parent or by other responsible parties identified by the parent.

The school district reserves the right to review and decline requests to administer or provide medications which are not consistent with standard pharmacological references, are prescribed in daily doses which exceed the dosage recommended by standard pharmacological references or which could be prescribed in a manner which would eliminate the need for giving medication during school hours. The school district may at any time consult with the student's physician with regard to any medication prescribed by such physician.

A physician's authorization and a parent/guardian request and authorization for the provision or administration of medication must be on file with the school prior to school district personnel providing or administering medication to a student. The only exceptions are as follows:

1.        Emergencies, defined as situations when there is a need for immediate provision or administration of medication to preserve the health, safety and welfare of a student.
2.        Non-prescription medications identified by the Department of Student Services from time to time as not requiring the authorization of a physician for administration or provision by school personnel, but only with prior written parent/guardian consent.
3.        Non-prescription topical (non-systemically-acting) products typically used in school health offices as identified by the Department of Student Services as not requiring the prior authorization of parent/guardian or physician for occasional use for first aid and/or personal care purposes.

Medication which is to be provided or administered by school district personnel must be delivered to the school in the manufacturer's or pharmacy container and be maintained in such container at all times. The container must be properly labeled, meaning that it must include the child's name, physician's name, the name of the drug and directions for provision or administration of the medication.

Employees are not permitted to give any medication to students unless trained under the Medication Aid Act. Students who need to take prescription or over-the-counter medicine must have a signed parent release form on file in the office. Student medications are to be properly labeled, stored in the office, and taken in the presence of the office staff, the nurse, or medication aide. Medical procedures are not to be administered in the classroom except in accordance with the district's Safety and Security Management Plan and the district's Emergency Protocol (asthma/anaphylaxis protocol). Be careful to keep your own medications secure and away from children.

If a group of students is going on a field trip, the supervising teacher is to notify the Health Office of the trip a minimum of 48 hours in advance. The School Nurse will determine if the medical needs of one or more of the students will require that a health services staff member accompany the students. If it is not necessary for a health services staff member to accompany the students, but one or more of the students may need medication during the field trip, the school nurse will train the teacher about the procedures necessary for medication administration and documentation.

### **Section 13 Reporting Child Abuse [in Certificated Handbook]**

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

- (a) Placed in a situation that endangers his or her life or physical or mental health;
- (b) Cruelly confined or cruelly punished;
- (c) Deprived of necessary food, clothing, shelter, or care;
- (d) Left unattended in a motor vehicle if such minor child is six years of age or younger;
- (e) Sexually abused; or
- (f) Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Employees are legally obligated to make a report if there is suspected child abuse or neglect. Employees may request assistance from their principal or supervisor in making this report. Employees are to inform their principal or supervisor as soon as possible that they have made a report. Informing the principal or supervisor does not end the employee's responsibility to make the report.

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in

minimizing further risk to the child by allowing the police or Child Protective Services workers to interview the child prior to an evening or weekend. In cases of physical injury (e.g., bruising or other marks), it is essential the police observe and document the injury. A counselor, the school social worker or an administrator will help you.

All employees will fully cooperate with the law enforcement agencies and Child Protection Services with regard to alleged abuse or neglect. Under Nebraska Statutes a person making a report under this section is immune from any liability, civil or criminal, that might otherwise be incurred or imposed except for maliciously false statements. Failure to make the report as required by the Nebraska Statutes with regard to alleged child abuse or neglect does constitute a Class III misdemeanor, which carries a maximum penalty of three-month imprisonment and a \$500 fine. An employee who fails to make a report when required to do so, shall be subject to disciplinary action, up to and including termination.

#### **Section 14 Prohibition on Aiding and Abetting Sexual Abuse [in Certificated Handbook]**

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 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 federal law (for example, where the matter has been investigated by law enforcement and the person has been exonerated and approved by the Superintendent or designee.)

#### **Section 15 Public Health Emergencies [in Certificated Handbook]**

In the event of communicable disease outbreak, epidemic or other public health emergency or disaster, the Superintendent or his/her designee will determine the role and activities of the district in coordination with community planning by the local and state public health authorities. As needed, the Superintendent may cancel extracurricular activities, close one or more schools, designate facilities and personnel for purposes related to community response to epidemic and/or institute other measures as appropriate for the public safety and wellbeing.

### **Article 3 – PERSONAL AND PROFESSIONAL CONDUCT [in Certificated Handbook]**

#### **Section 1 Professional Ethics Standards**

Lincoln Public Schools expects its certificated employees to adhere to the professional ethics standards established by the Nebraska Department of Education as such standards may be modified from time to time. The professional ethics standards which certificated employees are expected to adhere to include those set forth below. 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 public school certificate holders in the State of Nebraska and for all educators, including administrators, with respect to ethical and professional conduct.

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

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

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

- A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- B. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
- C. 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.
- D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- F. Shall not sexually harass students, parents or school patrons, employees, or board members.
- G. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
- H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- I. Shall report to the Superintendent any known violation of paragraphs G, E, or B above.
- J. Shall seek no reprisal against any individual who has reported a violation of this rule.

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

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

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

- A. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
- B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- C. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- E. 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.
- F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
- G. Shall not discipline students using corporal punishment.

**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:

- A. 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.
- B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- C. Shall neither offer nor accept gifts or favors that will impair professional judgment.
- D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- E. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
- F. 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:

- A. 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.
- B. Shall not misrepresent his or her professional qualifications, nor those of colleagues.

- C. 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:

- A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- B. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- C. Shall give prompt notice to the employer of any change in availability of service.
- D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- E. Shall not assign to unqualified personnel, tasks for which an educator is responsible.
- F. Shall permit no commercial or personal exploitation of his or her professional position.
- G. Shall use time on duty and leave time for the purpose for which intended.

**Section 2 Employee Responsibilities and Duties [in Certificated Handbook]**

Any person employed with the Lincoln Public Schools agrees to perform the responsibilities and duties as assigned in a safe and efficient manner.

All employees must follow all Lincoln Public Schools policies, regulations, assessment and curriculum guidelines, testing procedures and protocols, division bulletins or directives, work rules, professional agreements, employee handbooks and procedural handbooks/manuals. All employees shall obey all lawful and proper orders, instructions and directives issued by a supervisor either orally or in writing.

Employees are accountable for the proper use and care of District equipment and supplies.

**Section 3 Staff Appraisal [in Certificated Handbook]**

The Board of Education requires regular appraisal of certificated and classified employees. Leadership of a comprehensive system of staff appraisal is the responsibility of the Human Resources Division.

All appraisals must be completed using the official appraisal forms approved by Human Resources.

Supervisors reserve the right to observe, appraise or evaluate teachers more frequently than required by policy on an as-needed basis. Teachers are expected to participate constructively and positively in the evaluation process and to accept and implement constructive suggestions and improvement strategies developed by the administration.

All certificated summative appraisals will be reviewed by the appropriate Human Resources administrator/supervisor.

Employees will receive an electronic copy of their appraisal document. Official copies will be maintained in the employee's personnel file in Human Resources.

Appraisal of certificated employees is the responsibility of the designated certificated administrator.

The actual appraisal process for certificated employees other than administrators is developed by a joint committee composed of representatives of Lincoln Education Association (LEA) and Lincoln Public Schools. Changes to the appraisal process must be approved by the LEA Board of Directors and the Board of Education, as well as approved by the Nebraska State Department of Education.

#### **Section 4      Role Model**

Certificated staff members serve as role models for students and their actions and conduct reflect on the school as a whole. Certificated staff members are in all respects to conduct themselves in a professional manner.

#### **Section 5      Professional Boundaries and Staff Relationships with Students**

Employees are prohibited from establishing an inappropriate personal relationship with students. An inappropriate personal relationship between an employee and a student is defined as including, but not necessarily limited to: dating; any touching of an intimate or sexual nature, sexual contact or sexual relations, any touching otherwise prohibited by law or objected to by the student; giving a gift having a sexual overtone; making comments of a sexual nature or reflecting sexual innuendo to or about a student; or any similar activity.

Any employee who has knowledge or reasonably suspects that another employee may have engaged in prohibited conduct as defined by this policy must immediately report this information to either the employee's supervisor, the student's principal, or the Associate Superintendent for Human Resources.

Failure to comply with this policy shall subject the employee to disciplinary action, up to and including termination.

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 nonexclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

#### **Electronic Communication**

- 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).

- Using e-mail to communicate with students in an inappropriate, immoral or unethical manner.
- Engaging in social-networking friendships with a student on a social networking site in an inappropriate, immoral or unethical manner. 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 (for example, inappropriate, immoral or unethical photos or videos).

### **Other**

- Engaging in any 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 – toward 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), except as appropriate in relation to the child's needs.
- Inappropriate, immoral or unethical physical contact with a student.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Taking a student on an outing without obtaining prior expressed permission of the student's parent and school administrator.
- Inviting a student to the employee's home without prior expressed 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.

Inappropriate, immoral or unethical conduct includes conduct prohibited by NDE Rule 27 (whether such conduct is by a certificated employee or a classified employee) and conduct prohibited in the District's employee handbooks.

### **Section 6 Use of Internet-Based Social Media [in Certificated Handbook]**

Within the last few years, the opportunities to interact through internet-based social media (Facebook, Snapchat, Twitter, Instagram, etc.) have increased dramatically. Due to the explosion of this new media, it is impossible to formulate one rule relating to staff usage of this technology. However, Policy 4780 and Regulation 4780.1 address professional boundaries between employee and students with respect to electronic and other forms of communication and Policy 6441 prohibits the use of any social media that adversely affects or otherwise interferes with school purposes as determined in the sole discretion of the district.

A popular way for people to communicate is to “friend” each other in Facebook or similar web sites. Due to the many possible negative ramifications, LPS employees should not be “friends” with students within social media.

Other means of communicating with students via technology, such as texting, must also be given serious consideration. Sending text messages to an individual student on a topic that does not relate to your professional responsibilities may be detrimental to your responsibility to serve as a good role model for students and may reflect a failure to maintain professional boundaries with students. Such conduct may affect your continued employment.

Remember that students, parents and community members may use a search engine, such as Google, to glean information concerning you and your personal life. Personal information (photos, videos, posts on blogs, etc.) contained on the internet may affect your ability to do your job effectively and even lead to disciplinary consequences, up to and including termination. Before posting anything to the internet, think carefully about all of the possible audiences viewing the information.

For an in-depth analysis of the proper usage of internet-based social media, [click here](#).

### **Section 7 Professional Attire [in Certificated Handbook]**

It is important for employees to project a professional image to students, parents and co-workers. Appropriate attire and grooming is one of the means of projecting a professional image. Employees are expected to maintain modest professional attire and grooming when on duty. As professionals, employees are expected to be aware of the standard to be maintained. As a minimal guide, employees should not wear clothing which students would not be permitted to wear at school. The school administration may establish more detailed guidelines for attire.

### **Section 8 Private Tutoring [in Certificated Handbook]**

Certificated employees engaged in private tutoring shall be subject to the following rules:

1. A certificated employee may not tutor any child enrolled in his or her class for compensation of any kind from a source other than the district.
2. No tutoring for which a certificated employee receives compensation will be carried on in a school building nor during the certificated employee’s duty hours.
3. Certificated employees who accept outside tutoring engagements make their own arrangements with the parents for the fees to be assessed.
4. Certificated employees should tutor only in areas for which they are endorsed or for which they have adequate training.

The district does not maintain an approved list of tutors.

Staff members affiliated with an organization or private teaching entity with nonprofit status who wish to advertise the opportunity to students:

1. The staff member wishing to advertise an outside-of-school educational opportunity to students should submit the written information to be distributed to students to the curriculum specialist, director or supervisor of the curriculum area most closely aligned with the teaching activity.
2. The curriculum specialist, director or supervisor will then meet with the Assistant Superintendent for General Administration and Government Relations to discuss the benefits of the program to students. The Assistant Superintendent for General Administration and Government Relations will either approve or disapprove distribution of the materials to students.
3. Following approval of materials for distribution, the distributor may:
  - a. Opt to purchase space in "Community News" for distribution to all elementary students.
  - b. Prepare flyers if the advertising is to be distributed in three or fewer schools only.
  - c. Prepare flyers if the advertising is to be distributed in middle and high schools.

The distributor may not use school mail to deliver flyers to schools.

Staff members affiliated with a for-profit teaching or tutoring entity or who provide independent tutoring services for compensation:

1. May not advertise to Lincoln Public Schools students using any district facilities or staff members.
2. May not use school facilities, equipment or records to obtain mailing lists of students.
3. May not use professional affiliation with Lincoln Public Schools for personal gain or private advantage.

### **Section 9 Outside Employment [in Certificated Handbook]**

Employees shall not perform duties unrelated to district employment during their regularly assigned schedule. In addition, employees shall not engage in employment which conflicts with their duties for the District.

Employees employed by another Nebraska school district or other employer which is under the Nebraska School Employees' Retirement System are required to notify Lincoln Public Schools of such employment.

Employees who have a District work-related injury are required to notify the district of any employment outside the district.

Employees who have a non-District work-related injury are also required to notify the district of any employment outside the district.

## **Article 4 – ACADEMIC MATTERS**

### **Section 1 Purpose and Goals of Academic Achievement**

The Lincoln Public Schools Board of Education is committed to providing a quality education for all Lincoln Public Schools students consistent with the school's mission statement. Effective, quality instruction by certificated staff is an essential means of meeting the District's mission of providing a quality education.

### **Section 2 Teaching to Student Understanding to Assure Learning**

Each certificated staff member is responsible for teaching in a manner to meet the mission of the District and to assure student understanding and learning of the principles and concepts to be presented to students within the curriculum adopted by the District. Certificated staff members will model classroom instruction on the educational model implemented by the District and reflected in the teacher evaluation instrument adopted by the Board of Education. Certificated staff members are responsible for familiarizing themselves with the instructional model and the principles of instruction set forth in the evaluation instrument. The administration will provide periodic in-services regarding the instructional model.

State and federal laws and regulations have been enacted which require that students with certain needs be provided instruction and services consistent with those special needs. Examples include students who have been verified as in need of special education ("special education students"), students with other disabilities which impact the educational program ("504 students"), and limited English proficient students ("LEP or ELL students"). The District's policy is to comply with the state and federal laws and regulations in all respects. Certificated staff members who are assigned special education, 504, or LEP/ELL students are required to provide instruction and services consistent with legal requirements and the requirements of Board policy and regulation.

### **Section 3 Instruction in the Curriculum**

Certificated staff shall instruct students in the curriculum, including the use of curriculum materials adopted and implemented by the Board of Education and as directed by the administration.

The school library is a valuable resource for certificated staff wanting to enhance their curriculum. The media specialist is available to collaborate with certificated staff for designing lessons and activities using media materials. Resources include books, audio visual materials, magazines, newspapers, online computer resources, and maps.

Outside resources are materials other than those on the approved curriculum material lists and materials not directly available from the school library. Outside resources may include speakers, books, audio visual materials, magazines, newspapers, and online computer resources. Prior to use with students, certificated staff shall review the outside resources to insure that the outside resources support district curriculum and fulfill district criteria for the selection of curriculum materials. The certificated staff member should confirm that outside speakers understand that their information should be conveyed at an age-appropriate level. The certificated staff member should view the entirety of videos or film clips to assure that it does not include nudity, sexual content, or profanity, and that it does not include violence or offensive or vulgar messages not consistent with

the school's mission or not appropriate for the students who are to be shown the video or film clip. If there is any question about the appropriateness of the outside resources, certificated staff members are expected to discuss these concerns with the Principal and to not use the outside resources without advance permission of the Principal. The Principal may give conditional approval to use of the outside resources, such as requiring that the certificated staff member get parental permission before their child is provided or views the outside resource. As an example, films with a PG-13 or R rating will ordinarily not be approved by the Principal for use with students without parental permission.

#### **Section 4 District Assessments of Student Progress**

Certificated staff members must assure that district assessments of student progress are completed in the manner prescribed in the directions. If the staff member is unsure of the rules for an assessment, the staff member should consult with a supervisor prior to the administration of the assessment.

#### **Section 5 Administration of Assessments [in Certificated Handbook]**

The District utilizes national, state and local student assessments as needed to determine the academic growth of students. Data and decisions based on that data are influenced by both assessment quality and the quality of the assessment process. District employees are critical to the quality of the assessment process. Assessments are to be administered under standardized, secure conditions that help ensure accuracy and comparability of the data for students and student groups. The assessment administration guidelines outlined below help ensure that every student has an equal opportunity to demonstrate his/her knowledge and skills.

In fulfillment of the obligation to the student and the educator's contractual and professional responsibilities, the educator will:

1. Read the assessment administration instructions prior to administration and follow the instructions each time the assessment is administered.
2. Prepare the students for assessments through teaching of the District curricula.
3. Familiarize students with the format of the assessment through the use of assessment preparation practices. The teacher shall not use actual assessment items to plan instruction or to conduct assessment preparation sessions.
4. Review appropriate general assessment-taking strategies with the students.
5. Review the purpose and importance of the assessments with the students prior to administering these assessments and encourage the students to perform their best.
6. Carefully monitor students and assure that they complete the assessment individually without any aid of notes, books, or other people (with the exception of documented and allowable accommodations).
7. Provide students with allowable accommodations as specified in their IEPs/504 Plans or as determined by the ELL team.

8. If appropriate, score the assessment per District guidelines.
9. Maintain necessary assessment security.
10. Report any cheating or possible cheating by students or any deviation from the assessment administration instructions to the principal or her/his designee.
11. Not possess any secure materials at any time other than during actual administration of the assessment.
12. Not discuss, disseminate, reproduce, or otherwise reveal the contents of the assessments to anyone.
13. Not change answers on a student's assessment sheet or otherwise participate in the submission of false or misleading assessment results.
14. Adhere to Nebraska Department of Education's security procedures and report breaches in security to the Superintendent or the Superintendent's assessment designee for report to the Nebraska Department of Education.

#### **Section 6 State Assessments (Policy 6603)**

The Lincoln Public School District has adopted an assessment plan and has aligned the curriculum with the state-approved content standards. The assessment plan includes a schedule and procedures for all District-wide assessments, including the assessment of state standards.

In working with students, teachers are to clearly articulate the learning targets and align instruction to the learning targets within each of the content standards. Teachers are to give students instruction on the content prior to being assessed in order to provide learning opportunities for all students.

The assessments are to be conducted in accordance with the assessment plan schedule. Teachers are to conduct the assessments in a manner that assures an accurate assessment of whether or not students are meeting the targets outlined by the content standards.

Assessment results are to be reported by the teachers in the manner and within the time directed by the administration or designee. The assessment data are to be used to gauge the extent to which students are meeting state standards, to provide students and parents with information about student progress, to enhance school improvement planning and to improve instruction. The assessment data are to be evaluated by teachers to monitor student learning and to improve instruction and to ensure students are being given the opportunity to meet standards.

#### **Achieving Valid Assessments**

Educators are responsible for maintaining the integrity of the assessments to ensure that assessments provide valid measures of student progress and accomplishments. Educators are not to engage in any practice that may result in assessment results that do not reflect student learning, knowledge, skills or abilities in the area assessed.

For purposes of this policy, student assessments include both large-scale standardized assessments and classroom assessments. Large-scale standardized assessments would include state NSCAS assessments, norm-referenced tests and evaluations conducted for special education eligibility. Classroom assessments are tools designed to gather information about what students know and/or are able to do as a result of classroom instruction. These tools can use a variety of assessment methods including selected response, constructed response and personal communication. The results of classroom assessments can be used formatively or summatively as deemed appropriate.

The following specific assessment expectations and rules apply:

A. Integrity of the Assessment Instrument

The integrity of the assessment instrument is to be maintained.

1. Large-Scale Standardized Assessments. Standardized assessment instruments are not to be made available to students at any time before the student takes the assessment. The assessment instrument is to be maintained in a secure manner.
2. Classroom Assessments. Classroom assessment instruments are to be periodically modified to ensure alignment with current curriculum and instruction.

B. Teaching for Success on Assessments

It is appropriate for educators to prepare students to do well on assessments. This is to be accomplished in a manner that assures that the assessment results accurately reflect the students' knowledge and skill and are not simply an artifact of test preparation.

1. Teach the curriculum. Educators are to prepare students to do well on assessments by teaching the curriculum. Educators are not to “teach to the test” by teaching based solely on the content of the assessment. The curriculum is to be delivered to the students over an appropriate amount of time prior to the assessment. Review of the curriculum previously taught before assessment is to be taken is appropriate. Compacting delivery of curriculum just before the assessment is to be taken is not appropriate.
2. Practice Tests. Educators are to prepare students by teaching appropriate test-taking skills in a manner that is integrated with regular classroom instruction. Classroom assessments, particularly those whose primary purpose is formative, can be used as an opportunity to discuss and model test-taking strategies. Educators are not to conduct reviews (drills) using earlier versions of the same test, using parallel forms of the same test or using actual items from the current version of a test that will be administered to students. Reviews will be most effective when a variety of assessment methods are employed (for example – using both selected and constructed response).

C. Conditions for Successful Assessments

1. Communications. Educators are to communicate to students and parents when

assessments will be administered, the purpose of the assessment and how the assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.

2. Administration Conditions. Educators are to have sufficient assessment materials available on the day of administration. The classroom and surrounding environment is to be arranged to minimize distractions and decrease the likelihood of cheating.
3. Security. Educators are to monitor students while administering assessments to ensure students are complying with standards of academic integrity. Students who violate standards of academic integrity are to be reported to the administration.

D. Full Participation

Educators are to make every effort to have all eligible students take the assessments including the provision of appropriate make-up opportunities.

E. Assistance During Assessments

1. Large-Scale Standardized Assessments. Educators are only to provide assistance that is consistent with test administration guidelines for a particular test. Educators are not to provide hints or clues about correct/best responses including access to materials that are not allowed. Educators should implement the allowable accommodations that are outlined in a student's IEP or 504 Plan. Educators should also implement appropriate accommodations for English Language Learners.
2. Classroom Assessments. Students should be allowed access to materials or resources that are deemed appropriate and consistent with the stated purpose of the assessment in question.

All employees are to adhere to Nebraska's NSCAS Security Procedures and report breaches in security to the Superintendent, the Superintendent's designee or the building principal for report to the Nebraska Department of Education. Professionalism, common sense and practical procedures provide the framework for testing ethics.

Violations of the rules and expectations set forth in this policy will be considered to be a breach of the District's standard of ethics and may result in disciplinary consequences. Educators are to report suspected violations of the expectation to the administration. The administration is to investigate and appropriately respond to violations of the expectation.

## **Section 7 Educational Equity and Multicultural Education**

Lincoln Public Schools is committed to the concept of educational equity for students, staff and patrons of the Lincoln Public Schools. In all programs conducted by the school district, the dignity



and worth of all human beings will be recognized. Such recognition shall be extended regardless of a person's economic status, race, national origin, ethnic background, culture, religion, sex, pregnancy, childbirth or related medical condition, sexual orientation, age, disability, mental, physical or linguistic ability or other protected status.

Lincoln Public Schools is committed to multicultural education. The Lincoln Board of Education policy defines "multicultural education" as the identification, selection and infusion of specific knowledge, skills and attitudes for the purpose of:

- affirming the culture, history and contributions that shall include but not be limited to African Americans, Asian Americans, Hispanic Americans and Native Americans; and
- challenging and eliminating racism, prejudice, bigotry, discrimination and stereotyping based on race; and
- valuing multiple cultural perspectives; and
- providing all students with opportunities to "see themselves" in the educational environment in positive ways and on a continuing basis.

To promote and support multicultural education within Lincoln Public Schools, it shall also be the policy and practice of this District to create opportunities for all students to achieve academically and socially in an educational environment in which all students and staff understand and respect the racial and cultural diversity and interdependence of members of our society.

### **Section 8 Religious Instruction and Holidays**

The Lincoln Public Schools has a specific set of guidelines concerning Religious Holidays. All activities included in the instructional program should be inclusive and pluralistic-- that is all students should be able to feel included and comfortable. The guidelines include the following:

1. The role that diverse religious traditions have played in the historical development of our society should be recognized.
2. A school program or student performance should not be a forum for religious worship-- all school programs should serve an educational purpose.
3. Student participation in any program, or performance (e.g., music) which may involve religious materials which a student may find personally objectionable should be voluntary.
4. Persons who are authorities on a particular culture or religion may serve as resources in the classroom.
5. Religious symbols may be used as teaching aids when used objectively to teach about a religious heritage.
6. Christmas trees, Santa Claus, and Easter eggs and bunnies are considered to be secular, seasonal symbols and may be displayed provided they do not disrupt the instructional program for students.
7. Holiday parties may be held as long as they do not become religious observances, as long as all children can be included or positive alternatives provided for those who choose not to participate.
8. In ceremonial functions, opening and closing remarks are used instead of invocations and benedictions.

9. Because baccalaureate is a traditionally religious service, it is sponsored by a community group rather than by the school district.

## **Section 9 Measuring and Reporting Academic Achievement**

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

Recording Grades. A sufficient number of grades must be recorded to justify all quarter and semester grades for each student. Please keep consistent and complete records.

Grade Scales. Teachers are to adhere to the following grade scales. Any deviation from the approved grade scales must be approved by the building principal. Teachers are to exercise professional judgment in assigning grades. Grades should not be distributed on a curve and should reflect the students' performance.

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

- 4 — Exceeds district standards
- 3 — Meets district standards
- 2 — Approaches but does not meet district standards
- 1 — Does not meet district standards

### Reconsideration of Grades/Marks [in Certificated Handbook]

The grades designated by teachers within their assignment will not be changed unilaterally by any administrator or other staff member. Questions raised concerning duly assigned grades will be resolved cooperatively in a conference which includes the teacher(s) involved and the principal. In the event a grade is questioned by parents or students, the parents/guardians and/or student may be included in the conference.

Failure to resolve the issue will result in a second conference involving the director of student services and the participants in the initial conference as described above. Subsequently the issue may be referred to the superintendent or designee.

Reports to Parents. Reports are made available to parents at least four times each year. The grade reports are produced from information supplied by teachers and distributed to students at school or are mailed to parents.

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

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

[Principal may need to customize the above three paragraphs]

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

## **Section 10 Parent-Teacher Conferences**

Parent-Teacher conferences are a critical opportunity for certificated staff to dialogue with parents (or guardians) of students regarding student achievement and learning. Certificated staff member attendance at Parent-Teacher conferences is mandatory. The schedule setting forth the dates and times for the Parent-Teacher conferences for the school year is as follows:

September 26	4:00-7:00 PM
October 1	4:00-7:00 PM
January 23	4:00-7:00 PM
January 28	4:00-7:00 PM

Certificated staff members are expected to be prepared for such conferences. Being prepared includes having up-to-date grade books which include student assignments, work and tests.

## **Section 11 Student Conduct and Discipline [in Certificated Handbook]**

It is the responsibility of the principal of each school to inform students and their parents or legal guardians about rules and regulations of the school.

All rules and regulations which may form the basis for discipline of students shall be distributed to students and their parents/guardians at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school.

Corporal punishment is not authorized in the Lincoln Public Schools.

## **Principal's Responsibility for Student Conduct [in Certificated Handbook]**

1. The Principal shall provide a school environment which promotes the instructional program and which encourages good student conduct and self-discipline.

2. The principal shall review and interpret Lincoln Board of Education disciplinary provisions:
  - a. Prior to the opening of school each year,
  - b. At intervals during each school year, and
  - c. With students and faculty members.
3. The principal or designee shall be responsible for informing students about applicable rules and regulations and changes.
4. The principal shall have copies of rules and regulations available to parents/guardians upon request.
5. The principal shall be responsible for the maintenance of records related to behavior problems.
6. The principal shall be responsible to post in conspicuous places in the school building, rules and regulations of the school.

### **Certificated Employees' Responsibility for Student Conduct [in Certificated Handbook]**

1. The principal shall be notified of actions for which a student shall be temporarily removed from the classroom.
2. The student shall be subject to the denial of certain classroom privileges.
3. The certificated employee shall be responsible for using reasonable measures necessary to maintain control:
  - a. In the classroom,
  - b. In the school building, and
  - c. On the school grounds.
4. Certificated employees shall be responsible for reporting all violations of school policies, rules, and regulations to the principal.

## **Article 5 – USE OF SCHOOL FACILITIES AND EQUIPMENT**

### **Section 1 Drug-Free Workplace**

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.

- a. 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.
- b. 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.

- c. As a condition of employment, employees will abide by the district's drug-free workplace policies and notify the Associate Superintendent for Human Resources or designee of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction.
- d. 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 employment.
- e. Employees shall be advised through employee publications about drug and alcohol counseling and rehabilitation and reentry programs that are available.
- f. Employees shall be furnished with a copy of this regulation.

This regulation 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.

The district's regulations and practices comply with the Federal Drug-Free Schools and with the Omnibus Transportation Employee Testing Act of 1991.

## **Section 2 Tobacco-Free Workplace**

The use of tobacco products is prohibited on school district property, at a school-sponsored activity, within school vehicles, and on property leased or contracted for educational services. Smoking shall also be prohibited in any area where school staff, students or members of the public may be present or may be affected by smoke including, without limitation, the stands and bleachers of outdoor athletic fields and near the entry of school buildings. For purposes of this policy, tobacco means any tobacco product (including, but not limited to, cigarettes, cigars and chewing tobacco), vapor products (such as e-cigarettes), alternative nicotine products, tobacco product lookalikes and products intended to replicate tobacco products either by appearance or effect. Staff members may use nicotine patches as part of a tobacco cessation program, but the patches may not be visible. Violation of this policy by employees will result in disciplinary action, up to and including termination.

All staff members in school buildings share the responsibility of adhering to and enforcing the policy prohibiting the use of tobacco products. Employees are expected to inform persons smoking on school property that they are in violation of district policy.

## **Section 3 Weapon-Free Workplace [in Certificated Handbook]**

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

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

- a. Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
- b. The frame or receiver of any object described in the preceding example;
- c. Any firearm muffler or silencer;
- d. Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device;
- e. Any bludgeon, sandclub, metal knuckles, or throwing star;
- f. Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2-1/2 inches or more is a prohibited weapon. Maintenance employees may possess a knife with a blade of 2-1/2 inches or more if such a knife is necessary as a tool for the employee's work and if used in the manner for which it was designed. A switch-blade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
- g. Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun; and
- h. Any other object that is designed for or intended for use as a destructive or injurious device.

A certificated staff member may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes and it shall not be considered as possession of a weapon. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. A certificated staff member who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action.

A certificated staff member may possess an item which may be considered a weapon where such item is used for instructional purposes and the certificated staff member has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed.

The phrase "possession of a weapon" includes, without limitation, a weapon in a certificated staff member's personal possession, as well as in a certificated staff member's motor vehicle, desk, locker, briefcase, backpack, or purse.

#### **Section 4 Use of District Computer Network and Internet [in Certificated Handbook]**

Certificated staff members have access to the District's computer network and the Internet for the enhancement and support of student instruction. The Lincoln Public Schools Certificated Personnel Handbook sets forth rules for use of the computer network and internet system, along

with Board policies and regulations. Disciplinary action will result for violations of such rules, policies and regulations, which may include but not be limited to: the immediate suspension or termination of the certificated staff member's Internet account and computer privileges, reprimand, suspension, or termination.

### Safeguarding Your Password

Disclosing your password to another person allows that person to view your personal payroll information; view and compose email under your name; view and alter your information within the time-and-attendance system; depending upon your position, view and alter student grades; and access other information intended only for you or for Lincoln Public Schools employees. Thus, it is absolutely imperative that you not disclose your computer password to anyone, including fellow employees and students.

### **Section 5 Use of School Facilities [all but first three sentences in Certificated Handbook]**

Certificated staff will be issued identification badges and may be issued keys to the school. Certificated staff members are expected to safeguard their keys and badges and to not allow others to have access to or to use their keys and badges. Staff members who lose their badge and/or keys should report the loss as soon as possible to school/department office professional or the Human Resources Department.

Certificated staff members are permitted to have access to school facilities during non-school time provided such access is for work-related purposes. When certificated staff members leave the building, they are to close all windows, lock their classroom door, and make sure that the entry door is fully closed and locked. This is especially important when certificated staff members are using the school facilities prior to the beginning of the school year and during any weekend or evening usage.

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

**Section 6 School Parking Lot** Certificated staff may park in the Certificated staff may park in the north, south and east parking lot. The parking lot is school property and items not permitted in school should not be brought into the parking lot.

### **Section 7 Visitors [first paragraph in Certificated Handbook]**

Certificated staff members are not to have visitors on school property except on a short-term basis and only with permission of the Principal. Included in the definition of visitors are family members of the certificated staff member. Certificated staff members are not to bring their children to school with them in lieu of taking them to childcare.

Students' parents and District patrons may be invited to visit school and observe classrooms. Invited visitors should be made to feel welcome. All visitors are required to check in with the security entrance monitor (SEM) and receive a visitor badge. If the visitor has not yet checked in

with the SEM, they should be directed to do so. If a parent or patron has requested to visit your classroom, and you feel that the visitor will unduly disrupt your classroom, notify the administration so suitable arrangements may be made for the classroom visit.

#### **Section 6      Salespersons [in Certificated Handbook]**

Certificated staff shall not allow salespersons, representatives or agents of any commercial enterprise or theatrical presentation to call upon, secure contracts or student orders and business from employees engaged in their duties except for such times as may be designated by the Superintendent or designee. By law, the hours of no solicitation are between 8:30 a.m. and 5:00 p.m. on all days school is in session. If you are required to be at work earlier than 8:30 a.m., the hours are extended to that earlier time as well.

Classrooms, buildings or other school property are not to be used for personal use or profit without specific approval from the district. Certificated staff shall not use time for which the certificated staff member is on duty or paid by the District to engage in any activity for personal financial profit. Any violation of this policy will be held to be willful insubordination.

#### **Section 7      Security of Desks and Lockers [in Certificated Handbook]**

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

The school exercises exclusive control over school property and reserves the right to search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a no investigatory work-related purpose, such as to retrieve a file. School-related documents or records must remain readily available to administration and other appropriate school staff. Any personal items a certificated staff member wants to have kept private should be kept in a separate personal storage device, such as a brief case, purse or backpack.

The District is not responsible for any personal property certificated staff may bring to school. Certificated staff members are cautioned not to bring large amounts of money or items of significant value to school.

#### **Section 8      Video Surveillance [in Certificated Handbook]**

The Lincoln Board of Education authorizes the use of video cameras and other passive electronic measures (such as motion detectors) for monitoring transportation and interior and exterior public areas for the purposes of ensuring the health, welfare and safety of staff, students and visitors, safeguarding district facilities and equipment and maintaining student discipline and an appropriate educational and work environment. The devices shall not be placed or operational in locations in which individuals have a high expectation of privacy, such as restrooms and locker rooms. Video recordings are considered student educational records and may be subject to FERPA guidelines.

An annual Board review of the use of video surveillance will occur.



1. Placement. Video cameras and similar devices are authorized to be used on school facilities, school vehicles and other places within the control of the District. The locations in which the devices will be placed and the times the devices will be in use are to be determined by the Superintendent or the Superintendent's designee consistent with the purposes set forth in this policy. The devices shall not be placed or operational in locations in which individuals have a high expectation of privacy, such as restrooms and locker rooms.
2. Notice. Notice of the fact that video surveillance cameras are being utilized shall be given through appropriate mechanisms, such as by posting signs in the building entry and other locations and by including a notice in the student-parent and staff handbooks. If sound recording is deployed, notice of such shall also be given.
3. Viewing Monitors and Video Recordings. Monitors used to view video recordings are to be located and positioned such that only authorized personnel are able to see the images on the monitors, to the extent practicable. Only authorized personnel shall be allowed to view recorded video. Authorized personnel for these purposes are: school administrators, security staff, school staff members with a direct involvement with the recorded contents of the specific video recording and employees or agents responsible for the technical operations of the system (for technical purposes only).

School administrators may allow law enforcement officers to view monitors and recorded video when such is consistent with school security and discipline and consistent with law.

Students shall not be permitted to view the monitors. Students shall not be permitted to view recorded video except where the individual student is the focus of the recorded video.

4. Use of Video Recordings. Video records may be used as a basis for student or employee disciplinary action and for making reports to law enforcement.
5. Video Recordings as Education Records. Video recordings will be maintained as confidential records to the extent provided for by law.
6. Maintaining Video Recordings. The District shall comply with all applicable state and federal laws related to record maintenance and retention of video recordings. Video recordings that contain personal information shall be securely stored and, when such recordings are no longer needed or required to be maintained, shall be properly disposed of or erased.
7. Maintaining the Integrity of the Video Surveillance System. The building principals or designees shall be responsible for periodically checking the video surveillance system within their building to ensure it is operating properly. Students or staff who vandalize, damage, disable or render inoperable surveillance cameras or equipment or use the video surveillance system in a manner that is not consistent with the purposes set forth in this regulation, shall be subject to appropriate disciplinary action (up to and including expulsion for a student and termination for a staff member) and referral to appropriate law enforcement authorities.

## **Section 9      Bulletins and Announcements**

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. Posters are not to be attached to any painted wall surfaces. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

## **Section 10 Plagiarism, Copyright and Patents [in Certificated Handbook]**

### **Plagiarism**

Plagiarism by staff or students is considered academic dishonesty, is prohibited and may result in disciplinary action including termination from employment or expulsion from school. Plagiarism is the use or close imitation of the work, language or ideas of another and the representation of them as one's own original work. All staff shall be responsible for informing themselves and reviewing relevant information pertaining to plagiarism. Teachers will instruct students in appropriate research and citation practices.

### **Copyrights and Patents**

It is the intent of the Lincoln Public Schools to adhere to the provisions of U.S. Copyright Law and the Patent Act. All parties, including administrators, teachers, other staff members and students are prohibited from using, copying or transmitting materials not specifically allowed by fair use, copyright or patent law, licenses or contractual agreements or permission. All staff shall be responsible for informing themselves and reviewing relevant information pertaining to copyright and patent rules, fair use, District licenses or contractual agreements and permissions. Anyone who disregards this copyright and patent policy is in violation, assumes all responsibility for infringement, including possible civil liability and criminal prosecution and may be subject to disciplinary action including termination from employment. The District does not assume any legal responsibility for any infringement of copyrights, patents or other proprietary rights. Copyright and patent information will be provided to assist employees so that they can perform their duties within the intent of the law. The District departments of Library Media Services or Computing Services should be contacted with any questions.

All staff shall also respect the copyright, patent and proprietary rights of any materials accessed through the District's network system or technology resources. Staff may not use or duplicate copyrighted or patented materials, graphics, software (including District-owned or –licensed software) or other proprietary materials without permission from the copyright or patent holder, unless the use falls within fair use parameters, licenses or contractual agreements or permissions, whether for personal use or for the use of others.

The following notice shall be placed on or near equipment capable of duplicating or transmitting copyrighted materials:

“The copyright laws of the United States govern the duplication, retention, transmittal and use of copyrighted material. Anyone using this equipment is responsible for compliance with the law.”

Persons who secure permission, licenses or other contractual agreements shall maintain adequate records regarding the use of copyrighted or patented materials.

### **Work Made for Hire**

The District seeks to provide an environment in which administrators, teachers and staff can

discover and transmit the knowledge and wisdom which will help to improve the quality of education. The rights of the District concerning production, ownership and use of inventions, patentable and copyrightable materials or other intellectual property or proprietary materials shall be controlled by this policy.

Under federal law, any work prepared by an employee within the scope of his or her employment is considered a “work made for hire.” Work made for hire is the exclusive property of the employer. Work for hire includes work prepared during duty time, after duty time and when school is in or not in session. Work made for hire includes, but is not limited to, teaching materials, curriculum, business management systems, individual staff web pages or information or material posted on the Internet through the District’s system, computer programs or other educational tools or materials and revisions and updating of manuals and textbooks and other publications.

Each District employee, by continuing in employment, agrees to assign to the District such employee’s entire right, title and interest in and to such works made for hire. Employees shall not use the District’s work made for hire for any commercial use without the express written approval of the Superintendent of Schools or the Superintendent’s designee.

### **Section 11 Lost and Found**

Certificated staff members who find lost articles are asked to take them to the office, where the articles can be claimed by the owner.

### **Section 12 Security and Safety**

#### Crisis Situations

LPS is using a new, plain language response to crisis situations. Standard Response Protocol (SRP) has replaced the Code Red system. Information about SRP is available on the security page on the LPS web site. Information about SRP can also be found on the I Love U Guys Foundation webpage at [iloveuguy.org](http://iloveuguy.org).

#### Threat Assessment

The goal of the Threat Assessment Process is to provide an integrated and coordinated process for identifying and responding to students, staff and other individuals who may be at risk of harming themselves or others – knowing that promoting and creating a safe and secure environment in our school district helps create the most appropriate foundation for enhancing student learning and student success. Find out more about the process of reporting concerning behavior at <http://home.lps.org/threat/>.

#### Use of Personal Vehicles to Transport Students

Employees are not required to use their personal vehicles to transport students and are discouraged from this practice. Employees who volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. If you transport students in your personal vehicle, you are responsible for any injury or accident. All passengers must wear seat belts.

If you plan to transport students in your vehicle, you must first submit the form contained in Human Resources Bulletin #5 located within the district web page.

Field or activity trips may be taken in privately-owned automobiles under the following circumstances:

1. The automobile is driven by a licensed driver and the trip is supervised by an adult.
2. Student participation is not mandatory.
3. Students have written permission from parents to participate with indication to parents regarding the mode of transportation.
4. No charge is made to the student or payment to the driver, except that there may be reimbursement of actual expense incurred.
5. The driver/owner of the automobile carries the minimum liability insurance required under Nebraska law.
6. The driver completes the appropriate forms required by the district. If you plan to transport students in your vehicle, you must first submit the form contained in Human Resources Bulletin #5 located within the district web site.

#### Accidents

Every accident which results in a personal injury must be reported to the Principal immediately. In the event the injury involves a student, the certificated staff member responsible for the student either as teacher, coach or sponsor is responsible for making the report. If the injury occurs in the presence of the certificated staff member, the certificated staff member is also responsible for making a report. Human Resource bulletins describing the accident procedures and reporting requirements are available on the LPS website at <http://www.lps.org/hr/risk/>.

#### Workers Compensation

Staff members are required to immediately report any work-related injury and/or work-related medical condition to their supervisor, call Risk Management and complete all appropriate paperwork. Human Resource bulletins describing the workers' compensation procedures and reporting requirements are available on the LPS website at <http://www.lps.org/hr/risk/>.

#### **Section 13 Expense Reimbursement**

For information about the procedures for expense reimbursement, refer to current provisions of Business Affairs Bulletins #20, 25, 26, and 35.

#### **Section 14 Return of District Property Upon Separation or Leave of Absence [in Certificated Handbook]**

When, for any reason, employment ends, the former employee is to return all district property immediately. If the immediate return of district property is not possible, the employee is to return the property within one working day. District property includes but is not limited to building keys, name badges, teacher edition texts and district computer equipment.

Any employee granted a full-time leave of absence should return all district property prior to taking such leave.

#### **Section 15 Identification Badges**

All staff, visitors and high school students will be required to have district-issued identification.

1. All employed staff shall be issued official Lincoln Public Schools staff identification badges, including a picture of the employee. Staff shall be required to visibly display their staff identification badges at all times when in the school facilities. When on duty in a place other than a school facility, staff shall wear the badges at such other times as directed by an administrator or supervisor. If a staff identification badge is lost, the employee to whom it is assigned shall immediately notify his/her immediate supervisor and come to the Human Resources Department in order to receive a replacement. The employee may be made responsible for the replacement cost. Until the badge is replaced, the employee must sign in and secure a Visitor Badge upon entering a school facility. Upon the end of the employment, the staff identification badge must be turned in to the school office.
2. Visitors to the school facilities during the school day must report to the office and sign in, giving full name and reason for being in the school. Visitors approved to be in the school facility are to be issued a District Standard Visitor Badge. Visitors must display the Visitor Badge at all times when in the school facility. Visitors not complying will be asked to leave the school facility. Upon the conclusion of the visit to school, the visitor shall be required to turn in the Visitor Badge to the school office and sign out. Exceptions to the requirement for a visible visitor badge may be made for programs or events that are attended by large numbers of visitors during the school day.
3. Fraudulently obtaining Lincoln Public Schools identification badges or cards, or altering or misusing badges or cards, or participation in such, will lead to disciplinary action when engaged in by staff or students. Visitors who engage in such conduct will have limitations placed on access to school facilities and school activities, including, as appropriate, a total ban from campus. Identification badges and cards may not be altered in any fashion with drawings, stickers or other added items.
5. The building administrator or designee is authorized to enforce this regulation.

### **Section 16 Electronic Device Repair and Replacement Program**

Employees are responsible for the care of district-owned equipment including laptop computers and other electronic devices. The Electronic Device Repair and Replacement Program (the Program) is an optional program that allows an employee to cover some of the risks for district-owned laptop computers and other covered electronic devices. The Program provides repair or replacement due to:

- Accidental Damage
- Liquid Damage and Drops
- Theft
- Fire
- Vandalism
- Natural Disasters (floods, hurricanes, earthquakes, tornados, water damage, and power surge due to lightning)

An employee may enroll within 30 days of the receipt of a laptop computer or other covered electronic device or during the annual enrollment period designated by the district (generally in the fall).

Please see the important details concerning the Program contained in the Info Center for Employees (ICE).

## **Article 6 – STATE AND FEDERAL PROGRAMS**

### **Section 1 Notice of Nondiscrimination**

Lincoln Public Schools does not discriminate on the basis of a person's age, citizenship status, color, disability, economic status, genetic information, marital status, national or ethnic origin, pregnancy, childbirth or related medical condition, race, religion, sex, sexual orientation, veteran status, or any other protected class designated under state or federal law in admission or access to, or treatment of employment, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The Coordinators listed in the following section have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Local complaint or grievance procedures are provided for by the district and set forth in this handbook. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints may be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender), Title VII (discrimination or harassment based on race, color, sex, national or ethnic origin, or religion), or Section 504 (discrimination, harassment or failure to accommodate a disability). Complaints may be filed with the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race, color, sex, national or ethnic origin, or religion), the Americans with Disabilities Act (discrimination, harassment or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age), the Uniformed Services Employment and Reemployment Rights Act (discrimination based on military status), the Genetic Information Nondiscrimination Act (discrimination based on genetic information), or the Equal Pay Act (compensation equality). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights  
One Petticoat Lane  
1010 Walnut Street, Suite 320  
Kansas City, MO 64106  
(816) 268-0550; Fax (816) 268-0559  
TDD (800) 877-8339  
Email: [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov)

The U.S. Equal Employment Opportunity  
Commission (EEOC)  
Gateway Tower II  
400 State Avenue, Suite 905  
Kansas City, KS 66101  
(800) 669-4000; TTY: (800) 669-6820;

A publication provided by the federal government concerning rights of non-discrimination is contained as Appendix A of this handbook.

## Section 2 Designation of Coordinators

Any person having inquiries concerning the District's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for each coordinator is: Lincoln Public Schools, 5905 O Street, Lincoln, NE 68510. The telephone numbers are provided below.

Law, Policy or Program	Issue or Concern	Coordinator
Title VII	Discrimination or harassment based on race, color, religion, sex, national or ethnic origin or any other protected class per federal law; harassment	Russ Uhing- Equity Administrator-436-1650 <a href="mailto:duhing@lps.org">duhing@lps.org</a> (Students) Walter Powell Jr – Equity, Diversity and Multicultural Administrator-436-1604 <a href="mailto:wpowell2@lps.org">wpowell2@lps.org</a> (Students) Employees should contact Dr. Eric Weber, Associate Superintendent for Human Resources-436-1575 <a href="mailto:eweber@lps.org">eweber@lps.org</a>
ADEA, USERRA, GINA, and Equal Pay Act	Discrimination or harassment based on age, military status, genetic information, or any other protected class per federal law; harassment; compensation equality	Dr. Eric Weber, Associate Superintendent for Human Resources-436-1575 <a href="mailto:eweber@lps.org">eweber@lps.org</a>
Title IX	Discrimination or harassment based on sex; gender equity	Dr. Eric Weber, Title IX Officer and Associate Superintendent for Human Resources-436-1575 <a href="mailto:eweber@lps.org">eweber@lps.org</a>
Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Marla Styles, ADA Coordinator-436-1579, <a href="mailto:mstyles@lps.org">mstyles@lps.org</a> Russ Uhing-504 Coordinator-436-1650, <a href="mailto:duhing@lps.org">duhing@lps.org</a> (Students)
Homeless student laws	Children who are homeless	Russ Uhing-Homeless Coordinator-436-1650, <a href="mailto:duhing@lps.org">duhing@lps.org</a>
Safe and Drug Free Schools and Communities	Safe and drug free schools	Russ Uhing-Director of Student Services-436-1650, <a href="mailto:duhing@lps.org">duhing@lps.org</a>

## Section 3 Anti-Discrimination & Harassment Policy

### Elimination of Discrimination

Lincoln Public Schools is committed to providing a workplace and learning environment free of discrimination and harassment for students and employees. Accordingly, discrimination or harassment of any kind by supervisors or coworkers is prohibited. In addition, the District will endeavor to protect employees from reported discrimination or harassment in the workplace by students and other non-employees. Discrimination or harassment based on a person's age, citizenship status, color, disability, economic status, genetic information, marital status, national or ethnic origin, pregnancy, childbirth or related medical condition, race, religion, sex, sexual orientation, veteran status, or any other protected class designated under state or federal law is specifically prohibited by Lincoln Board of Education policy and/or federal and state law.

### **Preventing Harassment and Discrimination**

All persons employed by or acting on behalf of Lincoln Public Schools are expected to:

- A. Demonstrate at all times a respect for others regardless of age, citizenship status, color, disability, economic status, genetic information, marital status, national or ethnic origin, pregnancy, childbirth or related medical condition, race, religion, sex, sexual orientation, veteran status, or any other protected class designated under state or federal law or other personal attribute. Any verbal or physical conduct which unreasonably interferes with the person's work performance or creates an intimidating work environment constitutes harassment or discrimination.
- B. Refrain from actions or the use of language, including ethnic or racial slurs, which is disparaging or demeaning to an individual's appearance, ability, beliefs or other personal attributes.
- C. Refrain from unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication constituting sexual harassment. Sexual harassment may take many forms including, but not limited to:
  1. Verbal harassment or abuse including unwelcome sexually oriented communication;
  2. Subtle pressure or requests for sexual activity;
  3. Unnecessary touching of an individual, e.g., patting, pinching, hugging, repeated brushing against another person's body;
  4. Requesting or demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or student's status;
  5. Requesting or demanding sexual favors accompanied by implied or overt promise of preferential treatment with regard to an individual's employment or student status; or
  6. Sexual assault.
- D. Report any incident of harassment or discrimination of or by any employee, student or non-employee within or which affects the school environment.

### **Complaint and Grievance (Policy Regulation 4880.2)**

All employees are responsible for helping to prevent discrimination or harassment. Employees who believe they have been subjected to, or believe they have witnessed discrimination or harassment should follow these procedures:



1. Directly inform the person engaging in the discrimination or harassment that such conduct is offensive and must stop.
2. Contact your principal or supervisor or the principal or supervisor of the offending person, or contact the Title IX Officer, the Associate Superintendent for Human Resources, if you do not wish to communicate directly with the person whose conduct is offensive or if direct communication with the offending person has been ineffective.
3. Report the matter to the Title IX Officer, the Associate Superintendent for Human Resources, if the offending conduct continues or has not been resolved to your satisfaction after you have reported the matter to a principal or supervisor.
4. Report to the principal or the supervisor of the school or to the Title IX Officer, the Associate Superintendent for Human Resources, if you are the adult to whom the student has made a report so that the matter can be properly resolved.

Allegations of harassment or discrimination shall be investigated and if substantiated, corrective or disciplinary action taken, up to and including dismissal from employment if the offender is an employee, or suspension and/or expulsion, if the offender is a student. Retaliatory action will not be taken against an employee for reporting discrimination or harassment.

#### **Section 4 Complaint Procedure for Persons with a Disability**

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

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

## **Section 5 Confidentiality of Student Records (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and Board policy. Employees may have access to only those education records in which they have a legitimate educational interest, unless the parent has given written and dated consent for the access. An employee who violates this restriction shall be subject to disciplinary action up to and including termination. Further information about FERPA and the District's policies under FERPA are found in Board policy and in the student handbook.

## **Section 6 Disclosure of Student Information to Military Recruiters and Colleges [Secondary Schools Only]**

Federal Law requires the District to provide military recruiters and institutions of higher education access to secondary school students' names, addresses and telephone listings. Parents, family members and secondary students have the right to request that the school not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written consent.

All requests for student information from recruiters and institutions of higher learning are to be referred to the building principal.

## **Section 7 Disclosure to Parents of Students in Programs Receiving Title I Funding**

Staff Qualifications. At the beginning of each school year, if the District receives Title I funding, the District shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- (A) Whether the student's teacher—
  - (i) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - (ii) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - (iii) is teaching in the field of discipline of the certification of the teacher.
- (B) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Testing Opt-Out. Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding any State or District policy regarding student participation in any State or District assessments, including the District's policy and procedure on the parental right to opt the child out of such assessment(s). The District shall also make widely available through public means (including by posting in a clear and easily accessible manner on the District's website) information on each State or District assessment, including:

- (A) the subject matter assessed;
- (B) the purpose for which the assessment is designed and used;

- (C) the source of the requirement for the assessment;
- (D) the amount of time students will spend taking the assessment, and the schedule for the assessment; and
- (E) the time and format for disseminating results.

Language Instruction Programs. If the District receives Title I funds, parents of English learners will be informed regarding how the parents can—

- (A) be involved in the education of their children; and
- (B) be active participants in assisting their children to—
  - (i) attain English proficiency;
  - (ii) achieve at high levels within a well-rounded education; and
  - (iii) meet the challenging State academic standards expected of all students.

The District will also inform parents of an English learner identified student of opportunities to participate in various school programs, as set forth in federal law.

Please contact the administrative office to receive the foregoing information.

## **Section 8 Student Privacy Protection**

Federal Law requires the district to protect the privacy of students. Further information about student privacy and the district's policies with regard to student privacy are found in Board policy and in the student handbook. In general, employees are expected to comply with these provisions of the Every Student Succeeds Act (ESSA) and related Board policy, as follows:

### 1. External Research

The Director of Evaluation Services or the director's designee will be responsible for reviewing and approving requests to conduct external research in the Lincoln Public Schools. A Lincoln Public Schools' Research Review Committee will be established to assist in the review process. The purpose of the review is to insure that external research proposals do not unduly interfere with instruction or the operation of the school and that the rights of students, parents and staff are adequately protected. In the review process, priority will be given to research that is of interest to Lincoln Public Schools' staff or that has direct application for the improvement of educational practice. Based on the review, the proposal will either be approved or disapproved.

External research is defined as research being conducted by individuals or by institutions other than the Lincoln Public Schools or Educational Service Unit 18 on behalf of the Lincoln Public Schools. Research conducted by District employees as part of their job responsibilities is considered to be District research and is not covered by this policy. However, research conducted by employees to meet course or graduation requirements of an institution of higher education is classified as external research.

Participation in research is defined as using instructional time on research-related activities including the collection of data; providing information about Lincoln Public Schools students, the District or a school; the completion of surveys distributed through school channels; and interviews conducted during the school day. It does not include the completion of surveys received through the U.S. mail by individual teachers or administrators or interviews conducted after normal school hours.

Participation of schools and individual staff in approved external research is voluntary. The building principal can decide whether or not his/her building and staff will participate in an approved external research project.

Requests to conduct research in the Lincoln Public Schools must be submitted in writing to the Director of Evaluation Services or the director's designee at least 30 days before the study is scheduled to begin. The request must include (1) the name, address, telephone number, agency affiliation (if there is one) and signature of the primary investigator(s); (2) a brief description of the study that addresses objectives, rationale, procedures, and timelines; (3) detailed information on what is expected of the Lincoln Public Schools; (4) copies of all data collection instruments, parent/guardian/participant consent forms, and materials to be used with students.

Prior written consent of a parent or legal guardian will be required for student surveys, evaluations, questionnaires, opinionnaires, interviews or other assessments which include one or more questions regarding, or which may reveal information concerning the following protected areas ("protected information survey") if the survey is funded in whole or part by a program of the U.S. Department of Education (ED):

1. political affiliation or beliefs of the student or the student's parent;
2. mental and psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom the student has close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations or beliefs of the student or the student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents/guardians, family members and students shall be given notice of their right to opt out or not participate in other external research studies that concern:

1. A protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

All surveys, questionnaires, opinionnaires, interviews and other assessments administered during such evaluation and external research studies will be available for review by parents/legal guardians and family members, and in the consent forms and annually in the same manner parents/guardians, family members and students are informed of rights under the Family Educational Rights and Privacy Act.

All such external surveys, assessments and other data collection instruments shall be made available to parents, family members and legal guardians for review prior to their use with students. The instruments will also be available for review for a reasonable period of time following their use with students. The researcher shall be required to make the instruments available to parents, family members and legal guardians upon the school's request.

The approximate dates of research and evaluation activities shall be throughout the school year. A schedule of known dates of activity shall be made available to students and parents and can be obtained at each school building or from the Director of Evaluation Services or the director's designee (Phone: (402) 436-1000 or Director of Evaluation Services, 5905 "O" Street, Lincoln, Nebraska 68510).

Upon completion of the study, the primary investigator shall provide the Director of Evaluation Services or the director's designee with a summary of findings and, upon request, provide a complete report of procedures and findings. The primary investigator shall also provide the Director of Evaluation Services or the director's designee with advance copies of all articles and all presentations at national or regional conferences based on research either conducted exclusively in the district or in which the district is identified.

### **Section 9      Mental Health Assessment or Service**

The District shall obtain informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under the Every Student Succeeds Act ("ESSA"). Before obtaining the consent, the District shall provide the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.

### **Section 10      Parental Involvement**

#### General - Parental/Community Involvement in Schools

Lincoln Public Schools welcomes parental and family involvement in the education of their children. We recognize that parental and family involvement increases student success. It is Lincoln Public Schools' policy to foster and facilitate, to the extent appropriate and in their primary language, parental and family information about, and involvement in, the education of their children. Policies and regulations are established to protect the emotional, physical, and social well-being of all students.

- A. Parental and family involvement is a part of the ongoing and timely planning, review and improvement of District and building programs.
- B. Parents and family members are encouraged to support the implementation of District policies and regulations.
- C. Parents and family members are encouraged to monitor their student's progress by reviewing materials sent home from school by staff, online student information and quarterly report cards and attending parent-teacher conferences.
- D. Textbooks, tests and other curriculum materials used in the District are available for review by parents and family members upon request.
- E. Parents and family members are provided access to records of students according to law and school policy.

- F. Parents and family members are encouraged to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher or counselor and administrator. Parents' and family members' continued attendance at such activities will be based on the students' well-being.
- G. Testing occurs in this school District as determined to be appropriate by District staff to assure proper measurement of educational progress and achievement.
- H. Parents and family members submitting written requests to have their student excused from testing, classroom instruction and other school experiences will be granted that request when possible and educationally appropriate. Requests should be submitted to the proper teacher or administrator within a reasonable time prior to the testing, classroom instruction or other school experience and should be accompanied by a written explanation for the request. A plan for an acceptable alternative shall be approved by the proper teacher and administrator prior to, or as a part of, the granting of any parent request.
- I. Participation in surveys of students occurs in this District when determined appropriate by District staff for educational purposes. Parents and family members will be notified prior to the administration of surveys in accordance with District policy. Timely written parental and family member requests to remove students from such surveys will be granted in accordance with District policy (6620, 6620.1, 6621, 6621.1). In some cases (see regulation 6621.1), parent or other applicable permission must be given before the survey is administered.
- J. Parents and family members are invited to express their concerns, share their ideas and advocate for their children's education with Lincoln Board of Education members, administrators and staff.
- K. School District staff, parents and family members will participate in an annual evaluation and revision, if needed, of the content and effectiveness of the parental and family involvement policy.

It is also the policy of Lincoln Public Schools to implement programs, activities and procedures for the involvement of parents and family members in Title I programs and all applicable federal laws. Such programs, activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

#### Parental and Family Involvement in Title I Programs

The policies set forth in this regulation apply to parents and family members of students in Title I programs and have been established in order to implement programs, activities and procedures for the involvement of parents in Title I programs consistent with the Title I laws.

#### Expectations for Parental and Family Involvement

It is the expectation of Lincoln Public Schools that parents and family members of participating children will have opportunities available for parental and family member involvement in the programs, activities and procedures of the District's Title I program. The term "parental and family involvement" means the participation of parents and family members in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring (A) that parents and family members play an integral role in assisting their children's learning; (B) that parents and family members are encouraged to be actively involved in their child's education at school; (C) that parents and family members are full partners in their

child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in this parental and family involvement policy. The District intends to meet this expectation through the following activities:

- A. Involving parents and family members in the joint development of the District's Title I plan and the processes of school review and school improvement.
- B. Providing coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.
- C. Building the schools' and parents'/family members' capacity for strong parental and family member involvement.
- D. Coordinating and integrating parental involvement strategies under Title I with parental and family member involvement strategies under other programs.
- E. Conducting, with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parental and family involvement policy in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents and family members in Title I programs, with particular attention to parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background, and use the findings of such evaluation to design strategies for more effective parental and family involvement and to revise, if necessary, the parental and family involvement policies of the District.
- F. Involving parents and family members in the activities of the schools served under Title I.

### **Section 11 Homeless Students**

Federal Law requires that homeless students not be stigmatized or segregated on the basis of their status as homeless. Homeless children generally include children who lack a fixed, regular, and adequate nighttime residence. The Homeless Coordinator should be contacted for questions relating to a homeless student.

### **Section 12 Breakfast and Lunch Programs**

The District participates in the National School Lunch Program. Employees are expected to keep information about the participation of students in the program confidential.

We will be using finger scan for all students (except those that opted out). A parent/guardian deposits money into an account that is accessed by the child entering their finger scan in the cafeteria.

Lunch letters will be sent home in Friday Folder's when a student's account is low or a negative balance appears.

### **Section 13 Confidentiality of Protected Health Information**

It is the policy of the District to develop and implement all necessary practices, policies, and procedures to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) where and to the extent applicable and to maintain the privacy of protected health information (PHI), as that term is defined by HIPAA, that it receives, obtains, or transmits for employees and students. The District designates the Benefits Specialist as its HIPAA privacy

officer. Student and employee records containing PHI shall be accessible only to those who require such information to carry out their duties.

**Section 14 Public Health Emergencies (Policy 2501) [In Certificated Handbook]**

In the event of communicable disease outbreak, epidemic or other public health emergency or disaster, the Superintendent or his/her designee will determine the role and activities of the district in coordination with community planning by the local and state public health authorities. As needed, the Superintendent may cancel extracurricular activities, close one or more schools, designate facilities and personnel for purposes related to community response to epidemic and/or institute other measures as appropriate for the public safety and wellbeing.



## APPENDIX A

# Equal Employment Opportunity is **THE LAW**

### Private Employers, State and Local Governments, Educational Institutions, Employment Agencies and Labor Organizations

Applicants to and employees of most private employers, state and local governments, educational institutions, employment agencies and labor organizations are protected under Federal law from discrimination on the following bases:

#### **RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN**

Title VII of the Civil Rights Act of 1964, as amended, protects applicants and employees from discrimination in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment, on the basis of race, color, religion, sex (including pregnancy), or national origin. Religious discrimination includes failing to reasonably accommodate an employee's religious practices where the accommodation does not impose undue hardship.

#### **DISABILITY**

Title I and Title V of the Americans with Disabilities Act of 1990, as amended, protect qualified individuals from discrimination on the basis of disability in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment. Disability discrimination includes not making reasonable accommodation to the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, barring undue hardship.

#### **AGE**

The Age Discrimination in Employment Act of 1967, as amended, protects applicants and employees 40 years of age or older from discrimination based on age in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment.

#### **SEX (WAGES)**

In addition to sex discrimination prohibited by Title VII of the Civil Rights Act, as amended, the Equal Pay Act of 1963, as amended, prohibits sex discrimination in the payment of wages to women and men performing substantially equal work, in jobs that require equal skill, effort, and responsibility, under similar working conditions, in the same establishment.

#### **GENETICS**

Title II of the Genetic Information Nondiscrimination Act of 2008 protects applicants and employees from discrimination based on genetic information in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment. GINA also restricts employers' acquisition of genetic information and strictly limits disclosure of genetic information. Genetic information includes information about genetic tests of applicants, employees, or their family members; the manifestation of diseases or disorders in family members (family medical history); and requests for or receipt of genetic services by applicants, employees, or their family members.

#### **RETALIATION**

All of these Federal laws prohibit covered entities from retaliating against a person who files a charge of discrimination, participates in a discrimination proceeding, or otherwise opposes an unlawful employment practice.

#### **WHAT TO DO IF YOU BELIEVE DISCRIMINATION HAS OCCURRED**

There are strict time limits for filing charges of employment discrimination. To preserve the ability of EEOC to act on your behalf and to protect your right to file a private lawsuit, should you ultimately need to, you should contact EEOC promptly when discrimination is suspected:

The U.S. Equal Employment Opportunity Commission (EEOC), 1-800-669-4000 (toll-free) or 1-800-669-6820 (toll-free TTY number for individuals with hearing impairments). EEOC field office information is available at [www.eeoc.gov](http://www.eeoc.gov) or in most telephone directories in the U.S. Government or Federal Government section. Additional information about EEOC, including information about charge filing, is available at [www.eeoc.gov](http://www.eeoc.gov).

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### Employers Holding Federal Contracts or Subcontracts

Applicants to and employees of companies with a Federal government contract or subcontract are protected under Federal law from discrimination on the following bases:

#### **RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN**

Executive Order 11246, as amended, prohibits job discrimination on the basis of race, color, religion, sex or national origin, and requires affirmative action to ensure equality of opportunity in all aspects of employment.

#### **INDIVIDUALS WITH DISABILITIES**

Section 503 of the Rehabilitation Act of 1973, as amended, protects qualified individuals from discrimination on the basis of disability in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment. Disability discrimination includes not making reasonable accommodation to the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, barring undue hardship. Section 503 also requires that Federal contractors take affirmative action to employ and advance in employment qualified individuals with disabilities at all levels of employment, including the executive level.

#### **DISABLED, RECENTLY SEPARATED, OTHER PROTECTED, AND ARMED FORCES SERVICE MEDAL VETERANS**

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. 4212, prohibits job discrimination and requires affirmative action to employ and advance in employment disabled veterans, recently separated veterans (within

three years of discharge or release from active duty), other protected veterans (veterans who served during a war or in a campaign or expedition for which a campaign badge has been authorized), and Armed Forces service medal veterans (veterans who, while on active duty, participated in a U.S. military operation for which an Armed Forces service medal was awarded).

#### **RETALIATION**

Retaliation is prohibited against a person who files a complaint of discrimination, participates in an OFCCP proceeding, or otherwise opposes discrimination under these Federal laws.

Any person who believes a contractor has violated its nondiscrimination or affirmative action obligations under the authorities above should contact immediately:

The Office of Federal Contract Compliance Programs (OFCCP), U.S. Department of Labor, 200 Constitution Avenue, N.W., Washington, D.C. 20210, 1-800-397-6251 (toll-free) or (202) 693-1337 (TTY). OFCCP may also be contacted by e-mail at [OFCCP-Public@dol.gov](mailto:OFCCP-Public@dol.gov), or by calling an OFCCP regional or district office, listed in most telephone directories under U.S. Government, Department of Labor.

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## **Programs or Activities Receiving Federal Financial Assistance**

### **RACE, COLOR, NATIONAL ORIGIN, SEX**

In addition to the protections of Title VII of the Civil Rights Act of 1964, as amended, Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination on the basis of race, color or national origin in programs or activities receiving Federal financial assistance. Employment discrimination is covered by Title VI if the primary objective of the financial assistance is provision of employment, or where employment discrimination causes or may cause discrimination in providing services under such programs. Title IX of the Education Amendments of 1972 prohibits employment discrimination on the basis of sex in educational programs or activities which receive Federal financial assistance.

*EEOC 9/02 and OFCCP 8/08 Versions Useable With 11/09 Supplement*

### **INDIVIDUALS WITH DISABILITIES**

Section 504 of the Rehabilitation Act of 1973, as amended, prohibits employment discrimination on the basis of disability in any program or activity which receives Federal financial assistance. Discrimination is prohibited in all aspects of employment against persons with disabilities who, with or without reasonable accommodation, can perform the essential functions of the job.

If you believe you have been discriminated against in a program of any institution which receives Federal financial assistance, you should immediately contact the Federal agency providing such assistance.

*EEOC-P/E-1 (Revised 11/09)*

**RECEIPT OF 2019-2020 CERTIFICATED EMPLOYEE HANDBOOK  
OF Rousseau Elementary School**

This signed receipt acknowledges receipt of the 2019-2020 Certificated Employee Handbook of Rousseau Elementary School via paper copy or electronic format. This receipt acknowledges that I understand that I am to read and be familiar with the handbook, that I understand the handbook contains a disclaimer of contract, a drug-free workplace notice, and the District's anti-discrimination and harassment policies, and that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination.

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

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

Return to:

**Dr. Wendy Badje**, Principal  
Rousseau Elementary School