

# NIOBRARA PUBLIC SCHOOLS



# FACULTY HANDBOOK

MISSION STATEMENT

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VISION STATEMENT

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# MISSION STATEMENT

The mission of the Niobrara Public Schools is to equip all students to succeed in a complex changing world.

# VISION STATEMENT

The students of Niobrara Public School will continuously show growth in academics and character throughout their educational journey.

# DISTRICT LEADERSHIP

| Administrative Team |  |
|---------------------|--|
| Margaret Sandoz     | Superintendent                                   |
| Adrian Bowen        | PK-12 Principal                                  |
| Sarah Higgins       | Climate Transformation Grant Administrator, PBiS |
| Valerie Mullanix    | MTSS Administrator                               |
| School Board        |  |
| Gerald Kemp         | President  |
| Brian Stark         | Vice President                                   |
| Orvil Holz          | Secretary  |
| Ward Adema          | Treasurer  |
| Matt Moody          | Board Member                                     |
| Leon Klug           | Board Member                                     |

# CORE BELIEFS

**PASSION:** Children must have educators who are passionate about helping students learn and achieve their potential.

**PERSISTENCE:** Children must have educators who never give up on them, demonstrate persistence and perseverance by overcoming obstacles and challenges.

**ADVOCACY:** Children need each of us to act as their advocate.

**BELIEF THAT ALL STUDENTS CAN LEARN:** Every student should be held to high expectations and must have educators who believe all students will learn and be successful.

**ABILITY TO ENGAGE STUDENTS:** Educators must engage all of their students. Student engagement is one of the most important factors directly linked to student achievement.

**ABILITY TO BUILD RELATIONSHIPS:** Children must feel supported by their educators who will find ways to build strong relationships with students and families.

**CULTURAL RESPONSIVENESS:** Children of differing cultures and backgrounds must feel understood and comfortable by teachers who possess an awareness and sensitivity of cultures and backgrounds; and embrace student differences; and work to meet each student's needs. Family, school and community engagement is required for student success.



# TITLE IX

It is the policy of Niobrara Public Schools to not discriminate on the basis of sex, handicap or disability, race, color, religion, marital status, veteran status, or national or ethnic origin in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions with Niobrara Public Schools are asked to make their request to the Superintendent.

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

Sarah Higgins  
Title IX Coordinator  
247 N. Hwy 12, Niobrara, NE 68760  
[shiggins@niobraraschools.org](mailto:shiggins@niobraraschools.org)  
402-857-3322

For information regarding the Niobrara Public School District procedure for complaints of sexual harassment including the complaint process, how to file a report or a complaint of sexual harassment, how to file a formal complaint of sexual harassment, and how the District will respond to such complaints see Board Policy 103.01.

# 2020-2021 SCHOOL CALENDAR

## 2020-2021 School Calendar

NIOBRARA PUBLIC SCHOOL

247 N. Hwy 12  
402-867-3322 (Fax) 402-867-2718  
Niobrara, NE 68780

| July 2020 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | T  | F  | S  |
|           |    |    | 1  | 2  | 3  | 4  |
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| 12        | 13 | 14 | 15 | 16 | 17 | 18 |
| 19        | 20 | 21 | 22 | 23 | 24 | 25 |
| 26        | 27 | 28 | 29 | 30 | 31 |    |

| August 2020 |    |    |    |    |    |    |
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| 9           | 10 | 11 | 12 | 13 | 14 | 15 |
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| 23          | 24 | 25 | 26 | 27 | 28 | 29 |
| 30          | 31 |    |    |    |    |    |

| September 2020 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
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| 12             | 13 | 14 | 15 | 16 | 17 | 18 |
| 19             | 20 | 21 | 22 | 23 | 24 | 25 |
| 26             | 27 | 28 | 29 | 30 |    |    |

| October 2020 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
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| 10           | 11 | 12 | 13 | 14 | 15 | 16 |
| 17           | 18 | 19 | 20 | 21 | 22 | 23 |
| 24           | 25 | 26 | 27 | 28 | 29 | 30 |
| 31           |    |    |    |    |    |    |

| November 2020 |    |    |    |    |    |    |
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| 8             | 9  | 10 | 11 | 12 | 13 | 14 |
| 15            | 16 | 17 | 18 | 19 | 20 | 21 |
| 22            | 23 | 24 | 25 | 26 | 27 | 28 |
| 29            | 30 |    |    |    |    |    |

| December 2020 |    |    |    |    |    |    |
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| 12            | 13 | 14 | 15 | 16 | 17 | 18 |
| 19            | 20 | 21 | 22 | 23 | 24 | 25 |
| 26            | 27 | 28 | 29 | 30 | 31 |    |

- Aug 10-11 ..... CLI Teacher Work Days
- Aug 12 ..... LETRS Training K-5
- Aug 19 ..... First Day for Staff
- Aug 20 ..... First Day for Students
- Aug 31 ..... PK Starts
- Sep 7 ..... Labor Day
- Oct 12 ..... Fall Break - No School
- Oct 19-20 ..... Professional Development Days CLI
- Oct 23 ..... End of 1st Quarter
- Nov 18 ..... No Elementary/Staff Training
- Nov 25-27 ..... Thanksgiving Vacation
- Dec 23-Jan 3 ..... Winter Break/End 1st Semester
- Jan 4 ..... Classes Resume
- Jan 18 ..... No School
- Jan 25-26 ..... Professional Development Days CLI
- Feb 1 ..... No Elementary/Staff Training
- Feb 15 ..... No School
- Mar 5 ..... No School
- Mar 11 ..... End of 3rd Quarter
- Mar 12 ..... No School
- May 8 ..... Graduation
- April 2-5 ..... Spring Break-No School
- May 21 ..... Students Last Day Classes/End 4th Qtr.
- May 24-28 ..... Student Makeup Days
- May 25-28 ..... Professional Development Days CLI
- May 31 ..... Memorial Day

- Category of Events**
- Nov 5 Family Night
  - Mar 18 Family Night
  - Sept 30 Parent Teacher Conferences
  - Feb 18 Parent Teacher Conferences

- PK Professional Development Day (NO PK)
- Oct 9 Feb 12
- Nov 13 Mar 19
- Dec 11 Apr 16

| January 2021 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
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| 10           | 11 | 12 | 13 | 14 | 15 | 16 |
| 17           | 18 | 19 | 20 | 21 | 22 | 23 |
| 24           | 25 | 26 | 27 | 28 | 29 | 30 |
| 31           |    |    |    |    |    |    |

| February 2021 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
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| 9             | 10 | 11 | 12 | 13 | 14 | 15 |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 |
| 23            | 24 | 25 | 26 | 27 | 28 | 29 |
| 30            |    |    |    |    |    |    |



| March 2021 |    |    |    |    |    |    |
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| 16         | 17 | 18 | 19 | 20 | 21 | 22 |
| 23         | 24 | 25 | 26 | 27 | 28 | 29 |
| 30         | 31 |    |    |    |    |    |


| April 2021 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
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| 2          | 3  | 4  | 5  | 6  | 7  | 8  |
| 9          | 10 | 11 | 12 | 13 | 14 | 15 |
| 16         | 17 | 18 | 19 | 20 | 21 | 22 |
| 23         | 24 | 25 | 26 | 27 | 28 | 29 |
| 30         | 31 |    |    |    |    |    |

| May 2021 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
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| 9        | 10 | 11 | 12 | 13 | 14 | 15 |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 |
| 23       | 24 | 25 | 26 | 27 | 28 | 29 |
| 30       | 31 |    |    |    |    |    |

| June 2021 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | T  | F  | S  |
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| 2         | 3  | 4  | 5  | 6  | 7  | 8  |
| 9         | 10 | 11 | 12 | 13 | 14 | 15 |
| 16        | 17 | 18 | 19 | 20 | 21 | 22 |
| 23        | 24 | 25 | 26 | 27 | 28 | 29 |
| 30        | 31 |    |    |    |    |    |

- LETRS K-5 Teachers NO ELEMENTARY STUDENTS
- Aug 12 Unit 1 Niobrara
- Nov 18 Unit 2 Wayne
- Feb 1 Unit 3 Macy
- May 25 Post Te Wayne

 School Closed  
 Early Release

 First & Last Day of School

# TEACHER JOB DESCRIPTION

Niobrara Public School District adopted a Teacher Job Description, located in **Appendix A**. All certified staff have been provided with the NPS Teacher Job Description.

## WORK DAY

Work hours for teachers are 7:45 AM until 4:15 PM and teachers are expected to be available during those times. Teachers are expected to be in the building or at assigned duties prior to the beginning of the instructional day and after the close of the instructional day. This time is necessary for educational planning, preparation, and conferences with students, parents/guardians, and faculty members. All staff need to sign out in the office if it is necessary to leave the building during school hours, including preparation periods.

## INSTRUCTIONAL EXPECTATIONS

### POSTING/STATING LEARNING OUTCOMES

All learning outcome(s) need to be posted, by content area/class, in an area that is easily visible to students. The expectation is that teachers review the learning outcome(s) daily in class and students are able to state the learning outcome(s) when asked.

### LESSON PLANS

Lesson plans are due weekly, unless stated otherwise by Administration. The first lesson plans, required to be submitted, is the first full week of instruction, beginning in August. Lesson plans need to be submitted using Google Docs and shared with the administrative team. This will allow ongoing access and monitoring for fidelity. **Lesson plans are due by end of day Thursday for the following instructional week.** Administration will review lesson plans Friday morning and may provide feedback, if necessary. If lesson plans are not turned in for review by Friday morning, a written reminder will be sent, reminding you of expectations. All communication regarding lesson plan expectations will be documented.

Each lesson plan for content areas/class needs to include the following:

- A. State Standard(s)
- B. NPS local curriculum outcomes and components
- C. I Do - Stating learning outcome(s), review, anticipatory set, direct instruction, modeling
- D. We Do - Guided practice, provide multiple opportunities for engaged responses
- E. You Do (independently or collaboratively) - Independent/collaborative practice of concept, individual accountability practice, checks for understanding, one-on-one support, feedback



# GRADES/SEMESTER FINALS

## GRADES

Grades should be recorded in a timely fashion in PowerSchool. It is recommended that you keep a hard copy of your grades and attendance. Secondary teachers must record at least two grades per week in Power Teacher and have course grades current by Monday morning at 8:00 A.M. Elementary teachers should try to enter at least two grades, per week, for each content area; exceptions are understood based on Reading Mastery timelines. It is imperative that nothing deter you from entering the grades in the time frame given so information regarding report cards, honor rolls, eligibility reports, etc. is provided in a timely fashion. You will be given, in advance, the deadline for entering semester final grades. (see also Grading System, **Appendix B**, which must be followed).

If a student has a D- in your class, it is the teacher's responsibility to call parents/guardians and notify them that their student is at risk of receiving a failing grade. Communication can be done via phone, text, email, or note with a required signature. This will promote open and positive communication with families that will result in improved relationships. Communication with families, regarding grades, need to be documented in PowerSchool under the **Log Entry** tab.

## SEMESTER FINALS (GRADES 6-12)

The purpose of Finals is to assess how much learning has occurred and to guide future instruction. Semester finals are required for all core classes at the secondary level. Semester finals can be given using a variety of methods. Examples include, but are not limited to, essay exams, multiple choice exams, open-book/take-home exams, project based, and oral exams. Semester finals make up no more than 10% of a student's final grade and need to be set as such in PowerTeacher. Semester finals are cumulative and will take place the last two weeks of each semester. A "Finals" schedule will be provided to you by the administrative team, with teacher input.

# HOMework

Assigning homework is at the discretion of the teacher. Completion of homework should not exceed 10 minutes per grade level. For example, a second grade student should have no more than 20 minutes, a third grade student should have no more than 30 minutes, etc. The purpose of homework is to practice previously taught skills, improve study habits, encourage students to take initiative and responsibility for completing a task, and to help students deepen their understanding.

# REQUEST FOR SUPPLIES

NPS has ordered all supplies that were requested at the end of 2019-2020 school year. The ordered materials have been delivered to classrooms. The office has ordered additional office supplies that are available for all staff. If a staff member is in need of additional supplies, the following steps need to be taken.

1. Look online for the item(s) you are requesting and document the description and ISBN number.
2. Email the business manager and superintendent the information with as much detail as possible. Please include the purpose of the materials you are requesting.
3. The superintendent will approve or deny the request and, if approved, will pass the information to the business manager.

## SPENDING OF DISTRICT MONIES

All financial spending of district funds need to be approved by the superintendent. If a staff member has the expectation to be reimbursed for something purchased for the school district, prior approval must be given. When requesting a reimbursement, a receipt will need to accompany the request. If the staff member does not have a receipt, then he/she will not be reimbursed.

## TEACHER ASSESSMENT AND EVALUATION PROGRAM

The purpose of the Niobrara Evaluation Process is to ensure the most effective instruction for students and to provide documentation for personnel decisions. It is organized to encourage professional growth and self-improvement with flexibility to accommodate each teacher's personal learning preference.

The evaluation process consists of three phases: The Formal Phase; the Self-Directed Phase; and when appropriate, The Intensive Plan of Assistance. The formal evaluation and self-directed professional growth plans are part of a three-year cycle for most teachers.

Tenured teachers spend one year in The Formal Phase and two years in The Self-Directed Phase. Probationary teachers are in The Formal Phase until they become tenured. When a teacher becomes tenured, he or she will move to The Self-Directed Phase if directed by administration. The initial rotation will be established randomly for tenured teachers. The rotation of an individual teacher may be changed at the discretion of the principal or supervisor. **For the 2020-2021 school year, all certified staff will be in the Formal Phase.**

Annually, the evaluation process will be communicated to the staff and a copy provided in writing to those being evaluated. The administration will also review the process and train all evaluators as to the proper administration of the evaluation documents.

Refer to **Appendix C** for the complete evaluation process.

# SCHOOL-WIDE ASSESSMENTS

School-wide assessments is an opportunity to help educators make informed decisions to improve student learning. An organized and efficient assessment system focused on testing the essential skills of grade level content and skills will help to accomplish this goal. Assessments taken at each grade level differ based on the areas identified as necessary to meet the needs of individual students. The table below states which assessments are given to which grade levels and the time of year they are administered.

| <b><i>Assessment</i></b> | <b><i>Grade Level</i></b> | <b><i>How Often</i></b> | <b><i>Person(s) Responsible</i></b>                        |
|--------------------------|---------------------------|-------------------------|--|
| Acadiance                | PK-5th                    | Fall, Winter, Spring    | Valerie Mullanix   |
| AIMS Web                 | 6th-8th                   | Fall, Winter, Spring    | Dianne Kalkowski   |
| NWEA MAP                 | K-10th                    | Fall, Winter, Spring    | Valerie Mullanix,<br>Dianne Kalkowski,<br>and Adrian Bowen |
| NSCAS                    | 3rd-8th                   | Spring                  | Valerie Mullanix   |
| Pre-ACT                  | 10th<br>11th              | Fall, Spring<br>Fall    | Dianne Kalkowski   |
| ACT                      | 11th                      | Spring                  | Dianne Kalkowski   |

## MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Niobrara Public Schools utilizes a Multi-Tiered System of Support in order to educate and support the whole child (academic, behavior, social/emotional). Teachers are expected to implement Tier 1 supports for academics, behavior, and social/emotional learning throughout the school day. Teachers must gather student data, document interventions, and utilize the MTSS process when a student is demonstrating a need for additional support/intervention.

## PROFESSIONAL ATTIRE

Niobrara staff is to dress in business casual attire that is clean and professional.

### ACCEPTABLE BUSINESS CASUAL ATTIRE

- Skirts, dresses, skorts that reach at least the top of your knees
- Professional slacks or pants

- Blouses or tops that fully cover the shoulders, unless a sweater or jacket is worn at all times
- Shirts with collars
- Professional open-toed or open-heel (i.e., sling-backs) shoes
- Tennis or athletic shoes
- Leggings that have a top that covers to at least mid-thigh
- Shirts that have school logos

### UNACCEPTABLE BUSINESS CASUAL ATTIRE

- Jeans
- T-shirts with logos or without collars
- Sweatshirts / sweat suits
- Warm-ups, Athletic wear, wind suits
- Shorts
- Flip flops / athletic slides
- See-through or low-cut tops

Exceptions to dress code include custodial and kitchen staff. Physical Education teachers can wear shorts while teaching physical education classes.

The professional dress code on Fridays holds the same expectations unless notified otherwise by Administration. Donations toward educational entities may grant you permission to wear jeans on Fridays, or support of Spirit Weeks.

## SUBSTITUTES

The board authorizes the use of substitute teachers as necessary to replace teachers who are temporarily absent. The principal/designee shall arrange for the substitute to work for the absent teacher. Under no condition is a teacher to select or arrange for a private substitute. **A two-week notice for substitute coverage is required for absences known in advance.** When the situation presents itself that the teacher is in need of a substitute at the last minute, the teacher is to call Adrian Bowen at 480-521-0656. Please make requests to Adrian Bowen no later than 6:00 P.M. the day prior to absence, or by 5:30 A.M. the day of the absence.

### SUBSTITUTE TEACHER INFORMATION

Substitute teachers seldom have more than a few hours notice and sometimes much less time to prepare for the day or days ahead. In order to provide for a smooth day(s) for your students in the classroom and the substitute, each teacher is to prepare a folder containing the following:

1. Seating chart for each period
2. Class rosters/Attendance list
3. Daily schedule
4. A well-prepared lesson plan for each class, with details for lunch/recess, rainy days, etc.
5. A back-up plan in case the lesson runs short and is not understood

6. If lesson is based on technology working, make sure a back up plan is available with paper-pencil
7. Any special assignments or information such as duties, assemblies, etc.
8. Safety protocols
9. Where they can access a key for recess

An email needs to be sent to the principal with notification of where your substitute information is located.

If in the case of an absence during Remote Learning status, there will be no class for that day. If it becomes a long-term absence (three or more days), arrangements will be made with administration to ensure instruction is provided for students.

### **COVERAGE TO ATTEND GAMES AS A PARENT OR COACH**

If you need to leave school early due to coaching duties or as a supportive parent, and coverage is needed, please complete the following steps:

1. If “Out of house” coverage is needed, please complete a Substitute Request form and give it to the principal.
2. Please keep in-house coverage to a minimum. The staff member requesting coverage is responsible for arranging such coverage and obtaining administrative approval. Once coverage is determined, please complete a Substitute Request form.
3. All forms need to be given to and signed off by the building principal.

## **STUDENT ATTENDANCE**

### **TARDINESS**

All students are expected to be in the classroom and ready to receive instruction when the bell rings. Students will be considered tardy up to 15 minutes after the bell rings, after that, they are considered absent for that class period. Students will be granted three (3) tardies per quarter before being required to make up missed class time after school. The tardy policy is as follows:

- First three tardies – teacher records and notifies the parent/guardian of consequences if tardiness continues beyond three tardies.
- On the third tardy, one absence will be added to that class period.
- Third tardy and each additional tardy – the student will make up 30 minutes, for each tardy thereafter, with the teacher of the class or Power Hour. Time must be made up within 3 days of notification.
  - Example: third tardy to a class results in an absence being recorded and the student making up 30 minutes after school. On the fourth and fifth tardies the student makes up 30 minutes after school for each. On the sixth tardy the student has an absence recorded for the class and makes up 30 minutes after school. Additional tardies follow the same pattern.

# PROFESSIONAL BOUNDARIES BETWEEN STUDENTS AND STAFF

All district employees must follow board policy when interacting with students in any way. School district employees are responsible for conducting themselves professionally and for teaching and modeling high standards of behavior and civic values, both at and away from school. District employees must be aware of professional boundaries between students and staff and they must never blur the boundaries. These standards of behavior apply to social networking sites, such as Facebook, Twitter, Instagram, etc., along with communications and interactions of any kind between staff and students.

Examples of unprofessional conduct include: inappropriate sexual communications or interactions with students, meeting with students in private outside of school and intruding on a student's personal space. These are a few examples of inappropriate behavior, not an exhaustive list. For further guidance, refer to Rule 27 on the Nebraska Department of Education website.

Any teacher or student who witnesses or knows information about a district employee violating board policy must report to the district administration. Violations should be reported as soon as possible, but always within 24 hours.

A violation of board policies for professionalism will form the basis for employee discipline up to and including termination or cancellation of employment, filing a report with law enforcement officials and/or filing a report with the Commissioner of Education.

## COMMUNICATION WITH STUDENTS

Communication from staff should be positive, clear, and professional. Staff should avoid the use of vulgar language, slang, sarcasm, or gossip.

### **EMAIL**

All communication via email must be done through the staff member's school email and to the student's school email. Communication through personal emails is unacceptable. Whenever possible, the use of the learning management system should be utilized.

### **CELL PHONE**

All communication through student's personal cell phones must be completed through the school messenger system. In the event that faculty members need to communicate with students through their personal cell phone devices, the parent/guardian's cell number must be included in the communication.

### **SOCIAL MEDIA**

Social media communication and friendships are unacceptable between professional staff and current students of NPS. It is the expectation that all staff maintain professionalism and private settings online. Members of the community and student body may have access to online posts and information shared by staff, therefore professionalism is expected.

## EVENT PLANNING

All events need to be approved by the principal. A form will be provided for staff prior to administrative approval. Faculty will be notified within two-weeks of submission if the event has been approved or denied. Please submit all requests to the principal.

## FAMILY MEDICAL LEAVE ACT (FMLA)

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

## JURY AND WITNESS DUTY LEAVE

An employee who has been called to serve as a juror will be granted paid leave. Employees must sign over to the district the compensation they receive for jury duty, but not compensation for expenses. An employee who has been subpoenaed to testify as a witness in a court proceedings shall be entitled to one day of paid leave. To receive paid leave, the employee must sign over to the district his or her witness fee.

## MILITARY LEAVES OF ABSENCE

Leaves of absence without pay for military or reserve duty are granted to all employees as required by law. An employee who is called to active military duty or to Reserve or National Guard training or who volunteers for the same should submit copies of the military orders to the superintendent as soon as is practicable. An administrator, at his or her discretion, may require an employee who requests leave under the Nebraska Family Military Leave Act to provide certification from the proper military authority to verify the employee's eligibility for the leave requested.

## CELL PHONE USE

### **BY STUDENTS**

Personal cell phones should remain in a student's locker or backpack. Students are not permitted to have their personal cell phone out during classroom instruction and hallway areas. Students are permitted to use personal cell phones during their lunch period ONLY. If faculty members see a student using their cell phone during unpermitted times and in unpermitted locations, faculty members are asked to confiscate the cell phone and bring the cell phone to the front office with student information. Students will be allowed to have their phone back in accordance with the student handbook.

**BY STAFF**

Personal cell usage should take place during planning period and lunch times only. Should you need your cell phone for an emergency, please inform your building Administrator. Personal cell phone usage should not take place during instructional time.

# BEHAVIOR EXPECTATIONS

**THE CLASSROOM**

The classroom teacher is responsible for the behavior of all students in his/her classroom. Each teacher is responsible for reinforcing positive behavior and reteaching expectations as needed. Each classroom teacher will post a basic set of classroom expectations that should be followed in the classroom that align with the School-wide Positive Behavior Intervention Supports. Classroom expectations must be established with students at the start of the school year and referenced throughout the school year for acknowledgement of positive behavior and reteaching as needed.

**ENTERING THE BUILDING**

The school day is from 8:05 A.M. to 3:52 P.M., Monday through Thursday and from 8:05 A.M. to 2:08 P.M. on Friday's. 1st bell - 8:00 A.M., 2nd bell- 8:05 A.M., and bell to begin class - 8:10 A.M. High School/Middle School students will be allowed in the commons area at 7:45 A.M. Students are not to be on the school grounds after 3:55 P.M., Monday through Thursday and after 2:08 P.M. on Fridays, unless they have permission and supervision of an instructor, participate in athletics, or under parent supervision.

**THE SCHOOL BUILDING AND GROUNDS**

The classroom teachers and school staff are responsible for enforcing general schoolwide expectations at Niobrara Public Schools. Students and parents/guardians must be accompanied or supervised by a staff member of Niobrara Public Schools at all times. Staff and/or administration must know who is on campus at all times.

**GENERAL SCHOOL RULES**

The following general school rules apply to all persons who enter Niobrara Public Schools:

1. Demonstrate respect for teachers, students, guests, and other school staff. Treat others as you would like to be treated.
2. Use appropriate language.
3. Be supportive/encouraging of others with positive comments.
4. Be respectful of school property, staff property, or the property of any student.
5. Be safe: refrain from fighting or behavior that may injure any other person in the school. (Example—pushing, shoving in halls, running in a building, throwing objects at others, etc.)
6. Caps/hats are only allowed on special occasions when authorized by Administration.



7. Be respectful of others by talking quietly.
8. Walk while in the school building.
9. Pick up after yourself and others to show pride in your school by keeping the school and grounds well kept.
10. Gestures that are considered offensive are not allowed.
11. No public displays of affection, (i.e. hugging, kissing, hand holding, etc.)

## KEEPING STUDENTS FROM SPECIAL AREA CLASSES/RECESS

Recess “represents an essential, planned respite from rigorous cognitive tasks,” according to [the American Academy of Pediatrics in a 2013 policy statement](#). “The science shows pretty clearly that taking those breaks in the day makes students better able to encode memory and learn and perform academically. There’s a lot on the table in terms of the child’s health, well being and academic success,” according to Murray, former chairman of the AAP’s Council on School Health.

But just as critical to cognitive improvement, recess also is crucial to developing social and communication skills picked up on the playground – lessons that usually don’t get taught inside a classroom. “Recess is the only place in school, maybe the only place in their social life, where kids have the opportunity to develop social skills with their peers,” Murray said.

### **RECESS POLICY**

Keeping students from recess, PE, or Special Area classes is prohibited. The only time students are to be kept from such activities is if he or she has a doctor’s note or it is stated in their IEP or 504 Plan. Students can be retaught behavior expectations during recess time, but reteaching should not exceed five minutes of recess time. Requiring students to sit out a portion of recess time, without instructional guidance, is not permitted.

## CHAIN OF COMMAND

The chain of command that should be followed for situations that arise is: Closest individual involved with complaint, Building Principal, Superintendent, and then Board of Education. For information regarding grievance procedures please contact the superintendent.

## CHILD ABUSE/NEGLECT

School nurse, teachers, other school officials and employees who work during regular school hours are mandated reporters of child abuse/neglect. When the professional or official know or have reasonable cause to suspect as a result of information they received in their professional or official capacity, that a child is abused or neglected, they shall report the matter promptly to the Department of Public Health and Human Services.

Notifying your administrator or counselor is not enough; it is your professional responsibility to make the report to the Department of Public Health and Human Services. Department of Health and Human Services can be contacted at:

**Main DHHS Switchboard: 402-471-3121**

**Abuse and Neglect: 800-652-1999**

**Suicide Prevention: 800-273-TALK**

## EMPLOYEE ACCIDENTS OR INJURIES

All accidents/injuries must be reported to the principal/office immediately. Administration will notify the employee of the process for processing an injury claim as needed.

## SCHOOL SAFETY

Teachers must post all established procedures for emergencies (Fire, Tornado, and Lockdown). Teachers are responsible for knowing all emergency procedures and must be able to guide students as needed.

## KEYS AND BUILDING SECURITY

All teachers have been issued necessary keys and key cards. Administration and the custodians ensure buildings are locked at all times when not occupied. All doors are carefully checked and locked each evening. Keys should not be given/borrowed to students or others to ensure the keys issued to you do not fall into the hands of persons unauthorized to have them in their possession. Please observe this carefully. **DO NOT LOAN KEYS TO STUDENTS OR OTHER UNAUTHORIZED PERSONS!** If students need to be admitted into locked places, unlock the door yourself and ensure the place is locked afterward.

## VISITORS

Only visitors with legitimate business and approval from Administration are permitted on the school grounds and must stop at the office to sign in first.

## LOCKER ROOMS AND GYMNASIUM

These are to be under the supervision of the coach, physical education teacher, classroom teacher, or assistant coach at all times whenever anyone is in the locker rooms or gym.

# MAILBOXES

Each teacher is assigned a mailbox. It is the responsibility of the teacher to check their assigned mailbox at least once a day. It is also the responsibility of the teacher to keep the mailbox cleaned out.

# FACULTY ROOMS

The staff room is maintained for the exclusive use and convenience of the staff. It is not for student use and staff members should not hold student conferences there. Each staff member will assume responsibility in keeping the staff room in an orderly and presentable condition.

# ADMINISTRATION OF MEDICATION

Teachers will work with the school nurse regarding student health needs and any emergency/medication plans.

# TRANSPORTATION REQUESTS

Please consult with the school Superintendent when a bus/van/school car is needed for transportation for professional development or to transport students for field trips, practices, etc.

# STUDENT ACCIDENTS AND INJURIES

If a student is injured, staff members are to immediately notify the office and begin proper first aid. Proper first aid is defined as doing only what is necessary to sustain life until help arrives. In case of severe injuries:

1. Administer first aid.
2. Notify Administration.
2. Contact parents/guardians.
3. File a school accident report.

Prescriptions and/or over the counter medicines – Do not give any medicine or prescriptions to a student. All medications are to be administered in the health office.

# STUDENT ILLNESS

If a student becomes ill, please accompany, or have someone accompany, the student to the office if possible. Please report, to the office, if any student leaves class due to illness.

# TELEPHONE USAGE

Telephones in the district are provided for official business. Personal calls should seldom be placed from the district's phones. Teachers will not be disrupted in their classrooms to take telephone calls unless the call is due to an emergency. Teachers should not make phone calls during their assigned duty periods.

# TRAVEL/PROFESSIONAL DEVELOPMENT GUIDELINES

1. School cars are to be used when available in order to cut costs. Please refer to the back of the travel request form for proper procedure.
2. A copy of the workshop/conference registration is to be attached to the Request for Absence Form, stating the date and time the conference starts and ends.
3. If meals are included as part of the conference, there will be no reimbursement for out of pocket expenses.
4. Professional Development must be approved in advance by the Administration.

# WEATHER-RELATED ABSENCES

If weather prevents faculty from coming to work, discretionary leave may be used to cover such occasions until no more such leave is available. Thereafter, such absences are on a leave-without-pay basis. Accordingly, getting to work is your responsibility.

# NON-DISCRIMINATION STATEMENT

Niobrara Public Schools is an Equal Opportunity Employer and Facility. NPS has adopted a policy of non-discrimination on the basis of race, color, national origin, gender, and disability. All vocational opportunities will be offered without regard to race, color, national origin, sex, or handicap.

Niobrara Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation or gender identity, marital status, or age in admission or access to, or treatment of employment in, its programs or activities.

It is the intent of Niobrara Public Schools to comply with both the letter and the spirit of the law in making certain discrimination does not exist in its policies, regulations, and operations. Grievance procedures have been established for anyone who feels our district has showed discrimination.

Inquiries regarding grievance procedures or the application of those policies of non-discrimination can be obtained by contacting:

Title: Superintendent  
Address: Box 310, Niobrara, NE 68760  
Phone: (402) 857-3323

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

# APPENDIX A

## NIOBRARA PUBLIC SCHOOLS TEACHER JOB DESCRIPTION

- A. Job Title:** Teacher
- B. Department:** Instruction
- C. Education Level and Certification:** Bachelor's degree required. Must possess at all times during employment a Nebraska Teaching Certificate with such endorsements as required by NDE Rule 10.
- D. Reports To:** Principal
- E. Performance Responsibilities**
  1. Teach assigned classes and perform related duties as set forth under Job Tasks.
  2. Provide for the reasonable care and safety of students under the teacher's supervision.
  3. Supervise students in out-of-classroom activities as assigned.
  4. Provide care for students, including reporting suspected child abuse or neglect to supervisor and provide medication administration as assigned.
  5. Participate in team meetings for the development of IEPs and 504 Plans and implement provisions of IEPs and 504 Plan accommodations for the teacher's students.
  6. Participate in faculty committees and the sponsorship of activities as assigned.
  7. Participate in professional activities and staff development as assigned and as needed to maintain professional competence and to perform duties.
  8. Develop and maintain a positive rapport with students and parents.
  9. Develop and maintain a positive and professional working relationship with other staff and administration.
  10. Maintain confidentiality of information concerning colleagues, students, and parents in accordance with law and District rules.
  11. Provide for proper care, maintenance and reasonable security of all District property in the teacher's custody.
  12. Utilize instructional materials and other resources in a competent and effective manner, including computer, e-mail, electronic student information systems, and other technology to perform assigned duties.
  13. Adhere to all district policies, rules, regulations, and supervisor directives.
  14. Adhere to the code of ethics of the District and the code of ethics set forth in NDE Rule 27. The teacher must serve as a positive role model for other staff and students.

15. Perform other tasks as assigned.

**F. Job Tasks**

1. Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible.
2. Observe and evaluate students' performance, behavior, social development, and physical health.
3. Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students.
4. Prepare materials and classrooms for class activities.
5. Adapt teaching methods and instructional materials to meet students' varying needs and interests.
6. Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
7. Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula.
8. Instruct students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations.
9. Assign and grade class work and homework.
10. Prepare, administer, and grade tests and assignments in order to evaluate students' progress.
11. Confer with parents or guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems.
12. Meet with parents and guardians to discuss their children's progress and to determine priorities for their children and their resource needs.
13. Maintain accurate and complete student records as required by laws, district policies, and administrative regulations.
14. Prepare students for later grades by encouraging them to explore learning opportunities and to persevere with challenging tasks.
15. Guide and counsel students with adjustment or academic problems, or special academic interests.
16. Prepare and implement remedial programs for students requiring extra help.
17. Prepare objectives and outlines for courses of study, following curriculum guidelines or requirements of the State and the school district.
18. Provide a variety of materials and resources for children to explore, manipulate, and use, both in learning activities and in imaginative play.
19. Enforce all administration policies and rules governing students.
20. Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula.
21. Meet with other professionals to discuss individual students' needs and progress.

22. Use computers, audio-visual aids, and other equipment and materials to supplement presentations.
23. Prepare for assigned classes and show written evidence of preparation upon request of immediate supervisors.
24. Collaborate with other teachers and administrators in the development, evaluation, and revision of school programs.
25. Prepare reports on students and activities as required by administration.
26. Instruct and monitor students in the use and care of equipment and materials to prevent injuries and damage.
27. Organize and lead activities designed to promote physical, mental, and social development, such as games, arts and crafts, music, and storytelling.
28. Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence.
29. Plan and supervise class projects, field trips, visits by guest speakers or other experiential activities, and guide students in learning from those activities.
30. Organize and label materials and display students' work.
31. Attend staff meetings and serve on committees, as required.
32. Administer standardized ability and achievement tests and interpret results to determine student strengths and areas of need.
33. Supervise, evaluate, and plan assignments for teacher assistants and volunteers.
34. Involve parent volunteers and older students in children's activities to facilitate involvement in focused, complex play.
35. Perform administrative duties such as assisting in school libraries, hall and cafeteria monitoring, and bus loading and unloading.
36. Select, store, order, issue, and inventory classroom equipment, materials, and supplies.

**G. Required Knowledge**

The Teacher is to possess and effectively utilize knowledge in the following areas:

1. English Language—Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
2. Education and Training—Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
3. Mathematics—Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
4. Psychology—Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation;



- psychological research methods; and the assessment and treatment of behavioral and affective disorders.
5. Geography—Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life
  6. History and Archeology—Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.
  7. Computers and Electronics—Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
  8. Customer and Personal Service—Knowledge of principles and processes for providing customer and personal services.
  9. Public Safety and Security—Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
  10. Clerical—Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
  11. Sociology and Anthropology—Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.

#### **H. Required Skills and Abilities**

The Teacher is to possess and effectively utilize the following skills and abilities:

1. Communication:
  - a. Active Listening—Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
  - b. Speaking—Talking to others to convey information effectively. The ability to speak clearly so others can understand you. The ability to communicate information and ideas in speaking so others will understand.
  - c. Oral Comprehension and Listening—The ability to listen to and understand information and ideas presented through spoken words and sentences. The ability to identify and understand the speech of another person.
  - d. Writing—Communicating effectively in writing as appropriate for the needs of the audience. The ability to communicate information and ideas in writing so others will understand.
  - e. Written Comprehension—Understanding written sentences and paragraphs in work related documents. The ability to read and

understand information and ideas presented in writing. Understanding written sentences and paragraphs in work related documents.

2. Instructing—Teaching others how to do something.
3. Learning Strategies—Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
4. Monitoring—Monitoring/Assessing performance of self, other individuals, or organizations to make improvements or take corrective action.
5. Time Management—Managing one’s own time and the time of others.
6. Active Learning—Understanding the implications of new information for both current and future problem-solving and decision-making.
7. Critical Thinking—Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
8. Social Perceptiveness—Being aware of others’ reactions and understanding why they react as they do.
9. Problem Sensitivity—The ability to tell when something is wrong or is likely to go wrong.
10. Reasoning—Deductive: The ability to apply general rules to specific problems to produce answers that make sense. Inductive: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
11. Fluency of Ideas—The ability to come up with a number of ideas about a topic.
12. Information Ordering—The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
13. Originality—The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
14. Category Flexibility—The ability to generate or use different sets of rules for combining or grouping things in different ways.
15. Mathematics—Using mathematics to solve problems. The ability to choose the right mathematical methods or formulas to solve a problem. The ability to add, subtract, multiply, or divide quickly and correctly.
16. Service Orientation—Actively looking for ways to help people.
17. Coordination—Adjusting actions in relation to others’ actions.
18. Persuasion—Persuading others to change their minds or behavior.
19. Negotiation—Bringing others together and trying to reconcile differences.
20. Judgment and Decision Making—Considering the relative costs and benefits of potential actions to choose the most appropriate one.
21. Complex Problem Solving—Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
22. Science—Using scientific rules and methods to solve problems.

23. Equipment Selection—Determining the kind of tools and equipment needed to do a job.
24. Vision—The ability to see details at close range (within a few feet of the observer) and to see details at a distance.
25. Selective Attention—The ability to concentrate on a task over a period of time without being distracted.
26. Flexibility of Closure—The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.

## **I. Work Activities**

The Teacher is to perform the following work activities:

1. Training and Teaching Others—Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others. This includes: assessing educational potential or need of students, converting information into instructional program, developing course or training objectives, instructional materials and teaching aids, organizing educational material or ideas, preparing audio-visual teaching aids, selecting teaching materials to meet student needs, teaching correct eating habits, teaching students with disabilities, and using classroom management techniques.
2. Organizing, Planning, and Prioritizing Work—Developing specific goals and plans to prioritize, organize, and accomplish work. This includes organizing esteem building activities and social behavior learning activities.
3. Establishing and Maintaining Interpersonal Relationships—Developing constructive and cooperative working relationships with others, and maintaining them over time. This includes establishing and maintaining relationships with students, parents, co-workers and administration.
4. Getting Information—Observing, receiving, and otherwise obtaining information from all relevant sources.
5. Communicating with Supervisors, Peers, or Subordinates—Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
6. Thinking Creatively—Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
7. Coaching and Developing Others—Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills. This includes: mentoring co-workers in school or educational setting.
8. Developing Objectives and Strategies—Establishing long-range objectives and specifying the strategies and actions to achieve them. This includes writing grant proposals or assisting with grant proposals.

9. Making Decisions and Solving Problems—Analyzing information and evaluating results to choose the best solution and solve problems.
10. Updating and Using Relevant Knowledge—Keeping up-to-date technically and applying new knowledge to your job. This includes: using early childhood education techniques, interpersonal communication techniques, knowledge of multi-media technology, motivational techniques in education, oral or written communication techniques, public speaking techniques, special education techniques, and teaching techniques.
11. Documenting/Recording Information—Entering, transcribing, recording, storing, or maintaining information in written or electronic form. This includes recording student progress.
12. Assisting and Caring for Others—Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients. This includes: empathizing with others during counseling or related services and working with students with disabilities or illnesses.
13. Evaluating Information to Determine Compliance with Standards—Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards. This includes: ensuring correct grammar, punctuation, and spelling.
14. Resolving Conflicts and Negotiating with Others—Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others. This includes: resolving behavioral and academic problems.
15. Developing and Building Teams—Encouraging and building mutual trust, respect, and cooperation among team members.
16. Identifying Objects, Actions, and Events—Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events. This includes: recognizing physical or emotional abuse, student learning levels, and student problems.
17. Monitoring Processes, Materials, or Surroundings—Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
18. Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
19. Coordinating the Work and Activities of Others—Getting members of a group to work together to accomplish tasks. This includes: directing and coordinating activities of other staff and volunteers.
20. Interpreting the Meaning of Information for Others—Translating or explaining what information means and how it can be used. This includes: interpreting ability or achievement test results.
21. Scheduling Work and Activities—Scheduling events, programs, and activities, as well as the work of others. This includes: scheduling student field trips.

22. Judging the Qualities of Things, Services, or People—Assessing the value, importance, or quality of things or people.
23. Interacting With Computers—Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information. This includes: using computers to enter, access or retrieve educational data.
24. Performing for or Working Directly with the Public—Performing for people or dealing directly with the public.
25. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
26. Communicating with Persons Outside Organization—Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail. This includes: communicating student progress, communicating visually or verbally, conducting parent conferences, and making education presentations.
27. Performing Administrative Activities—Performing day-to-day administrative tasks such as maintaining information files and processing paperwork. This includes: maintaining educational records, reports, or files and preparing educational reports.
28. Guiding, Directing, and Motivating Subordinates—Providing guidance and direction to subordinates, including setting performance standards and monitoring performance. This includes: evaluating student performance, maintaining group discipline in an educational setting, and monitoring student progress.

#### **J. Required Employee Characteristics**

The Teacher is to possess and exhibit the following characteristics:

1. Cooperation—Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
2. Attention to Detail—Job requires being careful about detail and thorough in completing work tasks.
3. Dependability—Job requires being reliable, responsible, and dependable, and fulfilling obligations.
4. Integrity—Job requires being honest and ethical.
5. Concern for Others—Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
6. Self Control—Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
7. Stress Tolerance—Job requires accepting criticism and dealing calmly and effectively with high stress situations.

8. Adaptability/Flexibility—Job requires being open to change (positive or negative) and to considerable variety in the workplace.
9. Independence—Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
10. Initiative—Job requires a willingness to take on responsibilities and challenges.
11. Persistence—Job requires persistence in the face of obstacles.
12. Achievement/Effort—Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.
13. Leadership—Job requires a willingness to lead, take charge, and offer opinions and direction.
14. Social Orientation—Job requires preferring to work with others rather than alone, and being personally connected with others on the job.

**K. Working Conditions**

1. Inside offices and classrooms.
2. Outside for activities with students and student supervision.

**L. FLSA Status:** Exempt.

Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.

**M. Essential Functions:** The essential functions of the Teacher position include: (1) regular, dependable attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the following identified physical requirements:

|   |                  |                 |
|---|------------------|-----------------|
| <p><b>Physical Requirements<br/>Teacher</b></p> <p>E = Essential<br/>NE = Non-Essential</p> | <p><b>NE</b></p> | <p><b>E</b></p> |
|---|------------------|-----------------|

| <b>Stamina</b>   |   |   |
|--|---|---|
| 1. Sitting   |   | X |
| 2. Walking   |   | X |
| 3. Standing  |   | X |
| 4. Sprinting/Running   | X |   |
| <b>Flexibility</b>   |   |   |
| 5. Bending or twisting at the neck more than the average person                                      |   | X |
| 6. Bending or twisting at the trunk more than the average person                                     |   | X |
| 7. Squatting/Stooping/Kneeling   |   | X |
| 8. Reaching above the head   | X |   |
| 9. Reaching forward  | X |   |
| 10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.) | X |   |
| <b>Activities</b>  |   |   |
| 11. Climbing (on ladders, into large trucks/vehicles, etc.)  | X |   |
| 12. Hand/grip strength   | X |   |
| 13. Driving on the job   |   | X |
| 14. Typing non-stop  | X |   |
| <b>Use of Arms and Hands</b>   |   |   |
| 15. Manual dexterity (using a wrench or screwing a lid on a jar)                                     | X |   |
| 16. Finger dexterity (typing or putting a nut on a bolt)   | X |   |
| <b>Lifting Requirements</b>  |   |   |
| 17. Lifting up to 10 pounds (Mark all that apply)  |   |   |
| Floor to waist   |   | X |
| Waist to shoulder  |   | X |
| Shoulder to overhead   | X |   |
| 18. Lifting 11 to 25 pounds (Mark all that apply)  |   |   |
| Floor to waist   |   | X |
| Waist to shoulder  |   | X |
| Shoulder to overhead   | X |   |
| 19. Lifting 26 to 50 pounds (Mark all that apply)  |   |   |
| Floor to waist   | X |   |
| Waist to shoulder  | X |   |
| Shoulder to overhead   | X |   |
| 20. Lifting 51 to 75 pounds (Mark all that apply)  |   |   |
| Floor to waist   | X |   |
| Waist to shoulder  | X |   |

|   |   |   |
|---|---|---|
| Shoulder to overhead  | X |   |
| 21. Lifting 76 plus pounds (Mark all that apply)  |   |   |
| Floor to waist  | X |   |
| Waist to shoulder   | X |   |
| Shoulder to overhead  | X |   |
| 22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads? | X |   |
| <b>Pushing/Pulling</b>  |   |   |
| 23. 25 to 50 pounds   |   | X |
| 24. 51 to 75 pounds   | X |   |
| 25. 76 to 90 pounds   | X |   |
| 26. Over 90 pounds  | X |   |
| <b>Carrying</b>   |   |   |
| 27. 10 to 25 pounds   |   | X |
| 28. 26 to 50 pounds   | X |   |
| 29. 51 to 75 pounds   | X |   |
| 30. 76 to 90 pounds   | X |   |
| 31. Over 90 pounds  | X |   |

# APPENDIX B

## GRADE SCALE

### Kindergarten

- 4 - Exceeds - Independently performs above grade-level expectations
- 3 - Meets - Demonstrates grade-level skills, little or no support needed
- 2 - Progressing - Skills are developing, some support needed



1 - Beginning - Skills are limited, frequent support needed

**Elementary, Middle School, and High School**

| Grade | Percentage Scale |
|-------|------------------|
| A     | 93-100           |
| B     | 85-92            |
| C     | 77-84            |
| D     | 70-76            |
| F     | Below 70*        |

A modified scale may be used for those students with an IEP and a provision is written in the plan.

# APPENDIX C

## Teacher Evaluation Process

### Overview

The purpose of the Niobrara Evaluation Process is to insure the most effective instruction for students and to provide documentation for personnel decisions. It is organized to encourage professional growth and self-improvement with flexibility to accommodate each teacher's personal learning preference.

The evaluation process consists of three phases: The Formal Phase; the Self-Directed Phase; and when appropriate, The Intensive Plan of Assistance. The formal evaluation and self-directed professional growth plans are part of a three-year cycle for most teachers.

Tenured teachers spend one year in The Formal Phase and two years in The Self-Directed Phase. Probationary teachers are in The Formal Phase until they become tenured. When a teacher becomes tenured, he or she will move to The Self-Directed Phase if directed by administration. The initial rotation will be established randomly for tenured teachers. The rotation of an individual teacher may be changed at the discretion of the principal or supervisor.

Annually the evaluation process will be communicated to the staff and a copy provided in writing to those being evaluated. The administration will also review the process and train all evaluators as to the proper administration of the evaluation documents.

### FORMAL PHASE

The Formal Phase is generally used every third year. This phase consists of brief informal classroom visits and more extensive classroom observations. The observer will be looking for evidence of the following teacher standards.

- Demonstrates ability to enhance academic performance and support for implementation of the school district student's achievement goals.
- Demonstrate competence in content knowledge appropriate to the teaching position.
- Demonstrate competence in planning and preparing for instruction.
- Uses strategies to deliver instruction that meet the multiple learning needs of students.
- Uses a variety of methods to monitor student learning.
- Demonstrates competence in classroom management.
- Engages in professional growth.
- Fulfills professional responsibilities established by the school district.

It is essential that teachers review the indicators and their defining attributes to develop a clear understanding of the criteria which serve as a basis of the teacher evaluation

process. The indicators and defining attributes used to evaluate teaching in the Niobrara School include a broad range of behaviors. They are intended to guide teacher growth and development and measure teacher performance.

### **SELF-DIRECTED PHASE**

The Self-Directed Phase allows the teacher and supervisor to develop a plan that will strengthen the teacher's skills in at least one of the teaching standards. The growth plan will be developed by the teacher and approved by the supervisor. In some instances, the supervisor may suggest indicators on which he/she feels the teacher should concentrate. The teacher will generally spend two years in this phase.

### **Formal Phase**

The Formal Phase of the evaluation process is used to describe the performances of the teacher, to plan Self-Directed activities and to make employment decisions. The formal evaluation is summative in nature and is based on both informal and formal observations.

### **Observations for the Formal Phase**

The evaluators will be looking for evidence of performance based on the teacher standards that are included in this handbook.

**Tenured teachers** will be observed by one formal observation each semester (minimum of 50 minutes). The 50 minutes may be divided into 2 observations; however, the beginning and ending of a class must occur. A conference is not required unless noted on the form.

**Probationary teachers** will be observed by one announced formal observation in the first semester and one formal observation in the second semester. A conference is required after each observation. Probationary teachers must have a minimum of 75 minutes of observation each semester. Each semester a 50-minute (complete class period) observation must be made.

Formal Observations may be announced or unannounced. Performance in the formal phase is reported on the Formal Phase Summary. The evaluator will summarize the teacher's performance on each of the teaching standards. The Formal Phase Summary contains areas to indicate the next phase of the process for the teacher and a recommendation for contract renewal. The form provides for a written teacher response (optional), and the teacher's signature is required.

## **Timeline for Formal Phase**

### **Probationary Teacher**

By October 1

Conduct Fall Conference.

Semester One Conduct an announced formal observation (minimum of 75 minutes total observation).

Semester Two Conduct one announced or unannounced formal observation (minimum of 75 minutes total observation).

By April 1 Submit completed Formal Phase Summary.

### **Tenured Teacher**

By October 1 Conduct Fall Conference

Semester One Conduct one formal observation (minimum of 50 minutes).

Semester Two Conduct one formal observation (minimum of 50 minutes).

By April 1 Submit completed Formal Phase Summary

By September 1 (the next year)

Teacher develops a Self-Directed Plan

## **Self-Directed Plan**

The Self-Directed plan provides an environment and process by which the tenured teacher can, with the assistance of the supervisor, design a growth plan, which will enhance his or her professional performance. Although the supervisor continues to monitor the teacher's classroom performances, the primary focus is to enhance student learning.

A written summary will describe the teacher's progress in the Self-Directed plan of the district's evaluation process. The Self-Directed evaluation provides for a written teacher response (optional), and the teacher's signature is (required).

- Step 1: The teacher assesses his/her needs and establishes goals for growth.
- Step 2: The teacher discusses his/her goals for Self-Directed growth with the supervisor to obtain approval. Once the teacher and supervisor agree on the plan, the teacher should complete the Self-Directed Plan.
- Step 3: The teacher implements his/her plan. Ongoing communication will occur between teacher and Administrator to determine additional assistance or remediation.
- Step 4: The teacher submits documentation, which summarizes activities and accomplishments. The teacher may use the Self-Directed Summary or other appropriate documents.
- Step 5: A conference with the supervisor is held to review the teacher's documentation and the teacher's progress on the Self-Directed Plan.
- Step 6: The principal completes the Self-Directed Evaluation for the teacher to sign.

### **Timeline for Self-Directed Phase:**

By September 1- Submit Self-Directed Plan  
By June 1- Complete Self-Directed Evaluation

**Self-Directed Plan**

Name \_\_\_\_\_ School Year \_\_\_\_\_

School \_\_\_\_\_ Grade/Position \_\_\_\_\_

**List your Self-Directed goals:**

Why have you chosen these Self-Directed goals?

How will your teaching and/or student's learning be enhanced by these goals?

What models or strategies do you plan to use to achieve your Self-Directed goals?

**Self-Directed Action Plan:**

Activities:

Evaluation Criteria:

Comments:

**Approved:**

\_\_\_\_\_  
Teacher/Date

\_\_\_\_\_  
Administrator/Date

**Self-Directed Evaluation**

Name \_\_\_\_\_ School Year \_\_\_\_\_

School \_\_\_\_\_ Grade/Position \_\_\_\_\_

**Performance:**

Comments:

**Performance in the Self-Directed Model:**

Met or Surpassed     Partially attained     Not attained

Teacher Comments:

The teacher will move to / remain in:

Formal Phase     Growth Phase

I recommend contract renewal

I do not recommend contract renewal

**Approved:**

\_\_\_\_\_  
Teacher/Date

\_\_\_\_\_  
Administrator/Date

**Self-Directed Summary**

Name \_\_\_\_\_ School Year \_\_\_\_\_

School \_\_\_\_\_ Grade/Position \_\_\_\_\_

**Assistance Overview**

A major focus of the Niobrara teacher evaluation process is to ensure that only effective teaching practices continue in the classroom. The teacher standards have been developed to define these effective teaching practices. If it is determined that a teacher in the Niobrara Schools is not meeting these standards, the Plan of Assistance will be used to assist the teacher in improving teaching practices to ensure that the standards are met.

Concerns about teacher performance will be investigated to make a determination regarding the need for a Plan of Assistance. The Plan of Assistance is part of the Formal Evaluation Phase of the evaluation process. Teachers currently in the Formal Evaluation Phase can be placed directly on a Plan of Assistance. A teacher who is in the Self-Directed Phase will be moved to the Formal Phase at the time the Plan of Assistance is initiated.

While on the Plan of Assistance, the teacher will be informed of the concerns with his/her performance and become an active participant in the development and implementation of a plan for improvement. The Plan of Assistance will consist of a plan for improvement that is developed by the evaluator and the teacher. The plan will include the

- 1) objective(s) to be accomplished,
- 2) action steps for achieving the objectives,
- 3) a description of the assistance that will be provided,
- 4) a timeline for implementations,
- 5) the type of frequency and feedback that will be provided to the teacher,
- 6) and the evaluation criteria and date of evaluation.

When the evaluation date of the plan is reached, a determination will be made by the evaluator regarding the successful accomplishments of the objectives outlined in the plan. The Plan of Assistance is intended to help teachers who are not meeting performance standards. Teachers who continue to perform unsatisfactorily according to the performance standards after the Plan of Assistance has been implemented may be subject to non-renewal of contract. There may be other grounds for non-renewal of contract that are made independently of the teacher evaluation process.



Concerns with performance must be verbally shared or discussed with the teacher. Prior to initiating a formal plan of assistance, the evaluator must confer with the Superintendent about the teacher's performance. The evaluator and Superintendent will consider the evidence collected and make a determination regarding whether the teacher satisfactorily meets the teacher standards. If the determination is made that the teacher is satisfactorily meeting the teacher standards, there will be no further action. The teacher will continue to be evaluated in his/her current phase of the evaluation process. If the determination is made that the teacher is not satisfactorily meeting the teacher standards, a Recommendation for Plan of Assistance will be completed.

### **Formal Evaluation**

If the teacher is currently in Formal Phase, the Recommendations for Assistance should be completed. Indicators that are not being met must be specified and documentation provided.

### **Self-Directed Phase**

If the teacher is currently in the Self-Directed Phase, the teacher must be moved to Formal Evaluation Phase. The recommendation for assistance should be completed. Indicators that are not being met must be specified and documentation provided. Direct classroom observations and conferences should be re-initiated and should focus on the concerns with the specified indicators.

The evaluator will share the Recommendation for Assistance with the teacher. A conference will be held to discuss the recommendation and the teacher will receive and sign the Plan of Assistance. A Niobrara Education Association member can request NEA representation at this conference. The evaluator can request the Superintendent at this conference. As a courtesy, the evaluator and teacher should be informed if representatives from NEA or the Superintendent will be at the conference.

At the initial assistance conference, the possible involvement of a team to assist in developing and implementing a plan for improvement will be determined. Both the teacher and the evaluator must reach consensus about the involvement and make-up of a team. Team membership may include educators with expertise in the areas needing improvement. If a team is utilized, expectations for team members, including confidentiality, will be emphasized.

A written Plan of Assistance must be developed by the evaluator and teacher and team (if one is utilized). The plan must include:

- 1) the objective(s) to be accomplished,
- 2) action steps for achieving the objectives,
- 3) a description of the assistance that will be provided (what, who, when),
- 4) a timeline for implementation,
- 5) the type and frequency of feedback that will be provided to the teacher,
- 6) and the evaluation criteria and date.

This plan must be shared with the Superintendent.

A conference will be held to review the completed plan of improvement. Both teacher and evaluator will sign and date the Plan of Assistance.

The plan of improvement will be implemented following the timeline and recommended action steps making sure that the specified assistance is provided. Regular feedback to the teacher is expected. Observations, visits, conferences or other contact with the evaluator and teacher should occur approximately one time per week or as specified in the plan.

Adhering to the elements of a plan of improvement and monitoring those elements constitutes a Plan of Assistance being in place.

When the evaluation date specified in the Plan of Assistance is reached, a determination will be made by the evaluator regarding whether the teacher is meeting specified indicators of teacher standards. Evaluation criteria as specified in the plan should be a major part of this determination.

If the teacher is meeting the standards, the placement on the Plan of Assistance program is completed. The teacher will remain in the Formal Evaluation Phase of the evaluation cycle for the current year and the following year. Placement on a Plan of Assistance will be re-initiated if concerns resurface.

If the teacher is not meeting standards, the Superintendent and other evaluators will determine if there is sufficient documentation for dismissal.

If the teacher is not meeting the standards and sufficient documentation for dismissal does not exist, the evaluator will re-examine the Recommendations for Assistance and a Plan of Assistance will be rewritten. Care will be taken to align the concerns with the most appropriate indicators and to develop specificity in the plan and the evaluation criteria.

If sufficient documentation for dismissal exists, due process will be followed with involvement of the Superintendent, the NEA, and legal representation.

**Recommendation for Assistance**

Teacher Name:                      Date:              School:

1. List the indicators of teacher standards which are not being met:
- 2.
3. Documentation:

Evaluator's Signature                      Date  
\_\_\_\_\_

Teacher's Signature                      Date  
\_\_\_\_\_

\_\_\_\_\_ I concur with this analysis and recommendation.  
\_\_\_\_\_ I do not concur and I have a right to respond in writing.

**Plan for Assistance**

Teacher:

Position:

School:

Date:

1. Objective(s) to be accomplished:
  
  
  
  
  
  
  
  
  
  
2. Action steps for achieving the objectives:
  
  
  
  
  
  
  
  
  
  
3. Assistance that will be provided (who, what, when, how):
  
  
  
  
  
  
  
  
  
  
4. Timeline for achieving objectives:
  
  
  
  
  
  
  
  
  
  
5. Type and frequency of feedback:
  
  
  
  
  
  
  
  
  
  
6. Evaluation Criteria:

Evaluator's Signature:

Teacher's Signature:      Date

Evaluation of Teacher  
Niobrara Public Schools

Teacher:  
Administrator:  
School:  
Date:  
School Year:

Grade/Subject:



**NIOBRARA PUBLIC  
SCHOOLS...**  
*LINKING THE SCHOOL AND  
COMMUNITY TOGETHER.*

**Teaching Standards**

|  |   |
|--|---|
| <b>Standard 1</b>  |   |
| <i>Demonstrates ability to enhance academic performance and support for implementation of the school district students' achievement goals.</i>   | <input type="checkbox"/> Meets Standard<br><input type="checkbox"/> Needs Improvement |
| <b>Criteria</b><br><b>The teacher:</b> <ul style="list-style-type: none"> <li>a. Provides evidence of student learning to students, families and staff.</li> <li>b. Implements strategies supporting student, building and district goals.</li> <li>c. Uses student performance data as a guide for decision making.</li> <li>d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</li> <li>e. Creates an environment of mutual respect, rapport, and fairness.</li> <li>f. Participates in and contributes to a school culture that focuses on improving student learning.</li> <li>g. Communicates with students, families, colleagues, and communities effectively and accurately.</li> </ul> | Comments:   |
| <b>Standard 2</b>  |   |
| <i>Demonstrates competence in content knowledge appropriate to the teaching position.</i>  | <input type="checkbox"/> Meets Standard<br><input type="checkbox"/> Needs Improvement |
| <b>Criteria</b><br><b>The teacher:</b> <ul style="list-style-type: none"> <li>a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</li> <li>b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</li> <li>c. Relates ideas and information within and across content areas.</li> <li>d. Understands and uses instructional strategies that are appropriate to the content area.</li> </ul>  | Comments:   |
| <b>Standard 3</b>  |   |
| <i>Demonstrates competence in planning and preparing for instruction.</i>  | <input type="checkbox"/> Meets Standard<br><input type="checkbox"/> Needs Improvement |
| <b>Criteria</b><br><b>The teacher:</b> <ul style="list-style-type: none"> <li>a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction.</li> <li>b. Sets and communicates high expectations for social, behavioral, and academic success of all students.</li> <li>c. Uses students' developmental needs, background, and interests in planning for instruction.</li> <li>d. Selects strategies to engage all students in learning.</li> <li>e. Uses available resources, including technologies, in the development and sequencing of instruction.</li> </ul>   | Comments:   |
| <b>Standard 4</b>  |   |
| <i>Uses strategies to deliver instruction that meet the multiple learning needs of students.</i>   | <input type="checkbox"/> Meets Standard<br><input type="checkbox"/> Needs Improvement |
| <b>Criteria</b><br><b>The teacher:</b> <ul style="list-style-type: none"> <li>a. Aligns classroom instruction with local standards and district curriculum.</li> <li>b. Uses research-based instructional strategies that address the full range of cognitive levels.</li> <li>c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</li> <li>d. Engages students in verbal experiences that meet diverse needs and promote social, emotional, and academic growth.</li> <li>e. Connects students' prior knowledge, life experiences, and interest in the instructional process.</li> <li>f. Uses available resources, including technologies, in the delivery of instruction.</li> </ul>                                   | Comments:   |
| <b>Standard 5</b>  |   |
| <i>Uses a variety of methods to monitor student learning.</i>  | <input type="checkbox"/> Meets Standard<br><input type="checkbox"/> Needs Improvement |

|  |                         |
|--|-------------------------|
| <p><b>Criteria</b><br/> <b>The teacher:</b></p> <ul style="list-style-type: none"> <li>a. Aligns classroom assessment with instruction.</li> <li>b. Communicates assessment criteria and standards to all students and parents.</li> <li>c. Understands and uses the results of multiple assessments to guide planning and instruction.</li> <li>d. Guides students in goal setting and assessing their own learning.</li> <li>e. Provides substantive, timely, and constructive feedback to students and parents.</li> <li>f. Works with other staff and building and district leadership in analysis of student progress.</li> </ul> | <p><b>Comments:</b></p> |
| <p><b>Standard 6</b></p>   |                         |
| <p><i>Demonstrates competence in classroom management.</i></p>   |                         |
| <p><input type="checkbox"/>Meets Standard<br/> <input type="checkbox"/>Needs Improvement</p>   |                         |
| <p><b>Criteria</b><br/> <b>The teacher:</b></p> <ul style="list-style-type: none"> <li>a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.</li> <li>b. Establishes, communicates, models and maintains standards of responsible student behavior.</li> <li>c. Develops and implements classroom procedures and routines that support high expectations for learning.</li> <li>d. Uses instructional time effectively to maximize student achievement.</li> <li>e. Creates a safe and purposeful learning environment.</li> </ul>                    | <p><b>Comments:</b></p> |
| <p><b>Standard 7</b></p>   |                         |
| <p><i>Engages in professional growth.</i></p>  |                         |
| <p><input type="checkbox"/>Meets Standard<br/> <input type="checkbox"/>Needs Improvement</p>   |                         |
| <p><b>Criteria</b><br/> <b>The teacher:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrates habits and skills of continuous inquiry and learning.</li> <li>b. Works collaboratively to improve professional practice and student learning.</li> <li>c. Applies research, knowledge, and skills from professional development opportunities to improve practice.</li> <li>d. Establishes and implements professional development plans based upon the teacher needs aligned to the teaching standards and district/building student achievement goals.</li> </ul>  | <p><b>Comments:</b></p> |
| <p><b>Standard 8</b></p>   |                         |
| <p><i>Fulfills professional responsibilities established by the school district.</i></p>   |                         |
| <p><input type="checkbox"/>Meets Standard<br/> <input type="checkbox"/>Needs Improvement</p>   |                         |
| <p><b>Criteria</b><br/> <b>The teacher:</b></p> <ul style="list-style-type: none"> <li>a. Adheres to board policies, district procedures, and contractual obligations.</li> <li>b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.</li> <li>c. Contributes to efforts to achieve district and building goals.</li> <li>d. Demonstrates an understanding of and respect for all learners and staff.</li> <li>e. Collaborates with students, families, colleagues, and communities to enhance student learning.</li> </ul>   | <p><b>Comments:</b></p> |

Comments:

Where will employee be at the next performance evaluation?

Formal Cycle

Self-Directed

Teacher Signature: \_\_\_\_\_ Administrator: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature does not indicate agreement, but that this document was discussed. Teachers may comment on this page or an attached page.

**FACULTY HANDBOOK SIGNATURE PAGE**

**Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**I have read the 2020 - 2021 Faculty Handbook that is in my possession.  
I will abide by the guidelines established in this handbook.**

---

**Certified Staff Signature**

**Please sign and return this acknowledgement sheet to the principal  
by August 25, 2020.**