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GA EXPENSE REIMBURSEMENT AND CREDIT CARDS

Staff use of a district credit card shall be confined to necessary school business. The

board shall annually prescribe limits and restrictions on the use of credit cards and shall monitor monthly receipts and reimbursement expenses. Credit card use shall be reported monthly to the board. Expenses for district travel in personal vehicles or extended travel incurred in the performance of official duties shall be reimbursed in accordance with the provisions of GAN.

Approved:

GA-R HANDBOOK LANGUAGE

Staff use of a district credit card shall be confined to necessary school business. The board shall annually prescribe limits and restrictions on the use of credit cards and shall

monitor monthly receipts and reimbursement expenses. Credit card use shall be reported monthly to the board.

Staff seeking information about credit card use should visit with their administrator or the clerk. A district credit card may be checked out to a staff member if there is a legitimate need, and the employee is unable to use his or her own credit card before seeking reimbursement. Deliberate misuse of district credit cards is grounds for termination and reporting of criminal activity.

Approved:

GAA Goals and Objectives (See BDA, CM, CMA and JA)

GAA

The goal of the personnel policies set forth in this policy section is to create the best possible educational climate for the students of the school district. To this end, these personnel policies are designed to prevent

misunderstanding by the district's personnel of their duties, responsibilities, and privileges.

All employees shall follow all applicable board policies, rules, regulations, and supervisory directives.

All personnel handbooks shall be approved by the board and adopted, by reference, as a part of these policies and rules.

Approved: 08/12/2019

GAAA Equal Employment Opportunity and Nondiscrimination GAAA

The board shall hire all employees on the basis of ability and the district's needs.

The district is an equal opportunity employer and shall not discriminate in its employment practices and policies with respect to hiring, compensation, terms, conditions, or privileges of employment because of an individual's race, color, national origin, religion, sex, age, disability, or genetic information. Discrimination on any of these characteristics will not be tolerated. The district will make reasonable accommodations to applicants and employees who need them for medical or religious reasons, as required by law.

Inquiries regarding compliance may be directed to (position, address, phone number of the district compliance coordinator) or to:

Equal Employment Opportunity Commission Gateway Tower II
400 State Ave., Suite 905
Kansas City, KS 66101
(913) 551-5655
kansascityintake@eeoc.gov
or
Kansas Human Rights Commission
900 SW Jackson, Suite 568-S
Topeka, KS 66612-1258
(785) 296-3206
khrc@ks.gov

or

United States Department of Education Office for Civil Rights One Petticoat Lane 1010 Walnut Street, Suite 320 Kansas City, Missouri 64106 (816) 268-0550 OCR.KansasCity@ed.gov

Approved: 08/12/2019

GAAB Complaints of Discrimination GAAB

(See GAAC, GAACA, JDDC, JGEC, JGECA, KN, and KNA)

The district is committed to maintaining a working and learning environment free from discrimination, insult, intimidation, or harassment due to race, color, national origin, religion, sex, age, genetic information, or disability. Except as otherwise provided in this policy and board policies GAAC, JGEC, and KNA, any incident of discrimination in any form shall

promptly be reported to an employee's immediate supervisor, the building principal, or the district compliance coordinator for investigation and corrective action by the building or district compliance officer. Any employee who engages in discriminatory conduct shall be subject to disciplinary action, up to and including termination.

Discrimination against any individual on the basis of race, color, national origin, sex, disability, age, genetic information, or religion in the admission to, access to, treatment, or employment in the district's programs and activities is prohibited. (Position, address, email address, and phone number of the district compliance coordinator) has been designated to coordinate compliance with nondiscrimination requirements contained in Title VI and Title VII of the Civil Rights Act of 1964 except discrimination on the basis of sex, Section 504 of the Rehabilitation Act of 1973, and The Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, the Personal Responsibility Work Opportunity Reconciliation Act of 1996, and the Food Stamp Act of 1977, as amended.

Complaints regarding alleged discrimination on the basis of sex, as prohibited by Title IX of the Education Amendments of 1972 and other federal and state laws regulating such discrimination and discriminatory harassment, shall be handled in accordance with the procedures outlined in board policies GAAC and JGEC and shall be directed to the Title IX Coordinator at (Position or name, address, email address, and phone number of Title IX Coordinator). More information may be obtained on discrimination on the basis of sex by contacting the Title IX Coordinator.

Complaints alleging discrimination in child nutrition programs offered by the district shall be handled in accordance with the procedures outlined in board policy KNA, and more information may be obtained on procedures for such complaint by contacting the district compliance coordinator.

Complaints of discrimination should be addressed to an employee's supervisor or to the

building principal or the compliance coordinator. Complaints against the superintendent should

be addressed to the board of education.

Unless otherwise provided herein, complaints of discrimination will be resolved using the

district's discrimination complaint procedures in policy KN.

The district prohibits retaliation or discrimination against any person for opposing

discrimination, including harassment; for participating in the

complaint process; or making a complaint, testifying, assisting, or participating in any

investigation, proceeding, or hearing.

Approved: 07/13/2020

The board of education is committed to providing a positive and productive working and learning environment, free from discrimination on the basis of sex, including sexual harassment. The district does not discriminate on the basis of sex in admissions, employment, or the educational programs or activities it operates and is prohibited by Title IX from engaging in such discrimination. Discrimination on the basis of sex, including sexual harassment, will not be tolerated in the school district. Discrimination on the basis of sex of employees or students of the district by board members, administrators, licensed and classified personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

Sexual harassment is unlawful discrimination on the basis of sex under Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Act Against Discrimination. All forms of sexual harassment are prohibited at school, on school property, and at all school-sponsored activities, programs, or events within the United States. Sexual harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

It shall be a violation of this policy for any student, employee, or third party (visitor, vendor, etc.) to sexually harass any student, employee, or other individual associated with the school. It shall further be a violation for any employee to discourage a student or another employee from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under

the provisions of this policy. Violation of this policy by any employee shall result in disciplinary action, up to and including termination.

Sexual harassment shall include conduct on the basis of sex involving one or more of the following: (1) A district employee conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcomed sexual conduct; (2) unwelcomed conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's educational program or activity; or (3) sexual assault, dating violence, domestic violence, or stalking.

Sexual harassment may result from verbal or physical conduct or written or graphic material. Sexual harassment may include but is not limited to: verbal harassment or abuse of a sexual nature; pressure for sexual activity; repeated remarks to a person with sexual or demeaning implication; unwelcome touching; or suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning an employee's job status.

The district encourages all victims of sexual harassment and persons with knowledge of such harassment to report the harassment immediately. Complaints of sexual harassment will be promptly investigated and resolved. Any person may make a verbal or written report of sex_discrimination by any means and at any time.

(Position or name, address, email address, and phone number of the Title IX Coordinator) has been designated to coordinate compliance with nondiscrimination requirements contained in Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 regarding

discrimination on the basis of sex, and the Kansas Act Against Discrimination. Information concerning the provisions of these Acts, and the rights provided thereunder, are available from the Title IX Coordinator. Inquiries about the application of Title IX to the district may be referred to the Title IX Coordinator; to the Assistant Secretary for Civil Rights at the U.S. Department of Education, Office of Civil Rights, 400 Maryland Avenue, SW, Washington D.C. 20202-1100, (800)421-3481, or at OCR@ed.gov; or both.

Response to Harassment Complaints The district takes all reports of sexual harassment seriously and will respond meaningfully to every report of discrimination based on sex, including sexual harassment, of which the district has actual knowledge. Employees who believe they have been subjected to sexual harassment should discuss the problem with their immediate supervisor. If an employee's immediate supervisor is the alleged harasser, the employee should discuss the problem with the building administrator or the Title IX Coordinator. All employees receiving reports of alleged sexual harassment shall notify the Title IX Coordinator.

Definitions

The following definitions apply to the district in responding to complaints of sexual discrimination including sexual harassment as defined by Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Act Against Discrimination.

The "complainant" means an individual who is alleged to be a victim of conduct that could constitute sexual harassment.

"Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved.

The "decision-maker" reviews all the evidence and prepares an impartial written responsibility determination as to whether the alleged conduct occurred and provides an opportunity for the parties and their representatives to prepare written questions to be answered by the other party. The decision-maker shall not be the Title IX Coordinator or investigator.

"Domestic violence" includes crimes of violence committed by a person who is a current or former spouse, partner, person with whom the victim shares a child, or who is or has cohabited with the victim as a spouse or partner, by a person similarly situated to a spouse of the victim under Kansas or applicable federal law, or by any other person against an adult or youth victim having protection from such person's acts by Kansas or applicable federal law.

A "formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment.

The "investigator" is the person who carries out the investigation after the formal complaint is filed and conducts interviews of the witnesses, collects and documents evidence, and drafts an investigative report. A "respondent" is an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

"Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or to suffer substantial emotional distress.

The "Title IX Coordinator" is the individual designated at the district level who has responsibility to coordinate compliance with Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 regarding discrimination on the basis of sex, and the Kansas Act Against Discrimination. The Title IX Coordinator's responsibilities include, but are not limited to: developing materials and ensuring professional development occurs for staff involved in Title IX compliance, creating systems to centralize records, gathering relevant data, contacting the complainant (and/or parents or guardians, if applicable) once the district has actual knowledge of alleged sexual harassment, coordinating the implementation of supportive measures, signing a formal complaint to initiate a grievance process, and ensuring any remedies are implemented.

The Title IX Coordinator, any investigator, decision-maker, or any person who facilitates an informal resolution process shall not have a conflict of interest or bias for or against the complainant or respondent. These individuals shall receive training on the definition of sexual harassment; the scope of the education program and activities; how to conduct an investigation, including

appeals and informal resolution processes; and how to serve impartially, including by avoiding prejudgment of the facts, conflicts of interest, and bias. Decision-makers shall receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. Investigators shall receive training on issues of relevance of questions and evidence in order for them to create investigative reports that fairly summarize relevant evidence.

Any employee who witnesses an act of sexual harassment or receives a complaint of harassment from another employee or a student shall report the complaint to their immediate supervisor, building administrator, or Title IX Coordinator. Employees who fail to report complaints or incidents of sexual harassment to appropriate district officials may face disciplinary action. District officials who fail to investigate and take appropriate corrective action in response to complaints of sexual harassment may also face disciplinary action.

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes sexual harassment under the definition outlined above. Unacceptable conduct may or may not constitute sexual harassment, depending on the nature of the conduct and its severity, pervasiveness, and persistence. Behaviors which are unacceptable but do not constitute harassment may also result in employee discipline.

If discrimination or harassment has occurred, the district will take prompt, remedial action to stop it and prevent its reoccurrence.

The Title IX Coordinator shall promptly respond in a meaningful way to any reports of sexual discrimination including sexual harassment of which the district has actual knowledge as follows:

- Contact the complainant within 10 business days and discuss the
 availability of supportive measures, with or without the filing of a
 formal complaint, and consider the complainant's wishes as to
 supportive measures; and
- Inform the complainant of the right to a formal complaint investigation consistent with Title IX and the informal resolution process.

Supportive Measures

The district will treat the complainant and respondent equitably by offering supportive measures. These non-disciplinary and non-punitive measures will be offered as appropriate, as reasonably available, and without cost to the complainant or the respondent. Supportive measures are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party. "Supportive Measures" shall include, but not be limited to, measures designed to protect the safety of all parties, to protect the district's educational environment, or to deter sexual harassment. These measures may include counseling, extensions of deadlines or course-related adjustments, modifications of work or class schedules, escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring, and other similar measures. The Title Coordinator responsible for coordinating effective IX is the implementation of supportive measures.

The Formal Complaint

No investigation of alleged sexual harassment may occur until after a formal complaint has been filed.

A formal complaint is a document filed by the complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting an investigation. The procedures for filing a formal complaint are as follows:

- At the time of filing a formal complaint, a complainant must be
 participating in or attempting to participate in the education program
 or activity of the district concerning which the formal complaint is
 filed.
- A formal complaint should be filed in writing and contain the name and address of the person filing the complaint. The complaint should briefly describe the alleged violation. Filing of the complaint with the Title IX Coordinator may be done in person, by mail, or by email. If an individual does not wish to file a written complaint, and the matter has not been adequately resolved, the Title IX Coordinator may initiate the complaint. Forms for filing written complaints are available in each school building office and the central office.
- A complaint should be filed as soon as possible after the conduct occurs, but not later than 180 calendar days after the complainant becomes aware of the alleged violation, unless the conduct forming the basis for the complaint is ongoing.
- An investigation shall follow the filing of the complaint. If the complaint is against the superintendent, the board shall appoint an

investigating officer. In other instances, the investigation shall be conducted by a qualified individual designated by the Title IX Coordinator or another individual appointed by the board. The investigation shall be thorough. All interested persons, including the complainant and the respondent, will be afforded an opportunity to submit written or oral evidence relevant to the complaint.

Formal Complaint Notice Requirements

Upon filing of a formal complaint, the district shall provide written notice to the known parties including:

- Notice of the allegations of sexual harassment including sufficient details to prepare a response before any initial interview including:
 - o the identities of the parties involved, if known;
 - o the conduct allegedly constituting sexual harassment; and
 - o the date and location of the alleged incident, if known.
 - The district's investigation procedures, including any informal resolution process;
 - A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;
 - Notice to the parties they may have an advisor of their choice and may inspect and review any evidence; and
 - Notice to the parties of any provision in the district's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

If, in the course of an investigation, the investigator decides to investigate allegations about the complainant or respondent that are not included in the notice initially provided, notice of the additional allegations shall be provided to known parties.

Formal Complaint Investigation Procedures

To ensure a complete and thorough investigation and to protect the parties, the investigator shall:

- Ensure that the preponderance of the evidence burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the district and not the parties;
- Provide an equal opportunity for the parties to present witnesses and evidence;
- Not restrict either party's ability to discuss the allegations under investigation or to gather and present relevant evidence;
- Allow the parties to be accompanied with an advisor of the party's choice:
- Provide written notice of the date, time, location, participants, and purpose of any interview, meeting, or hearing at which a party is expected to participate;
- Provide the parties equal access to review all the evidence collected
 which is directly related to the allegations raised in a formal
 complaint, including the investigative report, and the opportunity to
 respond to that evidence before a determination is made;
- Be impartial and objectively evaluate all relevant evidence without relying on sex stereotypes;

- Not have conflicts of interest or bias for or against complainants or respondent;
- Not make credibility determinations based on the individual's status as complainant, respondent, or witness.

Formal Complaint Investigation Report

The investigator shall prepare an investigative report that fairly summarizes relevant evidence and share the report with the parties and their advisors for review and response.

Before completing the investigative report, the investigator must send each party and their advisors the investigative report for review and allow the parties 10 days to submit a written response for the investigator's consideration.

The investigator's written report shall include an objective evaluation of all relevant evidence using a preponderance of the evidence standard to determine responsibility.

Decision-Maker's Determination

Upon receiving the investigator's report, the decision-maker must make a determination regarding responsibility and afford each party the opportunity to submit written, relevant questions that the parties want asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions.

The decision-maker must issue a written determination regarding responsibility based on a preponderance of the evidence. The decision-maker's written determination shall:

- Identify the allegations potentially constituting sexual harassment;
- Describe the procedural steps taken, including any notifications to the parties, site visits, methods used to gather evidence, and interviews:
- Include the findings of fact supporting the determination;
- Address any district policies and/or conduct rules which apply to the facts;
- Address each allegation and a resolution of the complaint including
 a determination regarding responsibility, the rationale therefor, any
 disciplinary sanctions imposed on the respondent, and whether the
 remedies are designed to preserve access to the educational program
 or activity will be provided by the district to the complainant; and
- The procedures and permissible bases for the complainant and/or respondent to appeal the determination.

A copy of the written determination shall be provided to both parties simultaneously.

The range of disciplinary sanctions and remedies may include, but may not be limited to, supportive measures, short term suspension, long term suspension, expulsion for students, and/or termination for employees. Complainants and respondents shall be treated equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made. The Title IX Coordinator is responsible for the effective implementation of any remedies._If the investigation results in a recommendation that a student be suspended or expelled, procedures outlined in board policy and state law governing student suspension and expulsion will be followed.

If the investigation results in a recommendation that an employee be suspended with or without pay or terminated, procedures outlined in board policy, the negotiated agreement (as applicable), and/or state law will be followed.

Records relating to complaints filed and their resolution shall be maintained by the Title IX Coordinator for seven years.

The decision becomes final on the date the parties receive the results of an appeal, if any appeal is filed, or on the date the opportunity for an appeal expires.

<u>Appeals</u>

The complainant or respondent may appeal the decision-maker's determination regarding responsibility or a dismissal of a formal complaint, on the following base:

- Procedural irregularity that affected the outcomes;
- New evidence that was not reasonably available at the time that could affect the outcome; and/or
- The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias against either party that affected the outcome.

The request to appeal shall be made in writing to the Title IX Coordinator within 20 days after the date of the written determination. Appeals shall be on the record and heard by an attorney, an independent hearing officer appointed by the board, or the board. The appeal decision-maker may not be the

Title IX Coordinator, the Investigator, or the decision-maker from the original determination.

The appeal decision-maker will issue a written decision within 30 days after the appeal is filed. The appeal decision-maker will describe the result of the appeal and the rationale for the result.

The appeal decision-maker shall:

- Review the evidence gathered by the investigator, the investigator's report, and the original decision-maker's determination;
- Notify both parties in writing of the filing of an appeal and give them 10 days after the appeal is filed to submit further evidence in writing;
- Not have a conflict of interest or bias for or against complainant or respondent and receive the required training;
- Issue a written decision and the rationale for the decision within 30 days after the appeal is filed;
- Describe the result of the appeal and the rationale for the result in the decision; and
- Provide the written decision simultaneously to both parties and to the Title IX Coordinator.

Informal Resolution Process

At any time during the formal complaint process and prior to reaching a determination regarding responsibility, the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility.

The informal resolution process may be facilitated by a trained educational professional, consultant, or other individual selected by the Title IX Coordinator under the following conditions:

- The parties are provided a written notice disclosing the allegations, the requirements of the informal resolution process, information on when it may preclude the parties from resuming a formal complaint arising from the same allegations;
- At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the investigation of the formal complaint and be informed of any consequences resulting from participating in the informal resolution process;
- The parties voluntarily and in writing consent to the informal resolution process; and
- The informal resolution process cannot be used to resolve allegations that an employee sexually harassed a student.

If the matter is resolved to the satisfaction of the parties, the facilitator shall document the nature of the complaint and the proposed resolution, have both parties sign the documentation and receive a copy, and forward it to the Title IX Coordinator. Within 20 days after the complaint is resolved in this manner, the Title IX Coordinator shall contact the complainant to determine if the resolution of the matter remains acceptable. If the matter is not resolved, or if the individual does not believe the resolution remains acceptable within 20 days after the informal resolution document is executed, the individual or the Title IX Coordinator may proceed with the formal complaint process.

If discrimination or harassment has occurred, the district will take prompt, remedial action to prevent its reoccurrence. The district prohibits retaliation or discrimination against any person for opposing discrimination, including harassment; for participating in the complaint process; or making a complaint, testifying, assisting, or participating in any investigation, proceeding, or appeal.

Use of this complaint procedure is not a prerequisite to the pursuit of any other remedies including the right to file a complaint with the Office for Civil Rights of the U.S. Department of Education, the Equal Employment Opportunity Commission, or the Kansas Human Rights Commission.

Initiation of a complaint of sexual harassment in good faith will not adversely affect the job security or status of an employee, nor will it affect his or her compensation. Any act of retaliation or discrimination against any person who has filed a complaint or testified, assisted, or participated in any investigation, proceeding, or hearing involving sex discrimination including sexual harassment is prohibited. Any person who retaliates is subject to immediate disciplinary action, up to and including termination of employment.

To the extent possible while still following the above procedures, confidentiality will be maintained throughout the investigation and resolution of a complaint. The desire for confidentiality must be balanced with the district's obligation to conduct a thorough investigation, to provide supportive measures to both parties, to take appropriate corrective action, and to provide due process to the complainant and the respondent.

False or malicious complaints of sexual harassment may result in corrective or disciplinary action against the complainant.

A summary of this policy and the complaint procedures including how to report or file a formal complaint of sex discrimination or sexual harassment shall be posted in each district facility, shall be published in employee handbooks, and on the district's website as directed by the Title IX Coordinator. Notification of the policy may include posting information notices, publishing in local newspapers, publishing in newspapers and magazines operated by the school, or distributing memoranda or other written communications to students and employees. In addition, the district is required to include a statement of nondiscriminatory policy in any bulletins, announcements, publications, catalogs, application forms, or other recruitment materials that are made available to participants, students, applicants, or employees.

Approved: 07/13/2020

GAACA Racial and Disability Harassment: Employees (See GAF, JGECA and KN)

The board of education is committed to providing a positive and productive working and learning environment, free from discrimination, including harassment, on the basis of race, color, national origin, or disability. Racial and disability harassment will not be tolerated in the school district. Racial or disability harassment of employees or students of the district by board members, administrators, certified and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

Racial harassment is unlawful discrimination on the basis of race, color or national origin under Titles VI and VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. Disability harassment is unlawful discrimination on the basis of disability under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. All forms of racial and disability harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Racial or disability harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

It shall be a violation of this policy for any student, employee, or third party (visitor, vendor, etc.) to racially harass or harass on the basis of disability any student, employee, or other individual associated with the school. It shall further be a violation for any employee to discourage a student or another employee from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy.

Violations of this policy by any employee shall result in disciplinary action, up to and including termination.

Harassment prohibited by this policy includes racially or disabilitymotivated conduct which:

- Affords an employee different treatment, solely on the basis of race, color, national origin, or disability, in a manner which interferes with or limits the ability of the employee to participate in or benefit from the services, activities or programs of the school;
- Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of creating a hostile working environment;
- Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of interfering with an individual's work performance or employment opportunities.

Racial or disability harassment may result from verbal or physical conduct or written or graphic material.

The district encourages all victims of racial or disability harassment and persons with knowledge of such harassment to report the harassment immediately. Complaints of racial or disability harassment will be promptly investigated and resolved.

Employees who believe they have been subjected to racial or disability harassment should discuss the problem with their immediate supervisor. If an employee's immediate supervisor is the alleged harasser, the employee should discuss the problem with the building principal or the district compliance coordinator. Employees who do not believe the matter is appropriately resolved through this meeting may file a formal complaint under the district's discrimination complaint procedure in policy KN.

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes racial or disability harassment under the definition outlined above. Unacceptable conduct may or may not constitute racial or disability harassment, depending on the nature of the conduct and its severity, pervasiveness and persistence. Behaviors which are unacceptable but do not constitute harassment may also result in employee discipline.

If discrimination or harassment has occurred, the district will take prompt, remedial action to prevent its reoccurrence.

Any employee who witnesses an act of racial or disability harassment or receives a complaint of harassment from another employee or a student shall report the complaint to the building principal. Employees who fail to report complaints or incidents of racial or disability harassment to appropriate school officials may face disciplinary action. School administrators who fail to investigate and take appropriate corrective action in response to complaints of racial or disability harassment may also face disciplinary action, up to and including termination.

Initiation of a complaint of racial or disability harassment in good faith will not adversely affect the job security or status of an employee, nor will it affect his or her compensation. Any act of retaliation or discrimination against any person who has filed a complaint or testified, assisted, or participated in any investigation, proceeding, or hearing involving a racial or disability harassment complaint is prohibited. Any person who retaliates is subject to immediate disciplinary action, up to and including termination from employment.

GAACA Racial and Disability Harassment: Employees GAACA-4

To the extent possible, confidentiality will be maintained throughout the

investigation of a complaint. The desire for confidentiality must be

balanced with the district's obligation to conduct a thorough investigation, to take

appropriate corrective action or to provide due process to the accused.

False or malicious complaints of racial or disability harassment may result

in corrective or disciplinary action against the complainant.

A summary of this policy shall be posted in each district facility and shall

be published in employee handbooks and on the district's website as directed by the

district compliance coordinator. Notification of the policy shall be included in the

school newsletter or published in the local newspaper annually.

Approved: 02/11/2019

Any district employee who has reason to know or suspect a child has been injured as a result of physical, mental or emotional abuse or neglect or sexual abuse, shall promptly report the matter to the local Kansas Department for Children and Families (DCF) office or to the local law enforcement agency if the DCF office is not open. Employees may file a report of suspected abuse anonymously to either DCF by phoning 1-800-922-5330 or to local law enforcement officials. The Code for Care of Children also provides civil immunity from prosecution if the report is made in good faith.

The employee making the report will not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect.

DCF or Law Enforcement Access to Students on School Premises

The building principal shall allow a student to be interviewed by DCF or law enforcement representatives on school premises to investigate suspected child abuse and shall act as appropriate to facilitate the agency's access to the child and to protect the student's interests during the process. State law grants the investigating agency the authority to determine whether a school employee may be present while the interview is being conducted, taking into account the child's best interests. If asked to sit in on the interview by the agency representative conducting it, the building principal or designee thereof shall oblige such request in order to provide comfort to the child throughout the process and to facilitate the investigation.

Cooperation Between School and Agencies

Principals shall work with DCF and law enforcement agencies to develop a plan of cooperation for investigating reports of suspected child abuse

or neglect. To the extent that safety is not compromised, law enforcement officers

investigating complaints of suspected child abuse or neglect on school property shall not be in uniform.

Reporting Procedure

The employee shall promptly report to the local DCF office or law enforcement if DCF is closed. It is recommended the building administrator also be notified after the report is made.

If the building principal has been notified, the principal shall immediately notify the superintendent that the initial report to DCF has been made. If appropriate, the principal may confer with the school's social worker, guidance counselor or psychologist. At no time shall the principal or any other staff member prevent or interfere with the making of a suspected child abuse report.

If available, the following information shall be given by the person making the initial report: name, address and age of the student; name and address of the parents or guardians; nature and extent of injuries or description of neglect or abuse; and any other information that might help establish the cause of the child's condition.

Any personal interview or physical inspection of the child by any school employee shall be conducted in an appropriate manner with an adult witness present.

State law provides that anyone making a report in good faith and without malice shall be immune from any civil liability that might otherwise be incurred or imposed.

GAAD Child Abuse GAAD-3

Annual Training

Annual training for all school employees on child abuse and neglect reporting requirements shall be provided, and documentation of the training shall be maintained.

Approved: 07/13/2020

GAAD-R Child Abuse

The employee making the report will not contact the child's family or any other person(s) to determine the cause of the suspected abuse or neglect.

SRS Access to Students on School Premises (See JCAC)

In case of suspected abuse or neglect, the building principal shall allow students to be interviewed by the SRS or law enforcement representatives on school premises and shall act to protect the student's interests during the interview.

Cooperation Between School and Agencies

Principals shall work with SRS and law enforcement agencies to cooperate in investigating reports of suspected child abuse or neglect. To the extent that safety is not compromised, law enforcement officers investigating complaints of suspected child abuse or neglect while school is in session shall not be in uniform on school property.

Reporting Procedure

The employee shall promptly report to the local SRS office or law enforcement if SRS is closed. It is recommended that the building administrator also be notified that the report is being made.

If the building administrator has been notified, the principal shall immediately notify the superintendent that the initial report to SRS has been made.

If available, the following information shall be given by the person making the initial report: name, address, and age of student; name and address of parents or guardians; nature and extent of injuries or description of neglect or abuse; and any other information that might help establish the cause of the child's condition.

Anyone making a report in accordance with the state law and without malice shall be
immune from any civil liability that might otherwise be incurred or imposed.

Approved:

Bullying by Staff (See EBC, GAAB, JDD, JDDC, and KGC) GAAE GAAE

The board of education prohibits bullying in any form by any student,

staff member, or parent towards a student or a staff member on or while using

school property, in a school vehicle or at a school-sponsored activity or event.

For the purposes of this policy, the term "bullying" shall have the meaning

ascribed to it in Kansas law.

The administration shall propose, and the board shall review and approve

a plan to address bullying as prohibited herein. The plan shall include

provisions for the training and education of staff members.

Staff members who bully others in violation of this policy may be subject

to disciplinary action, up to and including suspension and/or termination. If

appropriate, staff members who violate the bullying prohibition shall be

reported to local law enforcement.

Approved: 02/08/2016

- Sample Form -

Retype to suit local needs, remove from policy book and file with the clerk and principals. Form could also be included in staff handbooks.

Report to Local La	w Enforcement
USD _	

Pursuant to Kansas law, the administrator or other school employee whose signature appears below is reporting the following crimes:

Briefly describe each incident and the person/s involved in a misdemeanor or felony behavior at school, on school property, or at a school activity.

Date	School/Location	Person/s Involved	Brief Description of bullying incident/s.
1.			
2.			

School Districts a	re required by	Federal Law	and K.S.A.	72-6311 to	protect the
privacy rights of s	students under	the age of 18			

Signed:	
Administrat	or or other school employee
c/o Superintendent USD	· c/employee's file

GAAF <u>Emergency Safety Interventions</u> (See GAO, JRB, JQ, and KN) GAAF

The board of education is committed to limiting the use of Emergency Safety Intervention ("ESI"), such as seclusion and restraint, with all students. Seclusion and restraint shall be used only when a student's conduct necessitates the use of an emergency safety intervention as defined below. The board of education encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies.

This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school's code of conduct, school safety plan, or student handbook. Notice of the online availability of this policy shall be provided to parents during enrollment each year.

Definitions

"Campus police officer" means a school security officer designated by the board of education of any school district pursuant to K.S.A. 72-6146, and amendments thereto.

"Chemical Restraint" means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement.

"Emergency Safety Intervention" is the use of seclusion or physical restraint, but does not include physical escort or the use of time-out.

"Incident" means each occurrence of the use of an emergency safety intervention.

"Law enforcement officer" and "police officer" mean a full-time or part-time salaried officer or employee of the state, a county, or a city, whose duties include the prevention or detection of crime and the enforcement of criminal or traffic law of this state or any Kansas municipality. This term includes a campus police officer.

"Legitimate law enforcement purpose" means a goal within the lawful authority of an officer that is to be achieved through methods or conduct condoned by the officer's appointing authority.

"Mechanical Restraint" means any device or object used to limit a student's movement.

"Parent" means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 72-3122(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

"Physical Escort" means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.

"Physical Restraint" means bodily force used to substantially limit a student's movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction shall not be deemed to be physical restraint.

"School resource officer" means a law enforcement officer or police officer employed by a local law enforcement agency who is assigned to a district through an agreement between the local law enforcement agency and the district.

"School security officer" means a person who is employed by a board of education of any school district for the purpose of aiding and supplementing state and local law enforcement agencies in which the school district is located, but is not a law enforcement officer or police officer.

"Seclusion" means placement of a student in a location where all of the following conditions are met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or reasonably believes that he or she will be prevented from leaving the enclosed area.

"Time-out" means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded.

Prohibited Types of Restraint

All staff members are prohibited from engaging in the following actions with all students:

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student's airway;
- Using physical restraint that impacts a student's primary mode of communication;

- Using chemical restraint, except as prescribed treatments for a student's medical or psychiatric condition by a person appropriately licensed to issue such treatments; and
- Use of mechanical restraint, except:
 - O Protective or stabilizing devices required by law or used in accordance with an order from a person appropriately licensed to issue the order for the device:
 - Any device used by a certified law enforcement officer to carry out law enforcement duties; or
 - Seatbelts and other safety equipment when used to secure students during transportation.

Use of Emergency Safety Interventions

ESI shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to effect such physical harm. Less restrictive alternatives to ESI, such as positive behavior interventions support, shall be deemed inappropriate or

ineffective under the circumstances by the school employee witnessing the student's behavior prior to the use of any ESI. The use of ESI shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an ESI. Use of an ESI for purposes of discipline, punishment, or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

ESI Restrictions

A student shall not be subjected to ESI if the student is known to have a medical condition that could put the student in mental or physical danger as a result of ESI. The existence of such medical condition must be indicated in a written statement from the student's licensed health care provider, a copy of which has been provided to the school and placed in the student's file.

Such written statement shall include an explanation of the student's diagnosis, a list of any reasons why ESI would put the student in mental or physical danger, and any suggested alternatives to ESI. Notwithstanding the provisions of this subsection, a student may be subjected to ESI, if not subjecting the student to ESI would result in significant physical harm to the student or others.

Use of Seclusion

When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times.

All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather.

A seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent. Such room shall be free of any condition that could be a danger to the student, well-ventilated, and sufficiently lighted.

Training

All staff members shall be trained regarding the use of positive behavioral intervention strategies, de-escalation techniques, and prevention techniques. Such training shall be consistent with nationally recognized training programs on ESI. The intensity of the training provided will depend upon the employee's position. Administrators, licensed staff members, and other staff deemed most likely to need to restrain a student will be provided more intense training than staff who do not work directly with students in the classroom. District and building administration shall make the determination of the intensity of training required by each position.

Each school building shall maintain written or electronic documentation regarding the training that was provided and a list of participants, which shall be made available for inspection by the state board of education upon request.

Notification and Documentation

The principal or designee shall notify the parent the same day as an incident. The same-day notification requirement of this subsection shall be deemed satisfied if the school attempts at least two methods of contacting the parent. A parent may designate a preferred method of contact to receive the same-day notification. Also, a parent may agree, in writing, to receive only one same-day notification from the school for multiple incidents occurring on the same day.

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day of the incident. Such written documentation shall include: (A) The events leading up to the incident; (B) student behaviors that necessitated the ESI; (C) steps taken to

transition the student back into the educational setting; (D) the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI; (E) space or an additional form for parents to provide feedback or comments to the school regarding the incident; (F) a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and (G) email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

The parent shall be provided the following information after the first and each subsequent incident during each school year: (1) a copy of this policy which indicates when ESI can be used; (2) a flyer on the parent's rights; (3) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and the complaint process of the state board of education; and (4) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. Upon the first occurrence of an incident of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

Law Enforcement, School Resource, and Campus Security Officers

Campus police officers and school resource officers shall be exempt from the requirements of this policy when engaged in an activity that has a legitimate law enforcement purpose. School security officers shall not be exempt from the requirements of this policy.

If a school is aware that a law enforcement officer or school resource officer has used seclusion, physical restraint, or mechanical restraint on a student, the school shall notify the parent the same day using the parent's preferred method of contact. A school shall not be required to provide written documentation to a parent, as set forth above, regarding law enforcement use of an emergency safety intervention, or report to the state department of education any law enforcement use of an emergency safety intervention. For purposes of this subsection, mechanical restraint includes, but is not limited to, the use of handcuffs.

Documentation of ESI Incidents

Except as specified above with regard to law enforcement or school resource officer use of emergency safety interventions, each building shall maintain documentation any time ESI is used with a student. The documentation shall include all of the following:

- Date and time of the ESI,
- Type of ESI,
- Length of time the ESI was used,
- School personnel who participated in or supervised the ESI,

GAAF Emergency Safety Interventions

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- Whether the student had an individualized education program at the time of the incident,
- Whether the student had a section 504 plan at the time of the incident, and
- Whether the student had a behavior intervention plan at the time of the incident.

All such documentation shall be provided to the building principal, who shall be responsible for providing copies of such documentation to the superintendent or the superintendent's designee on at least a biannual basis. At least once per school year, each building principal or designee shall review the documentation of ESI incidents with appropriate staff members to consider the appropriateness of the use of ESI in those instances.

Reporting Data

District administration shall report ESI data to the state department of education as required.

Parent Right to Meeting on ESI Use

After each incident, a parent may request a meeting with the school to discuss and debrief the incident. A parent may request such meeting verbally, in writing, or by electronic means. A school shall hold a meeting requested under this subsection within 10 school days of the parent's request. The focus of any such meeting shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future.

For a student with an IEP or a Section 504 plan, such student's IEP team or Section 504 plan team shall discuss the incident and consider the need to

conduct a functional behavioral assessment, develop a behavior intervention plan, or amend the behavior intervention plan if already in existence.

For a student with a section 504 plan, such student's section 504 plan team shall discuss and consider the need for a special education evaluation. For students who have an individualized education program and are placed in a private school by a parent, a meeting called under this subsection shall include the parent and the private school, who shall consider whether the parent should request an individualized education program team meeting. If the parent requests an individualized education program team meeting, the private school shall help facilitate such meeting.

For a student without an IEP or Section 504 plan, the school staff and the parent shall discuss the incident and consider the appropriateness of a referral for a special education evaluation, the need for a functional behavioral assessment, or the need for a behavior intervention plan. Any such meeting shall include the student's parent, a school administrator for the school the student attends, one of the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for such meeting.

The student who is the subject of such meetings shall be invited to attend the meeting at the discretion of the parent. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within that time period. Nothing in this section shall be construed to prohibit the development and implementation of a functional behavior assessment or a behavior intervention plan for any student if such student would benefit from such measures.

Local Dispute Resolution Process

If a parent believes that an emergency safety intervention has been used on the parent's child in violation of state law or board policy, the parent may file a complaint as specified below.

The board of education encourages parents to attempt to resolve issues relating to the use of ESI informally with the building principal and/or the superintendent before filing a formal complaint with the board. Once an informal complaint is received, the administrator handling such complaint shall investigate such matter, as deemed appropriate by the administrator. In the event that the complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the board of education and provide a copy to the state department of education.

If the issues are not resolved informally with the building principal and/or the superintendent, the parents may submit a formal written complaint to the board of education by providing a copy of the complaint to the clerk of the board and the superintendent within thirty (30) days after the parent is informed of the incident.

Upon receipt of a formal written complaint, the board president shall assign an investigator to review the complaint and report findings to the board as a whole. Such investigator may be a board member, a school administrator selected by the board, or a board attorney. Such investigator shall be informed of the obligation to maintain confidentiality of student records and shall report

GAAF Emergency Safety Interventions

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the findings of fact and recommended corrective action, if any, to the board in

executive session.

Any such investigation must be completed within thirty (30) days of receipt of

the formal written complaint by the board clerk and superintendent. On or before the

30th day after receipt of the written complaint, the board shall adopt written findings

of fact and, if necessary, appropriate corrective action. A copy of the written

findings of fact and any corrective action adopted by the board shall only be provided

to the parents, the school, and the state department of education and shall be mailed to

the parents and the state department within 30 days of the board's receipt of the

formal complaint.

If desired, a parent may file a complaint under the state board of education

administrative review process within thirty (30) days from the date a final decision is

issued pursuant to the local dispute resolution process.

Approved: 02/11/2019

EMERGENCY SAFETY INTERVENTION DOCUMENTATION

Date:			
Dear:			
The purpose of this letter is to inform you	that on(da	, at	(a.m./p.m.) (time)
the need for the use of an Emergency Safet (name of student) K.S.A. 72-6152 provides the defined to include the use time-out or physical escort. must be informed of the ideemed satisfied if the school the parent or guardian. By of the following shall be pro-	at emergency safety in of seclusion or physical with the or of the day it happed ool attempts at least to the day following the day follow	ntervention (hero ical restraint but s used, the parent ens. This notice two methods of c he ESI use, writ	eafter "ESI") is t not the use of t(s)/guardian(s) requirement is ontact to reach
Type of ESI used: Seclus (minutes) Location:		Duration of seclu	sion/restraint:
Name of staff member(s) who participated	in or supervised the ESI:		
Did the student have an Individualized Edu Plan at the time of the incident?	If so, specify which:	Section 504 Plan, or	
Student behaviors necessitating the ESI:			
Steps taken to transition the student back in	nto the educational setting	:	

Parents or guardians of the above-named student are invited and strongly encouraged to schedule a meeting to
discuss the ESI and how to prevent future ESI use. Please contact the following staff member at the email address
and/or phone number listed below to schedule such a meeting or if you have any questions regarding this use of ESI.

(Staff Member Name)	
(Staff Member Email Address)	
(Staff Member Phone Number)	
(Signature of person completing report)	(Date)
*Parent(s)/guardian(s) notified of this incident on	by .
Turchi(b)/ gauraiun(b) notified of this incident on	
Please feel free to provide feedback or comments concerni	ng this ESI use below and email or deliver them to the
staff member specified above.	
1	

^{*}Original provided to Building Principal *Copy provided to (Parents/Guardians, Administrative Office)

GAC Policies and Rules Development Involvement

In the development of personnel policies, rules and regulations, the board shall, to the

extent practicable, involve the employees of the district.

Approved:

GACA Positions (See CD and GACB)

GACA

New employment positions shall be authorized by the board. superintendent shall prepare for board approval a comprehensive list of all new

positions, together with their qualifications, duties, and responsibilities, for board

consideration.

Approved: 02/112019

GACA-R **Positions**

The superintendent shall prepare for board approval a comprehensive list of all positions

of employment within the school system, together with the qualifications for the duties and

responsibilities of each position. (See GACB)

Approved:

02/06/2012

GACB Job Descriptions (See CD and GACA)

GACB

The superintendent shall develop a job description for each category of

employee. After board approval of any new or revised job descriptions, they

will be deemed in effect, shall be filed with the clerk, and may be published in

handbooks.

Approved: 08/12/2019

GACC Recruitment and Hiring

GACC

Recruitment

The board delegates recruiting authority to the superintendent.

carrying out this responsibility, the superintendent may involve administrators

and other employees.

Hiring

The board shall approve the hiring of all employees. No staff member's

employment is official until the contract or other document is signed by the

candidate and approved by the board.

Hiring sequence

• Conditional offer of employment is extended to the candidate in writing

subject to revocation or, if provisional employment has already begun,

termination of employment based upon unsatisfactory results of any reference

and/or background checks performed;

• Written acceptance by the candidate is received;

• Contract or other appropriate document sent to the candidate and

candidate's acceptance signified by a signed document returned to the

superintendent; and

• Approval of the contract or other documents by the board.

Approved: 08/12/2019

CONSENT AND RELEASE

I,	(Applicant's name), have applied for employment with(job title). I understand that in order
for the school district to determine the school district will conduct a employment. This investigation educational institution I have atte qualifications, job performance, p dates of employment or enrollme	
I give my consent for any requested in connection with this	employer or educational institution to release any information background investigation.
right to see most education record acknowledge that I hereby waive information provided to the school	Educational Rights and Privacy Act, I understand that I have a ds that are maintained by any educational institution. I any and all right to see any written reference or other ol district by any educational institution. Furthermore, I hereby e a copy of any written communication furnished to the school
furnished to the school district by and agree not to sue or file any cl educational institution, and any o	ived any right to see or to receive copies of written references we employers or educational institutions, I release, hold harmless laim of any kind against any current or former employer or officer or employee of either, that furnished written or oral ol district to complete its background investigation.
A photocopy of facsimile valid as an original.	("fax") copy of this form that shows my signature shall be as
Dated:	
SWORN TO AND SUBS	SCRIBED before me, a notary public, on theday of
My appointment expires:	
Approved:	

GACCA Nepotism GACCA

The superintendent shall make reasonable efforts to determine whether a

candidate for employment is related to or residing with a board member or an

administrator of the district. If a candidate is related to or residing with a

board member or administrator, the superintendent will make this fact known to

the board.

Except in an emergency or in the case the individual is deemed to be the

most qualified candidate for the position by the board, the board will not

employ anyone who is the father, mother, brother, sister, spouse, son, daughter,

step-son, step-daughter, son-in-law, or daughter-in-law of any board member or

who resides in the household of any board member.

This provision shall not apply to any person who has been regularly

employed by the board prior to the adoption of this policy or to any person who

has been regularly employed by the board prior to the election or appointment of

a new board member to whom the person is related.

Supervision Limitations

No employee shall directly supervise or be responsible for any portion of

the evaluation of his or her father, mother, brother, sister, spouse, son,

daughter, step-son, step-daughter, son-in-law, or daughter-in-law or an

individual residing with the employee.

Approved: 08/12/2019

GACD Employment Eligibility Verification (Form I-9)

All employees of the district, at the time of employment, shall provide verification of identity and employment status to the superintendent.

Approved:

GACD-R Employment Eligibility Verification (Form I-9)

The superintendent shall maintain a file on all of the district's employees hired after

November 6, 1986, proving that each employee has verified their identity, employment status,

U.S. Citizenship, or legal alien status. Evidence to be used to verify identity, employment status,

U.S. citizenship, or legal alien status should include two of the following documents, one which

contains a current photo of the employee: birth certificate, social security card, or a current

driver's license; or one of the following:

U.S. passport, certificate of U.S. citizenship, certificate of naturalization, unexpired foreign passport, or resident alien card.

Approved:

GACE Assignment and Transfer

GACE

The board reserves the right to assign, reassign, or transfer all employees,

unless otherwise provided in the negotiated agreement.

The board may delegate its authority to assign, reassign, or transfer any

or all employees to the superintendent.

Approved: 08/12/2019

GAD Employee Development Opportunities

GAD

-Except as may be specified in the negotiated agreement concerning staff members covered thereby, all plans for self-improvement involving expenditure

of district funds or which require time away from the employee's assigned

responsibilities shall be approved in advance by the board.

Approved: July 9, 2018

GAD-R Employee Development Opportunities

Employees are encouraged to develop and submit, through supervisory channels, plans or proposals for the improvement of skills, knowledge and technical performance capabilities. All plans for self-improvement that involves the expenditure of district funds shall be approved by the board in advance.

Approved:

GADA In-Service Education

There shall be a program of in-service education for employees which meet minimum statutory requirements, and which promotes continuous professional development, diversification in academic foundations or subject knowledge, improved job effectiveness and enhanced skills. When appropriate, the superintendent shall consult with the staff affected by the in-service.

Approved:

GADA-R **In-service Education**

All appropriate employees shall attend in-service education sessions unless excused by

the superintendent. In-service programs may utilize all or portion of the workday.

Approved:02/06/2012

GAE Complaints

GAE

Any employee may file a complaint with their supervisor concerning a

school rule, regulation, policy or decision that affects the employee.

complaint shall be in writing, filed within ten (10) days following the event

complained of, and shall specify the basis of the complaint. The supervisor

shall meet with the employee and provide a written response within ten (10)

days. If the employee disagrees with the decision, the employee may appeal to

the superintendent. The superintendent's decision shall be final. Employees

covered by the negotiated agreement shall follow procedures outlined in that

document.

Approved: 08/12/2019

GAEA Complaints of Discrimination

Discrimination against any individual on the basis of race, color, religion, sex, age,

disability or national origin in the admission or access to, or treatment or employment in the

district's programs and activities is prohibited.

Approved:

02/06/2012

GAEA-R Grievances

A. Purpose

The purpose of this procedure is to provide for the orderly and expeditious adjustment of grievances of individual employees of Unified School District No. 113, Nemaha County, Kansas, at the lowest level.

B. Definitions

- a. Grievance shall mean any alleged violation of the terms and conditions of an employee's contract of employment.
- b. "Grievance shall mean any alleged violation of the terms and conditions of an employee's contract of employment.
- c. Words denoting gender shall include both masculine and feminine, and words denoting number shall include both singular and plural.

C. Procedures

In General. The adjustment of grievances shall be accomplished as rapidly as is possible. To that end, the number of days within which each step is prescribed to be accomplished shall be considered as maximum and every effort shall be made to expedite the process. Under unusual circumstances, the time limits prescribed in this statement may be extended or reduced by mutual consent of the grievant and the person or persons by whom his grievance is being considered.

Level 1. A grievant shall first take up his grievance with his immediate administrative superior in private informal conference (s) within 15 school days after the occurrence of the event upon which a grievance is based or after the grievant becomes aware of such event. If the employee is dissatisfied with the outcome of the initial private conference (s), he may request a formal conference with his immediate supervisor. Every effort should be made to develop an understanding of the facts and the issues in order to create a climate that will lead

to a solution. The formal conference shall occur within ten (10) school days of the last informal conference.

<u>Level 2.</u> In the event that the aggrieved person is not satisfied with the disposition of his grievance at Level 1, or in the event that no decision is reached within 10 school days after a formal presentation, he may appeal the matter in writing to the superintendent of schools.

If the grievant appeals the grievance to the superintendent, the superintendent or his designated representative shall confer with the grievant in an effort to arrive at a satisfactory solution within ten (10) school days after the appeal has been received by the superintendent.

If the grievant does not appeal the grievance to the superintendent within 30 school days after the formal conference at Level 1, the appeal of the grievance shall automatically be waived.

Level 3. If the grievance is not adjusted to the satisfaction of the grievant or if no decision is made thereon within twenty (20) school days after the date the grievance was filed with the superintendent or his designated representative under Level 2, then the grievant may appeal the grievance to the board of education for the purpose of final adjustment of the grievance by submitting a written request to the clerk of the board within ten (10) school days after the superintendent or his designated representative has rendered a decision or after the expiration of said twenty (20) days.

The board of education shall, within thirty (30) school days after receipt of the written request, meet and confer with the grievant and render a decision to be submitted to the grievant in writing which will be the final disposition of the grievance. As an alternative, the board of education, upon receipt of a complaint or grievance, may assign a hearing officer to hear such complaint or grievance and make findings and recommendations to the board. Such findings and recommendations shall be made to the board within ten (10) days after to complaint or grievance

has been assigned to the hearing officer. The board shall rule upon such complaint or grievance within thirty (30) school days after receipt of the findings and recommendations of the hearing officer.

D. Supplemental Conditions

- 1. All individuals involved, and all others who might possible contribute to the acceptable adjustment of a grievance, are authorized and urged to testify with full assurance that no reprisal will follow be reason of such participation.
- 2. Upon the final determination of the grievance, the documents, communications and records relating thereto, excepting a record of the grievance and the final adjustment thereof, and excepting records required by law to be kept and maintained, shall be destroyed.
- 3. At each step of the procedure for adjusting grievances after the initial private conference (s) with his immediate administrative superior, the grievant shall be entitled to be accompanied by others who might contribute to the acceptable adjustment of the grievance and/or to be represented to legal counsel.
- 4. All grievance hearings shall be confidential.
- 5. All discussions and hearings shall be conducted at times other than when school is in session.
- 6. Excluded from the grievance procedure shall be matters for which law mandates another method of review.
- 7. Only the employee affected may file a grievance or an appeal from levels one (1) and two (2).
- 8. The filing of a grievance at all levels beyond the informal conference in Level 1 shall be in writing and shall be reasonable specific as to the nature of the complaint. The grievance should, to the extent possible, describe the alleged event or act giving rise to the grievance including the time, date, and place of the event or act and the names and addresses of any witnesses thereto.

Approved:

GAF Staff-Student Relations

(See GAAC, GAACA JGEC, JGECA and KN)

Staff members shall maintain professional relationships with students

which are conducive to an effective educational environment. Staff members

shall not submit students to bullying, harassment, or discrimination prohibited

by board policy. Staff members shall not have any interaction of a romantic

and/or sexual nature with any student at any time regardless of the student's age

or consent.

Approved: 08/08/2016

GAF

GAG Conflict of Interest

GAG

District employees are prohibited from engaging in any activity which

may conflict with or detract from the effective performance of their duties. No

employee will attempt, during the school day or on school property, to sell or

endeavor to influence any student or school employee to buy any product,

article, instrument, service, or other items which may directly or indirectly

benefit the school employee. No school employee will enter into a contract for

remuneration with the district other than a contract for employment unless the

contract is awarded on the basis of competitive bidding.

Approved: 08/12/2019

GAG-R **Conflict of Interests**

Any district employee shall report alleged violations of the conflict of interest policy to

the superintendent. The superintendent shall make an initial investigation to determine whether

the policy has been violated. Upon evidence of a violation, the superintendent shall report to the

board for board determination. If a district employee has been found to violate the conflict of

interest policy, the board will order the employee, in writing, to cease and desist from all such

activities. If the employee fails to comply, the board may suspend or terminate the employee,

pursuant to the provisions of GBK-R and GCK.

Approved:

02/06/2012

GAH Staff-Community Relations

Staff members are encouraged to reside within the boundaries of the district.

Participation in Community Activities

Staff members are encouraged to participate in community activities and organizations, if

these activities do not infringe upon school time.

Approved:

02/06/2012

GAH-R Staff-Community Relations

Participation in Community Relations

Prior permission must be obtained by the superintendent for participation in any non-school community activity which takes place during school time.

Approved:

GAHB **Political Activities** GAHB

Holding Public Office

Staff members elected or appointed to a public office which restricts the

employee's ability to complete contractual obligations may be required to take

unpaid leave for a period of time determined by the board or may be terminated.

Staff members holding a public office, which in the judgment of the board

is less than full-time, shall request unpaid leave from the superintendent at least

one week in advance.

An employee who must be absent from school to carry out the duties of a

public office must take a leave of absence without pay for the duration of the

public office.

Political Activity in the Schools

Staff members shall not use school time, school property, or school

equipment for the purpose of furthering the interests of any political party, the

campaign of any political candidate, or the advocacy of any political issue.

For the purposes of this policy, "advocacy of any political issue" shall not

be deemed to include providing information on educational matters to elected

officials.

Approved: 08/12/2019

GAHB-R Political Activities

Staff members who intend to become candidates for political office may notify the superintendent of the declaration of candidacy.

A staff member who becomes a candidate for public office may apply to the board for a leave of absence without pay for the purpose of conducting a campaign. Leave may not be granted if the board determines that the leave would cause the employee to not perform the duties as contracted.

Staff members who are elected or appointed to a public office that restricts the employee's ability to complete contractual obligations shall be terminated.

Staff members holding public offices that in the judgment of the board are less than full time shall request unpaid leave from the superintendent at least one week in advance.

An employee that must be absent from school to carry out the duties of a public office must take a short or long term leave of absence without pay for the duration of the political duties.

GAI Solicitations (See KDC)

All solicitations of and by staff members during duty hours are prohibited without prior approval of the appropriate supervisor.

Approved:

GAIB Solicitation of Staff Members

Solicitation by staff members by any vendor, student, other school district employee, visitor, or patron during normal school hours are prohibited unless permission is granted by the building principal.

GAJ Gifts (See JL, KH)

Gifts by Staff Members

Staff members shall not give gifts to any student or class of students when the gifts arise out of a school situation, class or school-sponsored activity unless approved by the principal.

Gifts to Staff Members

Staff members are prohibited from receiving gifts from vendors, salesmen or other such representatives.

Approved:

GAJ-R Gifts (See JL, KH)

Gifts to Staff Members

If an employee of the district is found to have accepted a gift from any person as outlined in this policy, the employee may be subjected to disciplinary action.

The superintendent shall be responsible for the administration of this policy.

Personnel files required by the district shall be confidential and in the custody of the records custodian and/or the superintendent. Employees have the right to inspect their files upon proper notice under the supervision of an appropriate supervisor. All records and files maintained by the district should be screened periodically by the custodian of records.

All personnel files and evaluation documents, including those stored by electronic means, shall be adequately secured.

Requests for References

Unless otherwise provided by law, a request by a third party for release of any personnel record shall require the written consent of the employee, and shall be submitted to the records custodian who shall respond to the request as the law allows.

Upon receipt of a written request district officials may provide information regarding past and present employees to prospective employers in compliance with current law. Information that may be provided will include:

- employment date(s);
- job description and duties while in the district's employ;
- last salary or wage;
- wage history;
- whether the employee was voluntarily or involuntarily released from service and the reasons for the separation;

• written employee evaluations which were conducted prior to the employee's separation from the employer and to which an employee shall be given a copy upon request.

Immunity Provided

Unless otherwise provided by law, an employer who responds in writing to a written request concerning a current or former employee from a prospective employer of that employee shall be absolutely immune from civil liability for disclosure of the information noted earlier in this policy to which an employee may have access.

Prohibition on Aiding and Abetting Sexual Abuse

Pursuant to the federal Every Student Succeeds Act, the board prohibits the board, individual board members, and any individual or entity who is a district employee, contractor, or agent from assisting a district employee, contractor, or agent in obtaining a new job if the board, individual, or entity knows, or has probable cause to believe, that such school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law. For the purposes of this policy, it shall not be deemed assisting in obtaining a new job if the aforementioned individuals or entities participate in the routine transmission of administrative and personnel files in accordance with law and this policy,

Approved: 01/09/2017

GAKA Types

Records kept by certified employees on students will be locked in a secure place.

No libelous or slanderous material should be inserted in said files. Each employee should periodically screen said records and destroy obsolete material.

GAKB Public Use (Cf. JR et seq.)

Personnel files maintained by the district at district expense pertaining to district employees are not public records and must not be made available to the general public.

Records kept by certified employees at their own expense should not be made available to the public or other students or employees of the district unless the student is the subject of a legitimate discussion by certified school personnel in the performance of their duty.

Release of any personnel record to a third party shall be in writing and submitted to the appropriate supervisor or record custodian for disposition as required by law.

Records required by law to be kept are public records and may be included in personnel files as described above. These records are to be treated as any other record.

Approved:

GAKC Disposition (Cf. JR et seq.)

All records and files maintained by the district should be screened by the custodian of said records periodically to screen out obsolete materials. Said files should be destroyed when student or employee has left the district or as required by law.

GAL Salary Deductions

Salary deductions shall be made if required by law, permitted by board policy or are agreed to in the negotiated agreement.

Approved:

GAL-R Salary Deductions

The superintendent shall develop forms to supply the necessary information needed to make approved deductions. All requests for salary deductions shall be submitted to the superintendent during enrollment periods established by the board.

Approved:

GAM Personal Appearance

The board encourages appropriate dress for all district employees.

GAN TRAVEL REIMBURSEMENT – FEDERAL PROGRAMS

The board shall reimburse employees and school board for travel costs incurred in the course of performing services related to official business as a federal grant recipient. School board members must have prior written approval from the federal awarding agency or pass-through entity to get reimbursement for expenses specifically related to a federal award.

For purposes of this procedure, travel costs shall mean the expenses for transportation, lodging, subsistence, and related items incurred by employees and/or board members who are in travel status on official business as a federal grant recipient.

Board members and district employees shall comply with applicable board policies established for reimbursement of travel and other expenses.

The validity of payments for travel costs for all district employees shall be determined by the superintendent or designee.

Travel costs shall be reimbursed on a mileage basis for travel using an employee's or board member's personal vehicle and on an actual cost basis for meals, lodging and other allowable expenses, consistent with those normally allowed in like circumstances in the district's nonfederally funded activities, and in accordance with the district's travel expenses policy GAN.

Mileage reimbursements shall be at the rate approved by the board for other district travel reimbursements. Actual costs for meals, lodging, and other allowable expenses shall be reimbursed only to the extent they are reasonable and do not exceed the per diem limits established by the {board/the federal General Services Administration for federal employees for locale where incurred.}

All travel costs must be presented with an itemized, verified statement prior to reimbursement.

In addition, if these costs are charged directly to the federal award, documentation must be maintained that justifies that:

Participation of the individual is necessary to the federal award, and

The costs are reasonable and consistent with the district's established policy.

Approved: 08/14/2017

GAN-R Travel Expenses

Authorization for reimbursement of travel expenses shall be considered in advance by the superintendent. Mode of travel will be based on, but not limited to, the availability of transportation, distance and number of persons traveling together.

Requests for reimbursement shall have the following attached: receipts for transportation, parking, hotels or motels, meals and other expenses for which receipts are available. For the authorized use of a personal car, including approved transportation between buildings, staff members shall be reimbursed at a mileage rate established by the board.

GANA Expense Reimbursement and Credit Cards (See CEF and GAN)

Non-administrative staff use of a district credit card, if authorized by the staff member's immediate supervisor, shall be confined to necessary school business and shall be subject to any guidelines for such use established by the board or district administration. Unless otherwise specified in guidelines established pursuant to this policy, staff members shall retain any receipt(s) for district credit card expenditure(s) and shall provide them to the staff member's immediate supervisor as soon as practicable following the expenditure.

The superintendent may designate administrative and other staff members to whom a district credit card will be issued. The board shall annually prescribe limits and restrictions on the use of district credit cards and shall monitor monthly receipts and reimbursement expenses. In no case will credit card expenditures in excess of \$500 in one {month/year} be authorized for any non-administrative staff member without the prior approval of the superintendent.

All rewards points or cash back payments earned using district credit cards are district property and shall be either applied to future district credit card purchases or remitted to the district treasurer for accounting and deposit.

Accountings of district credit card use shall be provided to the board for review on a monthly basis, and a record of district credit card usage shall be maintained. Expenses for district travel in personal vehicles or extended travel incurred in the performance of official duties shall be reimbursed in accordance with the provisions of GAN.

Approved: 09/14/2015

GAO Staff Responsibilities for Discipline

Each employee is responsible for maintaining proper control and discipline in the school. An employee may use reasonable force necessary to ward off an attack, to protect another person, or to quell a disturbance that threatens physical injury to others.

Approved:

GAOA Drug Free Workplace

The board believes that maintaining a drug free workplace is important in establishing an appropriate learning environment for the students of the district. The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the district.

GAOA-R Drug Free Workplace

As a condition of employment in the district, employees shall abide by the terms of this policy.

Employees shall not unlawfully manufacture, distribute, dispense, posses or use controlled substances in the workplace.

Any employee who is convicted under a criminal drug stature for a violation occurring at the workplace must notify the superintendent of the conviction within five days of the conviction.

Within 30 days after the notice of conviction is received, the school district will take the appropriate action with the employee. Such action may include the initiation of termination proceedings, suspension, placement on probationary status, or other disciplinary action. Alternatively, or in the addition to any action short termination, the employee may be required to participate satisfactorily in an approved drug abuse assistance or rehabilitation program as a condition of continued employment. The employee shall bear the cost of participation in such program.

GAOA-R-2 Drug Free Workplace

Each employee in the district shall be given a copy of this policy.

This policy is intended to implement the requirements of the federal regulations promulgated under the Drug Free Workplace Act of 1988, 34 CFR, Part 85, Subpart F. It is not intended to supplant or otherwise diminish disciplinary personnel actions which may be taken under existing board policies or negotiated agreement.

The board believes that maintaining a drug free workplace is important in establishing an appropriate learning environment for the students of the district. The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the district.

Approved:

GAOB Drug Free Schools

The unlawful possession, use, sale or distribution of illicit drugs and alcohol by school employees on school premises or as a part of any school activity is prohibited. This policy is required by the 1989 amendments to the Drug Free Schools and Communities Act, P.L. 102-226, 103 St. 1928. (Cf. LDD)

GAOB-R Drug Free Schools

Employee Conduct

As a condition of continued employment in the district, all employees shall abide by the terms of this policy. Employees shall not unlawfully manufacture, distribute, dispense, possess or use a controlled illicit drugs, controlled substances, or alcoholic beverages on district property or at any school activity. Compliance with terms of this policy is mandatory. Employees who are found violating the terms of this policy will be reported to the appropriate law enforcement officers. Additionally, an employee who violates the terms of this policy will be subject to any or all of the following sanctions:

- 1. Short term suspension with pay;
- 2. Short term suspension without pay;
- 3. Long term suspension without pay;
- 4. Required participation in a drug and alcohol education, treatment, counseling, or rehabilitation program.
- 5. Termination or dismissal from employment.

GAOB-R-2 Drug Free Schools

Prior to applying sanctions under this policy, employees will be afforded all due process rights to which they are entitled under the contracts or the provisions of Kansas law. Nothing in this policy is intended to diminish the right to take any other disciplinary action that is provided for in district policies or the negotiated agreement.

If it is agreed that an employee shall enter into and complete a drug education or rehabilitation program, the cost of the program will be borne by the employee. Drug and alcohol counseling and rehabilitation programs are available for employees of the district. A list of available programs along with names and addresses of contact persons for the program is on file with the board clerk.

Employees are responsible for contacting the directors of the programs to determine the cost and length of the program, and for enrolling in the programs.

A copy of this policy shall be provided to all employees.

GAOC Tobacco-Free School Grounds for Staff (See JCDAA and KMA)

The use, possession, or promotion of any tobacco product by staff members is prohibited at all times in any district facility; in school vehicles; at school-sponsored activities, programs, or events; and on school owned or operated property.

The following definitions apply to this policy.

"Tobacco product" means any product that is made from or derived from tobacco, or that contains nicotine, that is intended for human consumption or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved.

inhaled, or ingested by any other means, including, but not limited to, electronic nicotine delivery system (hereafter "ENDS"), cigarettes, cigars, pipe tobacco, chewing tobacco, snuff, or snus. Tobacco product also means any component or accessory used in the consumption of a tobacco product, such as filters, rolling papers, pipes, charging devices, cartridges, and any substance used in ENDS, whether or not they contain nicotine. This definition does not include FDA-approved nicotine replacement therapies including transdermal nicotine patches, nicotine gum, and nicotine lozenges prescribed to the employee by a medical practitioner or obtained over the counter and used in accordance with label requirements.

"Electronic nicotine delivery system" or "(ENDS)" means any device that delivers a vaporized solution (including nicotine, THC, or any other substance) by means of cartridges or other chemical delivery systems. Such definition shall include, but may not be limited to, any

electronic cigarette, vape pen, hookah pen, cigar, cigarillo, pipe, or

personal vaporizer. ENDS are not FDA-approved nicotine replacement

therapy devices.

"Promotion" includes, but is not limited to, product advertising via

branded gear, bags, clothing, any personal articles, signs, structures,

vehicles, flyers, or any other materials.

Approved: 07/13/2020

GAOD Drug and Alcohol Testing

This policy shall apply to all employees who are performing safety sensitive jobs for the district which require a commercial driver's license (CDL) as defined by the Omnibus Transportation Act of 1991. A board-approved plan stating compliance requirements is on file with the clerk. Copies of the plan shall be given to each appropriate employee in a safety sensitive position as defined by the board policy.

The district will participate in workers compensation as required by current statute. The combined workers compensation benefits and salary received under allowed paid leave shall not exceed one full day's pay.

All employees of the district shall be covered by workers compensation. Workers compensation coverage is provided for all employees regardless of assignment, length of assignment, and/or hours worked per day. Benefits are for personal injury from accident or industrial diseases arising out of and in the course of employment in the district.

An injured employee must notify the designated employer's workers compensation coordinator or, if the coordinator is unavailable, his or her supervisor within 20 days of the injury or within 20 days of repetitive trauma in order to be eligible for benefits.

The workers compensation plan will provide coverage for medical expenses and wages to the extent required by statute to those employees who qualify; however, the amount of workers compensation benefits and paid leave benefits shall not exceed a regular daily rate of pay. An employee using paid leave in combination with workers compensation will be charged for one full or partial day of paid leave, as provided for in the applicable leave policy or the negotiated agreement, for each day of absence until the employee's paid leave is exhausted.

Any employee who is off work and receiving workers compensation benefits shall be required to provide the designated workers compensation

coordinator with a written doctor's release before the employee is allowed to return to work. In addition, should the employee be released to return to work by a doctor and fail to do so, all benefits under paid leave shall terminate, and those benefits under workers compensation shall be restricted as provided by current statute.

Whenever an employee is absent from work and is receiving workers compensation benefits due to a work-related injury or is receiving district paid disability insurance, the employee may use available paid leave to supplement the workers compensation or district paid disability insurance payments. Workers compensation benefits and FMLA benefits provided in a board approved plan shall run concurrently if both are applicable.

In no event shall the employee be entitled to a combination of workers compensation benefits, district paid disability insurance, and salary in excess of his/her full salary. Available paid leave may be used for this purpose until 1) available paid leave benefits are exhausted; 2) the employee returns to work; 3) the employee is released by the medical provider and a position is offered by the employer, but the employee declines to return to work; or 4) employment is terminated. Paid leave shall be calculated on a <u>prorata</u> amount equal to the percentage of salary paid by the district.

Testing

The board, through its designated workers compensation coordinator, may require employees who claim or are involved in an accident in the course of employment to submit to a post-injury chemical

GAOE Workers Compensation

GAOE-3

test. This includes instances where the district administration or workers

compensation coordinator has actual knowledge of an accident whether the

employee has or has not requested medical

treatment. If an employee refuses to submit to an employer requested

post-injury chemical test, the employee forfeits all related workers

compensation benefits as provided in K.S.A. 44-501(b)(1)(E). Chemical

test collection, labeling, and performance shall meet the requirements

found in K.S.A. 44-501(b)(3).

Choice of Physician

The board shall have the right to choose a designated health care

provider to provide medical assistance to any employee who suffers an

injury

while performing their job. However, if the injured employee chooses to

go to a medical provider other than the designated provider, the recovery

for such expenses shall be limited to \$500.00.

Approved: 08/12/2019

GAQ Retirement (See GBN)

Employees are requested to notify the board of intent to retire.

GAR Communicable Diseases

Whenever an employee has been diagnosed by a physician as having a communicable disease as defined in current regulation, the employee shall report the diagnosis and nature of the disease to the superintendent or the superintendent's designee so that a proper reporting may be made to the county or joint board of health as required by current law.

An employee afflicted with a communicable disease dangerous to the public health may be excluded from district owned or operated property for the duration of the contagiousness in order to give maximum health protection to other school employees and to students.

The employee shall be allowed to return to duty upon recovery from the illness, when the employee is no longer contagious as authorized by the employee's physician or local health officer, or after the expiration of any period of isolation or quarantine.

The board reserves the right to require a written statement from the employee's physician or local health officer indicating that the employee is free from all symptoms of the communicable disease.

If a school employee has been diagnosed as having a communicable disease and the superintendent has been notified by the employee, the superintendent or the superintendent's designee shall determine whether a release shall be obtained from the employee's physician or local health officer before the employee returns to duty.

Decisions regarding the type of employment setting for an employee with a communicable disease shall be made by the

GAR Communicable Diseases GAR-2

superintendent or the superintendent's designee based upon consideration

of the physical condition of the employee and the following factors:

• the nature of the risk;

• the duration of the risk;

• the severity of the risk; and

• the probability that the disease will be transmitted or cause

harm to the employee or to others who will share the same

setting.

No information regarding employees with communicable diseases

shall be released by school personnel without the employee's consent

except as allowed by state or federal law.

Additional Certifications of Health

If at any time the board has reason to believe that an employee is

suffering from an illness detrimental to the health of pupils, the board

reserves the right to require such employee to provide the board with a

new certificate of health in order to protect the health, safety, and welfare

of the school's students.

Approved: 02/08/2021

GAR-R Communicable Diseases

In the event that a district employee has been diagnosed as having a communicable disease and the superintendent has been notified by the employee, as provided in policy, the superintendent shall determine whether a release shall be obtained from the employee's physician before the employee returns to his duties.

Decisions regarding the type of employment setting for an employee with a communicable disease shall be based upon the physical condition of the employee and the expected type of interaction with other employees and students.

GAR-R-2 Communicable Diseases

These decisions are best made using the team approach including the employee's physician, public health personnel, superintendent and personnel associated with the proposed employment setting.

AIDS

In each case involving an employee with AIDS, the board shall reserve the right to make a final decision regarding the employment status of the employee after taking into account the recommendations of the health assessment team, the risks and benefits to both employee and to others in the proposed work setting.

No information regarding employees with communicable diseases shall be released by district personnel without the employee's consent except to comply with state or federal statures.

Guidelines for Dealing With Employees Infected

With HIV in the District Schools

- A. The district establishes the following guidelines for dealing with the problem presented by school employees who have or could transmit HIV to other school employees or students. The guidelines will be reviewed periodically and revised as necessary to reflect new medical information regarding HIV.
- B. Based upon the present knowledge that HIV is primarily transmitted by blood or sexual contact, and that casual person-to-person contact as would be among school employees, appears to be no pose risk, individuals known to be infected with HIV virus should not be restricted from the work setting unless otherwise medically indicated. Those individuals including the following: school personnel with positive antibodies to the HIV virus; school personnel who have illness due to the virus but do not meet the HIV CASE definition; and school personnel with HIV.

Case Review

The determination of the appropriate educational setting for HIV infected individuals should be done on a case-by-case basis by a Review Board and

should be weighed against the risk and benefits to both the infected individual and to others who will share the same setting. The superintendent is the contact source for all referred cases.

GAR-R-3 Communicable Diseases

The review board may consist of, but not necessarily limited to, the employee's physician, school officials including superintendent of schools, building principal, the employee and/or a representative of the employee and the county health officer. The school attorney may assist the Review Board as an observer and advise the board on legal questions.

Dealing With School Employees With HIV

- A. The Review Board may need to develop additional procedures to periodically assess the employee's condition to assist in determining the employee's status to work. Establishment of a plan for periodic review of the employee's status shall be established by the Review Board at the initial meeting.
- B. Before HIV infected individuals can work in the district, the employee shall be required to participate in a conference with appropriate school personnel for the purpose of determining reasonable expectations regarding individual's responsibilities in the work setting. Written recommendations are to be developed from the conference.

Confidentiality

To the extent possible, knowledge of the employee's condition shall be retained within the Review Board members. In some situations it may be necessary that other personnel also be advised. The superintendent will determine this.

Policy Review

When new medical information becomes available with regard to HIV, these recommendations may be updated or changed as needed.

GARA Bloodborne Pathogen Exposure Control Plan

The board shall adopt an exposure control plan that conforms to current

Occupational Safety and Health Administration (OSHA) standards and regulations of the

Kansas Department of Human Resources (KDHR).

The plan shall be accessible to all employees and shall be reviewed and updated at least annually. All staff shall receive the training equipment necessary to implement the plan.

EXPOSURE CONTROL PLAN

FOR BLOODBORNE PATHOGENS IN

PRAIRIE HILLS U.S.D. #113

INTRODUCTION

In late 1991 the Occupational Safety and Health Administration issued safety standard regulations for the handling of bloodborne pathogens by entities subject to its control. Although public entities in the State of Kansas are not subject to OSHA, state statutes give the Kansas Department of Human Resources the authority to inspect public entities, such as school districts, for safety. In the spring of 1992, KDHR announced that it would apply the OSHA standard to bloodborne pathogens to public entities in the State of Kansas. This Exposure Control Plan will be implemented in U.S.D. No. 113 to achieve compliance with the state directive.

EXPOSURE DETERMINATION

For purposes of this plan "occupational exposure" means reasonably anticipated skin, eye, mucous membrane, or parenteral (piercing mucous membranes or the skin barrier through needle sticks, human bites, cuts, abrasions, etc.) contact with blood or other potentially infectious materials (OPIMs) that may result from the performance of the employee's duties. OPIMs include body fluids such as semen, vaginal secretions, respiratory discharge, tears, vomitus, urine, feces, saliva in dental procedures, etc. For purposes of this plan, employees of the district, by job classifications have been divided into three categories:

Category I

All employees in the following job classifications at U.S.D. No. 113 have potential for higher occupational exposure:

Athletic coaches

Custodians

School Nurses

Secretaries

Physical Education

High Risk Teachers & Para-Educators: i.e. Industrial Arts, Special Education (if involved w/student's personal hygiene) or others so determined on case-by-case basis.

Category II

Some employees in the following job classifications in U.S.D. No. 113 may have an occasional occupational exposure:

Principals

Bus drivers

Teachers & Instructional Support Staff

Cooks

Counselors

Category III

Some employees in U.S.D. No. 113 are unlikely to have occupational exposure. These job classifications include:

Central office personnel including administrators Transportation supervisor Service technician Activity Directors

IMPLEMENTATION SCHEDULE AND METHODOLOGY

METHODS OF COMPLIANCE

"Universal Precautions" is an approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for Human Immunodeficiency Virus (HIV) or Hepatitis B Virus (HBV). Universal Precautions shall be observed in U.S.D. No. 113 to prevent contact with blood and OPIMs.

ENGINEERING AND WORK PRACTICE CONTROLS

Engineering and work practice controls will be used to eliminate or minimize all employee exposure. Where exposure potential remains, personal protective equipment shall also be used.

ENGINEERING CONTROLS

Engineering controls are controls which isolate or remove the bloodborne pathogen hazard from the work place. The following engineering controls will be used in the district:

- 1. The district will maintain appropriate containers for disposal of needles or sharps
- 2. The district will maintain appropriate receptacles for the deposit of contaminated clothing, protective clothing, and other articles.

<u>CONTROL</u>	INSPECTED BY	TIMELINE
Sharps containers	School Nurse	Monthly
Trash Receptacles	Custodian	Daily

WORK PRACTICE CONTROLS

Work practice controls are those controls that reduce the likelihood of an exposure by altering the manner in which the task is performed.

The following work practice controls apply in U.S.D. No. 113: Contaminated needles will not be bent, recapped or removed and will be disposed of in appropriately labeled containers.

Eating, drinking, smoking, applying cosmetics, applying lip balm and the handling of contact lenses is prohibited in areas where there is a reasonable likelihood of occupational exposure.

Food and drink cannot be kept in any area where blood or OPIMs are present.

Procedures involving blood or OPIMs will be performed in a manner to minimize splashing, spraying, or spattering.

Mouth suctioning of blood or OPIMs is prohibited.

Specimens of blood or OPIMs should not be brought to or taken in the school. If specimens of blood or OPIMs are present in the school they should be in leak proof containers, appropriately labeled, and closed prior to storing or transporting.

Equipment which may become contaminated with blood or OPIMs shall be decontaminated, or appropriately labeled, as soon as is feasible after the contamination occurs. Affected employees and, if necessary, outside servicing agents, will be informed of the contamination of the equipment prior to any handling, servicing or shipping of the equipment.

HAND WASHING FACILITIES

Hand washing facilities are provided for all students and employees of the district. Because washing one's hands with soap and running water is one of the most effective ways to prevent the spread of disease through blood or OPIMs, employees shall wash their hands with soap and water whenever exposure occurs. Although hand washing may be advisable in other situations, employees must thoroughly wash their hands, or any other exposed or contaminated skin with soap and water in these situations:

- 1. Immediately after the removal of gloves or other personal protective equipment.
- 2. Following contact of hands or other skin with blood or OPIMs.

In some situations, such as on athletic activities or field trips, hand washing facilities may not be available. In this case, the person in charge of the event (football coach, teacher who is taking the class on a field trip, etc.) shall ensure that antiseptic towelettes or hand sanitizer are available for use. Antiseptic towelettes or hand sanitizer which may be used for this purpose are stored in the nurse's office and may be obtained through the school nurse. Whenever an employee uses an antiseptic towelette or hand sanitizer,

the employee shall thoroughly wash his or her hands with soap and water as soon as it is feasible to get to a hand washing facility.

PERSONAL PROTECTIVE EQUIPMENT

It shall be the responsibility of each building principal to ensure that appropriate personal protective equipment is available and readily accessible for each employee's use at no cost to the employee. The principal shall also ensure that all employees use personal protective equipment when there is occupational exposure. In the event that an employee, exercising his or her personal judgement, fails to use protective equipment, the circumstances will be investigated and documented in order to determine whether changes can be instituted to prevent future occurrences.

It shall be the responsibility of any employee who uses personal protective equipment to place the equipment in the appropriately designated receptacle for storage, washing, decontamination or disposal after its use. These receptacles are located in the nurse's office. The school district shall be responsible for storing, cleaning, laundering, decontaminating, repairing, replacing or disposing of such equipment.

All personal protective equipment which is penetrated by blood or OPIMs should be removed as soon as is feasible and placed in the appropriate receptacle.

Personal protective equipment is stored in the nurse's office and/or school office. The equipment may be checked out or obtained for use by contacting the school nurse. The following personal protective equipment is available in the district for use by it employees:

Gloves. Gloves shall be worn by any employee when it is reasonably anticipated that there will be hand contact with blood, OPIMs, mucous membranes or non-intact skin. Gloves shall also be worn when handling or touching contaminated items or surfaces.

Disposable (single use) gloves are available for employee use in situations where such use is warranted or directed. These gloves should be deposited by the employee in the appropriate container for disposal immediately following their use. Hand washing after removing the gloves is required.

Utility gloves are assigned to some employees. These gloves may be decontaminated for reuse, and should be deposited in the appropriate container for washing of decontamination. Any employee to whom utility gloves are assigned shall be responsible for regularly inspecting these gloves for punctures, cracking or deterioration. The employee shall dispose of such gloves when their ability to function as a barrier is compromised. The employee shall report the disposal of the gloves to the school nurse who shall ensure that a new pair of utility gloves is assigned to the employee.

Masks, eye protection, and face shields shall be worn whenever splashes, spray, splatter or droplets of blood or OPIMs may be generated and eye, nose or mouth contamination can be reasonably anticipated. They are available in the school office or nurses office.

Gowns, lab coats, aprons, and other protective body clothing shall be worn in occupational exposure situations. The type of protective clothing necessary will depend on the degree of exposure, and shall be left to the employee's judgment.

HOUSEKEEPING

It shall be the responsibility of the school custodian to see that each work site and building in the district is maintained in a clean and sanitary condition.

All equipment and environmental and working surfaces shall be cleaned and decontaminated with an appropriate disinfectant as soon as feasible after contact with blood or OPIMs.

Protective coverings used to cover equipment and environmental surfaces shall be removed and decontaminated or replaced as soon as feasible when they become overtly contaminated.

All bins, pails, cans, and waste paper baskets shall be inspected, cleaned, and decontaminated on a regularly scheduled basis, or as soon as feasible upon visible contamination.

Broken glassware shall not be picked up by hand, but by using a broom and dustpan, tongs, vacuum cleaner or other mechanical means.

The following cleaning schedule and method of decontamination will be implemented in the district:

AREA	SCHEDULED CLEANING	<u>METHOD</u>
Locker rooms	Daily*	Disinfectant
Restrooms	Daily*	Disinfectant
Nurse Office	Daily*	Disinfectant
Classrooms or hall	ways Daily*	Disinfectant
Laboratory or work	•	Disinfectant

^{*}or after contamination.

All contaminated and regulated waste will be disposed of in compliance with state and federal regulations.

LAUNDRY

The school district will use Universal Precautions with all soiled or contaminated laundry. Any contaminated items which can be laundered will be bagged at the site of the contamination and handled as little as possible. If the items are wet, leak proof bags or containers shall be used. Such items shall not be sorted or rinsed at the site of the contamination. The bags shall be deposited in the appropriately labeled receptacle in the building.

Any employee who comes into contact with contaminated items or laundry shall wear gloves and other personal protective equipment as deemed necessary or appropriate.

HEPATITIS B VACCINATION

The School District will make the Hepatitis B vaccination series available to any employee of the district who has occupational exposure and falls within Category I of the exposure determination. In light of the OSHA directive in early July 1992, indicating that persons who render first aid only as a collateral duty, responding solely to injuries resulting from work place incidents, generally at the location where the injury occurred may be offered post-exposure vaccination rather than pre-exposure vaccination, the district will make the Hepatitis B vaccination series available to employees in categories II and III within 24 hours of possible exposure to HBV.

The Hepatitis B vaccination and any medical evaluation required before the vaccine can be administered will be provided to the employee at no cost. No employee shall be required to participate in a prescreening program as a prerequisite for receiving the Hepatitis B vaccination. The vaccine will be offered after the employee has received training on bloodborne pathogens and within 10 working days of an employee's initial assignment to work involving the potential for occupational exposure, unless the employee has previously been vaccinated, antibody testing has revealed that the employee is immune, or the vaccine is contraindicated for medical reasons.

Employees who decline the Hepatitis B vaccine will sign a waiver form as required by Appendix A of the OSHA standard. (A copy of the required waiver form is attached to this plan.) The School nurse shall be responsible for assuring that the vaccine is offered, and that the necessary waiver is signed and appropriately filed for any employee who declines to accept the Hepatitis B vaccination which was offered.

Any employee who initially declines the Hepatitis B vaccination may later request the vaccination. The district will provide the vaccination for the employee at that time.

Although booster doses of Hepatitis B vaccine are not currently recommended by the U.S. Public Health Service, if such booster doses are recommended in the future, the district will make the booster doses available at no cost to all employees who have occupational exposure.

REPORTING PROCEDURES FOR FIRST AID INCIDENTS

Whenever an employee in category II or III is involved in a first aid incident which results in potential exposure, the employee shall report the incident to the school nurse or building principal before the end of the work shift during which the incident occurred. The employee must provide the school nurse or principal with the names of all first aid providers involved in the incident, a description of the circumstances of the accident, the date and time of the incident, and a determination of whether an exposure incident, as defined in the OSHA standard and this policy, has occurred. The information shall be reduced to writing by the school nurse and maintained in the first

aid incident report file. The district will maintain a list of such first aid incidents which will be readily available to all employees and provided to KDHR upon request. Any employee who renders first aid or other assistance in any situation involving the presence of blood or OPIMs, regardless of whether or not a specific exposure incident occurs, will be offered the full Hepatitis B immunization series as soon as possible, but in no event later than 24 hours after the incident occurs. If an exposure incident has occurred, other post-exposure evaluation and follow-up procedures will be initiated as well.

POST-EXPOSURE EVALUATION AND FOLLOW-UP

An exposure incident occurs when there is specific mucous membrane, non-intact skin or parenteral contact with blood or OPIMs. Whenever an employee has an exposure incident in the performance of his or her duties, an opportunity for a confidential post-exposure evaluation and follow-up will be provided to the employee at the expense of the district.

Post-exposure evaluation and follow-up shall be performed by Sabetha Family Practice according to recommendations of the U.S. Health Service current at the time these evaluations and procedures take place. The district will make sure that any laboratory tests required by the evaluation or follow-up procedures are conducted at an accredited laboratory at no cost to the employee.

Whenever an exposure incident occurs, the exposed employee shall report the incident to the school nurse, who will explain to the employee his or her right to a post-exposure evaluation and follow-up. If the employee desires an evaluation, the school nurse will contact the Sabetha Family Practice Group as soon as feasible to arrange for the post-exposure evaluation for the employee.

A post-exposure evaluation and follow-up will include the following elements:

- 1. Documentation of the circumstances under which the exposure incident occurred, including the route(s) of the employee's exposure.
- 2. Identification and documentation of the source individual whose blood or OPIMs caused the exposure, unless identification is infeasible or prohibited by law.
- 3. Unless the source individual is known to be infected with HBV or HIV, the school district through the school nurse will seek the consent of the source individual for blood testing for HBV or HIV. Failure to obtain consent will be documented by the district.
- 4. If the source individual consents, results of the source individual's blood testing will be made available to the exposed employee, along with information on laws concerning the disclosure of the identity and infectious status of the source individual.
- 5. If the exposed employee consents, blood testing of his or her blood will be completed as soon as possible. If the employee consents to baseline blood collection, but not to HIV serologic testing, the blood sample will be

- retained for 90 days. The employee may request testing of the sample at any time during the 90 day period.
- 6. The exposed employee will be offered post-exposure prophylaxis in accordance with current recommendations of the U. S. Public Health Service. These recommendations are currently as follows: If the source individual has AIDS, is HIV positive, or refuses to be tested, the employee should be counseled regarding the risk of infection and evaluated clinically and serologically for evidence of HIV infection as soon as possible after the exposure. The employee should be advised to report and seek medical evaluation for any acute febrile illness that occurs within 12 weeks after the exposure. Retesting on a periodic basis may be necessary. During this follow-up period, especially the first 6-12 weeks after exposure, the employee should follow recommendations for preventing the transmission of the virus.
- 7. The exposed employee will be offered counseling concerning precautions to take during the period after the exposure incident. The employee will also be given information on what potential illnesses to be alert for and to report any related experiences to appropriate personnel. Reports should be made to the school nurse.

WORKING WITH THE HEALTH CARE PROFESSIONAL

The school nurse will provide physician(s) with a copy of the OSHA regulation governing bloodborne pathogens, and ensure that the physician(s) are provided with: a description of the employee's duties as they relate to the exposure incident, documentation of the circumstances under which the exposure incident occurred, results of the source individual's blood test (if available), and all medical records which the district is required to maintain which are relevant to the appropriate treatment of the employee, including the employee's vaccination status.

WRITTEN OPINION OF THE HEALTH CARE PROFESSIONAL

Following post-exposure evaluation, the health care professional shall provide the school district with a copy of his or her written opinion within 15 days after the completion of the evaluation. This opinion shall include:

- 1. An opinion on whether Hepatitis B vaccination is indicated for the employee, and if the employee has received the vaccination.
- 2. A statement that the employee has been informed of the results of the evaluation and about any medical conditions resulting from exposure to blood or OPIMs which require further evaluation or treatment.

All other findings or diagnoses shall remain confidential between the employee and the health care provider and shall not be included in the written opinion.

COMMUNICATION OF HAZARDS TO EMPLOYEES

LABELING

Any container which contains used needles, blood or OPIMs in the district shall be appropriately labeled with a "BIOHAZARD" label, or shall be red in color. All "BIOHAZARD" labels will have a fluorescent orange or orange-red background and have the biohazard symbol and the word "BIOHAZARD" in a contrasting color.

Any receptacle used for the disposal or deposit of contaminated materials for laundering or discard will be red in color, appropriately labeled or lined with red bags.

Any equipment which is contaminated will be appropriately labeled.

TRAINING

A training program on bloodborne pathogens will be provided for all employees with occupational exposure. Training will be provided during working hours, and at no cost to the employee. Attendance at training sessions is mandatory.

Initial training will be provided for all employees within 60 days after the adoption of this exposure—control plan. Thereafter an employee will be provided with training at the time of initial assignment to tasks where occupational exposure may occur. Annual training for all employees will be provided within one year of their previous training. Additional training will be provided if changes in an employee's assignments affect the employee's occupational exposure.

The training program will be conducted by a person who is knowledgeable in the subject matter covered by the elements contained in the training program as it relates to the work place that the training will address, and presented in a manner which is understandable for all employees.

The training program will contain, at a minimum, the following elements:

(1) A copy of the OSHA standard and explanation of its contents; (2) A general explanation of the epidemiology and symptoms of bloodborne diseases; (3) An explanation of the modes of transmission of bloodborne pathogens; (4) An explanation of the exposure control plan and information on how the employee may obtain a copy of the plan; (5) An explanation of the appropriate methods for recognizing tasks and other activities that may involve exposure to blood and OPIMs; (6) An explanation of the use and limitations of methods, such as engineering controls, work practices, and personal protective equipment, that will prevent or reduce exposure; (7) Information on the Hepatitis B vaccine, including information on its efficacy, safety, method of administration, benefits, and the conditions under which it is offered, free of charge, to employees; (8) Information on the appropriate actions to take and the persons to contact in an emergency involving blood or OPIMs; (9) An explanation of the procedure to follow if an exposure incident occurs, including the method of reporting and the medical follow-up that will be made available at no charge; the post-exposure evaluation and follow-up following an Information on

exposure incident; (11) An explanation of labeling and color coding; and (12) An opportunity for questioning the person conducting the training session.

RECORD KEEPING

MEDICAL RECORDS

The school district will establish and maintain a confidential medical record for each employee with occupational exposure. This record will include: (1) the name and social security number of the employee; (2) a copy of the employee's Hepatitis B vaccination status, including the dates the vaccination was given, any medical records relative to the employee's ability to receive the vaccination, or the employee's signed waiver; (3) a copy of all results of examinations, medical testing, and follow-up procedure; (4) a copy of the health care professional's written opinion following post-exposure evaluation and follow-up; and (5) a copy of any information provided to the health care professional under the evaluation and follow-up procedures.

The medical records of employees maintained under this policy will be kept confidential and will not be disclosed to any person, except as required by law, without the employee's express written consent. Medical records required under this plan will be maintained for the duration of the employee's employment, and for thirty years thereafter.

TRAINING RECORDS

The school district will maintain records of all training sessions offered to employees under this plan. Such records will include: The dates of the training session; a summary of the contents of the session; the name(s) and qualifications of the persons conducting the training; and the names and job titles of all persons attending the training sessions. Training records will be kept for at least three years from the date on which the training occurred. Employee training records will be made available for inspection to employees, anyone having the written consent of the affected employee, and to KDHR upon request.

ACCESSIBILITY AND REVIEW

A copy of this Exposure Control Plan will be accessible to all employees of the district in the central office of each building in the district. Any employee will be provided with a copy of the plan at no cost upon request. A copy of this plan will also be made available to KDHR upon request.

This Exposure Control Plan will be reviewed and updated at least annually, or whenever necessary to reflect new or modified tasks and procedures which affect occupational exposure, or to reflect new or revised employee positions with occupational exposure. The Superintendent shall be responsible for scheduling the annual review of this plan.

ATTACHMENT #1

HEPATITIS B VACCINE DECLINATION FORM

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be a risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepati tis B vaccine, I can receive the vaccination series at no charge to me.

D (C' / E 1	
Date:	Signature Employee:	
Daic.	Signature Lindio vec.	

[NOTE: This waiver form is Appendix A to the OSHA standard. It must be signed to this form by any employee who has occupational exposure and who declines the vaccination after receiving training on the vaccination. If an employee decides to decline the vaccination, this form should be file in the employee's medical record.]

ATTACHMENT #2

FIRST AID INCIDENT REPORT

1. Date and time of the first aid incident:
2. Names of all first aid providers:
3. Description of the accident or incident, and the circumstances surrounding it, which resulted in the need for first aid procedures:
4. Did an exposure incident occur? YES or NO (An exposure incident occurs when there is specific mucous membrane, non-intact skin or parenteral contact with blood or other potentially infectious materials. Parenteral contact means the piercing of mucous membranes or the skin barrier through needle sticks, human bites, cuts, abrasions, etc.)
5. Post-exposure evaluation and follow-up (were) (were not) offered. [If the affected employee believes that an exposure incident has occurred, the employee should be offered post-exposure evaluation and follow-up and the post-exposure evaluation and follow-up form should also be completed.]
6. The affected employee was offered the full Hepatitis B immunization series at [NOTE: The Hepatitis B vaccine must be offered as soon as possible, but in no event later than 24 hours after the incident occurs. The vaccine must be made available whenever a first aid incident occurs, whether or not an exposure incident has occurred.]
Date and time of the report
Signature of responsible person
[This report will be filed in the employee's medical record. A copy of the report will be filed in the first aid incident report file.]

ATTACHMENT #3

POST-EXPOSURE EVALUATION AND FOLLOW-UP REPORT

1.Name	e of the employee who had an exposure incident.
2.Date,	time, and place of the exposure incident.
4.A des	scription of the circumstances under which the exposure incident occurred: scription of the route(s) of the employee's exposure: mation on the source individual: a. The identity of the source individual (is) (is not) known. [If the answer is "is not" go to questions 6.]
	 b. The source individual (is) (is not) known to be infected with HBV or HIV. [If the answer is "is" go to questions 6.] c. The school district, through
7	was informed of his/her right to post-exposure evaluation and follow-up by on was informed that would perform the evaluation at, at the expense of the district, and that would arrange an appointment for the evaluation (declined) (accepted) the offer and the appointment (was) (was not) made offered post-exposure prophylaxis in accordance with current recommendations of the USD #113 Board Policy
8. 2	offered counseling withconcerning precautions to take during the period after the exposure incident. Such counseling also included information on potential illnesseswas instructed to report any related experiences to Signature of Responsible Employee

[This report will be filed in the employee's medical record. A copy of this report will be provided to the health care professional doing the evaluation along with a copy of the OSHA regulation, a description of the employee's duties as they relate to the exposure incident, the result of the source individual's blood test, if available, and a copy of the employee's medical record.]

HEPATITIS B IMMUNIZATION EMPLOYEE CONSENT FORM

I understand that due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine at no cost to myself and I have received a copy of the hepatitis B (HBV) information sheet and have been explained the information thereon. I further certify that I understand the contents of the hepatitis B information sheet and it has been explained to me that:

- 1. I may request HBV antibody testing prior to deciding whether or not to receive the hepatitis B vaccination;
- 2. If I am found to be immune to HBV by virtue of adequate antibody titer, then my employer is not required to offer to me the HBV vaccination; and
- 3. Should I decline the offer to receive the HBV vaccination, and at a later date decide to accept the HBV vaccination, I may do so at that time in accordance with the policies governing hepatitis B immunization and at no cost to myself.

I have been instructed that as a result of this vaccination, I may experience some side effects such as:

 Soreness at the injection site; Fatigue; Fever; Joint pain; 	5. Local reaction;6. Rash;7. Headache; and/or8. Dizziness.
I hereby [] ACCEPT [] DECLINE to	the hepatitis B vaccination.
Date: Signature:	Employee:
Social Security Number:	
Prescreening Date (as applicable):	
Results:	
Date of Initial Vaccination: Date of	f Second Vaccination:
Date of Third Vaccination Date of	of Booster Vaccination
Results: I certify that the above named employee resheet and has been fully explained the correviewed with the above named employee policy and procedures. Medical record. Date Signature	e or established hepatitis B immunization

The original copy of this consent form must be filed in the employee's file.

Family and Medical Leave GARI

Eligible district employees shall be provided family and medical

leave as provided by a plan approved by the board. The plan for

providing leave under this policy shall be filed with the clerk of the board

and made available to all staff at the beginning of each school year.

Approved: 06/09/2014

GARID Military Leave

time of

Employees are entitled to military leave under the Uniformed Services Employment and Reemployment Rights Act of 1994. The Act applies to military service that began on or after December 12, 1994 or military service that began before December 12, 1994 if the employee was a reservist or National Guard member who provided notice to the employer before leaving work.

Reemployment rights extend to persons who have been absent from work because of "service in the uniformed services." The uniformed services consist of the following military branches:

Army, Navy, Marine Corps, Air Force or Coast Guard.
Army Reserve, Navy Reserve, Marine Corps Reserve, Air Force Reserve or Coast Guard Reserve.
Army National Guard or Air National Guard.
Commissioned corps of the Public Health Service.
Any other category of persons designated by the President in war or emergency.

"Service" in the uniformed services means duty on a voluntary or involuntary basis in a uniformed service, including:

Active duty.
Active duty for training.
Initial active duty for training.
Inactive duty training.
Full-time National Guard duty.
Absence from work for an examination to determine a person's fitness for any of the above types of duty.

The employee may be absent for up to five (5) years for military duty and retain reemployment rights. There are, however, exceptions which can exceed the five (5) year limit. Reemployment protection does not depend on the timing, frequency, duration or nature of an individual's service. The

GARID Military Leave

law enhances protections for disabled veterans including a requirement to provide reasonable accommodations and up to two (2) years to return to work if convalescing from injuries received during service or training.

The returning employee is entitled to be reemployed in the job that they would have attained had they not been absent for military service, with the same seniority, status and pay, as well as other rights and benefits determined by <u>LAW</u>. If necessary, the employer must provide training or retraining that enables the employee to refresh or upgrade their skills so they can qualify for reemployment. While the individual is performing military service, he or she is deemed to be on a furlough or leave of absence and is entitled to the non-seniority rights accorded other individuals on non-military leaves of absence. Individuals performing military duty of more than 30 days may elect to continue employer sponsored health care for up to 18 months at a cost of up to 102 percent of the full premium. For military service of less than 31 days, health care coverage is provided as if the individual had never left. All pensions which are a reward for length of service are protected.

Individuals must provide advance written or verbal notice to their employers for all military duty. Notice may be provided by the employee or by the branch of the military in which the individual will be serving.

Notice is not required if military necessity prevents the giving of notice; or, if the giving of notice is otherwise impossible or unreasonable.

GARID Military Leave

Accrued vacation or annual leave may be used (but is not required) while performing military duty. The individual's timeframe for returning to work is based upon the time spent on military duty.

TIME SPENT ON MILITARY DUTY	RETURN TO WORK OR APPLICATION FOR REEMPLOYMENT
Less than 31 days:	Must return at the beginning of the next regularly scheduled work period on the first full day after release from service, taking into account safe travel home plus an eight (8) hour rest period.
More than 30 but less than 181 days:	Must submit an application for reemployment within 14 days of release from service.
More than 180 days:	Must submit an application for reemployment within 90 days of release from service.

The individual's separation from service must be under honorable conditions in order for the person to be entitled to reemployment rights. Documentation showing eligibility for reemployment can be required. The employer has the right to request that an individual who is absent for a period of service of 31 days or more provide documentation showing:

the application for reemployment is timely;
the five-year service limitation has not been exceeded; and

separation from service was under honorable conditions.

If documentation is not readily available or does not exist, the individual must be reemployed. However, if after reemploying the individual,

GARID Military Leave

documentation becomes available that shows one or more reemployment

requirements were not met, the employer may terminate the individual,

effective immediately. The termination does not operate retroactively.

Questions should be directed to Veterans' Employment and Training

Service, U.S. Department of Labor.

Kansas law also requires reemployment if an individual is called to

active duty by the state.

Approved: 06/09/2014

The board encourages district employees to use technology, including communication devices, to improve efficiency and safety. The district expects all employees to use communication devices in a responsible manner that does not interfere with the employee's job duties. Employees who violate district policies and procedures governing the use of communication devices may be disciplined, up to and including termination, and may be prohibited from possessing or using communication devices while at work. Communication devices may not be used in any manner that would violate the district's policy on student-staff relations.

Definitions

"Communication device" is defined to include all portable devices that send or receive calls or text messages, allow the retrieval of email, or provide access to the Internet. Communication devices shall include, but may not be limited to cell phones, smart phones, iPads, and tablets.

"Use/Using" for the purposes of this policy mean answering or talking on the phone; sending or responding to a text, e-mail, or other communication; opening and viewing pictures or digital recordings; opening and listening to music or audio communications; accessing social media websites; playing games on such device; continuously checking a communication device; or any activity with a communication device that interferes with the employee's job duties or appropriate supervision of students.

General Use

The district prohibits employees from using any communication device that interrupts or disrupts the performance of duties by the employee or otherwise interferes with district operations, as determined by the employee's

supervisor. This prohibition applies regardless of whether the communication device used is owned by the employee or provided by the district. Employees are responsible for keeping communication devices secure and, if possible, password protected.

Supervision of students and the provision of academic instruction are priorities in the district, and employees who are responsible for supervising and/or providing academic instruction to students must concentrate on these tasks at all times. Employees shall not use communication devices when they are responsible for supervising students or when their doing so interrupts or interferes with classroom instruction unless any of the following conditions occurs:

- The device is being used to instruct the students being supervised at the time:
- The use is necessary to the performance of an employment-related duty;
- The employee has received specific and direct permission from a supervisor to do so; or
- There is an emergency.

GAT Staff Use of Communication Devices

Even when these conditions exist, the employee is responsible for obtaining assistance in adequately supervising students during the approved use so that students are supervised at all times.

Use in Vehicles

Regardless of other provisions of this policy, unless there is an emergency, employees shall not use communication devices when:

- Driving district-provided vehicles;
- Operating a vehicle in which a student is being transported when the transportation is provided as part of the employee's job; or
- Supervising students who are entering or exiting a vehicle, crossing thoroughfares, or are otherwise attempting to safely reach their destinations.

Even in emergency situations, employees should first take all possible safety precautions before using communication devices.

Employees are subject to local, state, and federal laws governing use of cell phones while driving and will be solely responsible for all traffic violation liabilities resulting from their use of a phone while driving.

Use of District-Provided Communication Devices

The district may provide communication devices and service to some employees to assist them in carrying out their employment-related duties on and off district property. Use of a district-provided communication device is a privilege. The superintendent or designee has sole discretion as to which employees will be provided communication

devices and may recall any previously issued communication device.

Employees do not have any expectation of privacy in district-provided communication devices or any information stored on them, and such devices may be confiscated and searched at any time.

Employees are expected to exercise reasonable care to protect district-provided communication devices from damage or theft and must report any such incidents immediately. The district may require employees to reimburse the district for any damage or theft that was the result of the employee's negligence. Users of district-provided communication devices must abide by any use limitations included in the district's service contract.

Personal Use of District-Provided Communication Devices

Personal use of district-provided communication devices is permissible as long as the use does not exceed the limits of the applicable plan. An employee whose use exceeds plan limitations will be required to reimburse the district for all expenses beyond those covered by the plan and may have privileges suspended or revoked unless the employee can show that all use was for employment-related duties and the device was not used for personal reasons. The amount of personal use of a communication device or service paid for under E-Rate can be no greater than the cost allocation submitted in the request for the E-Rate discount. Staff members electing to use district communication devices for personal reasons will be subject to income tax liability for such benefit.

GAT Staff Use of Communication Devices

GAT-5

Staff Bring Your Own Device Policy

Use of employees' personal communication devices during work

hours shall be restricted to classroom or work-related activities. Such

personal communication devices may only be used by the staff member

and are not for student use. The security of personal computing devices is

solely the responsibility of the staff member. Any loss resulting from

damage or theft of

personal communication devices in the school setting is not the

responsibility of the district.

Approved: 10/13/2014

GBA Compensation Guides and Contracts The board shall develop compensation guides for the district.

Approved:

GBA-R Salary Schedule

All employees of U.S.D. #113 along with their spouse and elementary age children shall be admitted free of charge to all home athletic activities at which an admission charge is made. (Admission must be paid, however, at tournaments).

Approved:

CURRENT NEGOTIATED AGREEMENT GOES HERE

GBB-R Positions

The superintendent, or his designated representative, may prepare a comprehensive list of all positions of employment within the school system, together with the qualifications for, and the duties and responsibilities of, each such position. Such compilation of job descriptions shall be filed in the office of the clerk of the board of education and made available to all employees for their inspection at reasonable times.

Approved:

GBBA Qualifications and Duties

The district will develop a comprehensive job description for each classification of certified employees.

GBBA-R Qualifications and Duties (CF JR ET seq.)

Teachers will be scheduled for lunchroom duty and all teachers must pay for their own lunches.

Any employee of the district willfully participating in any disturbance, which disrupts, hinders, impedes or interferes with the education of students in the Prairie Hills Unified School District No. 113, will be warned immediately in writing by the administration that the activity should be discontinued. If such activity is not ceased within a reasonable time and it can reasonably be anticipated that the employee will continue with disruptive activity, the employment may be terminated forthwith.

Student personnel who are aware of any person, whether they be student or non-student, participating in any conduct which is disruptive to any school activity should immediately notify the administrator or sponsor o the respective activity so that proper action may be taken. It shall be the responsibility of each principal to inform his staff regarding procedures to be followed in the event of disturbance in the respective schools.

Counseling records compiled by guidance counselors are subject to the same rules as outlined herein; however, the guidance counselor is held responsible for the security of each record and is prohibited from allowing inspection or copying of any such record by any individual except as otherwise authorized by the board of education policy.

Each teacher is to conduct classes, supervise activities, and in general, accept responsibilities as assigned by the superintendent and the attendance center principal, who having considered the normal teacher load, will allocate extra duties equally. Each contract indicates clearly that any duty assigned to each in areas in which they are not qualified except in case of emergency and then only by mutual agreement.

The primary objective of the school is to educated through the means of formal instruction. Each teacher is to be well qualified to do the formal teaching that is assigned to him and is expected to exert every influence and energy to give the student as thorough training as is possible.

The secondary objective of the school is to educate through the supervision of various activities, organizations, and unorganized activities on the playground, in the halls, and at any time and place in the school. It shall be the duty of each teacher to consider it his responsibility to give his utmost in guidance to students in any of the situations mentioned above.

All teachers, as well as other employees of the district, have the authority and responsibility to exercise control of the behavior of pupils everywhere in the school building, on the school grounds, and at any school sponsored activity on school premises or elsewhere. This responsibility should be accepted by each teacher and employee and should not be left to the administration alone.

Each teacher shall be directly responsible to the principal of this unit and shall promptly and consistently carry out the instructions given by the principal. Those teachers who work under the supervision of tow principals shall have their prime assignment made by the superintendent. Each teacher shall keep informed regarding the rules and regulation of the board, observe all regulation, seek professional growth, participated in curriculum study, and file all necessary reports.

All directions from the school board to school personnel and all directions or communications from school personnel to the board shall be communicated through a principal and the superintendent. Any school personnel, having had unsatisfactory

communication with the superintendent, shall have the right to council with the board upon submitting a written request to both the superintendent and the president of the board of education. Such written request shall be presented ten days prior to a scheduled meeting or it may be considered at a properly called special meeting.

All requests for the purchase of supplies, materials and equipment must be submitted to the building principal and then to the superintendent's office. Purchases made through the activity fund will be handled by the building principal. At the close of each school year each teacher shall submit to his principal requests for the coming school year. Such requests shall include supplies, new equipment, and repairs or alternations for his department. The superintendent and the board will then approve or disapprove the purchase.

At the end of each school year each teacher shall complete an inventory of his equipment and supplies. This inventory is to be turned in to the building principal. At the beginning of each year this inventory is to be corrected by the teacher and filed with the superintendent.

Each teacher shall be responsible for the discipline of those pupils enrolled in his classes, but shall have the freedom of consulting with the principal when it is felt necessary of advisable.

During the school day, teachers shall devote their time exclusively to school duties. The teachers work day shall be established by each building principal on the 187.5 contracted days. Classes will be in session from approximately 8:00 A.M. to 3:15 P.M.

Each teacher shall be responsible for classification and grading as well as the promotion of his pupils in accordance with the policy and instructions of the principal.

Pupils may be held for conferences and for disciplinary purposes after school is dismissed. Parents should be notified of this action before retaining the pupil.

Teachers shall not dismiss their pupils earlier than the regularly scheduled time without permission of the principal.

Teachers should understand that public school property cannot be loaned for personal use.

Any request from a teacher to a janitor shall be made through the building principal except in the event of an extreme emergency.

GBD-R Hiring

All personnel selected for employment must be recommended by the superintendent and approved by the board.

To aid in obtaining the best available staff members for the district's schools, the board adopts the following general criteria which shall be utilized in the selection process for initial employment:

The will be no discrimination in the hiring process due to age, sex, creed, race, color or national origin:

Candidates, if elected, will be assigned to teach primarily his/her major field and/or major subject area, with elementary education defined as a major field;

The highest quality of instruction is enhanced by a staff with a wide variation in educational preparation, background, and previous experience. In view of this position, the district will attempt to hire experienced teachers in preference to non-experienced teachers.

The employment of any staff member is not official until the contract is approved by the board and signed by the candidate.

The employment sequence shall be as follows:

The verbal offer of employment to the candidate;

Verbal acceptance by the candidate;

Contract sent to the candidate;

Candidate's acceptance is signified by a signed contract returned to the superintendent;

Approval of candidate by the board.

GBE Assignment

The board retains and reserves the right to assign and reassign all personnel.

Approved:

GBG Probation

The authority to recommend to the board that certified staff members be placed on probation is delegated to the superintendent of schools or his designated representative. The board, after hearing the superintendent's recommendation for probation and after evaluating the evidence gathered by the administrative staff, may place a certified staff member on probation. The term of probation will be established by the board, but in no event shall said probation extend beyond a two calendar year period without the board first reviewing all pertinent evidence entertaining to the probation including a report by the superintendent on the progress of the certified staff member to meet the conditions of probation.

GBG-R Probation

All conditions of probation shall be reduced to writing; one copy shall be given to

the employee, one copy shall be placed in the employee's personnel file and one copy

shall be filed in the central office by the clerk of the board with the minutes of the board

meeting where action on said probation was taken.

Failure by an employed to meet the conditions of probation may result in nonrenewable

or termination of the employment contract.

Approved:

02/06/2019

GBH Supervision

GBH

The superintendent and other administrators designated by the

superintendent have the right to supervise licensed staff. The

responsibility for the immediate supervision of licensed staff rests with

each building principal.

Approved: 08/12/2019

GBI Evaluation of Personnel Staff

<u>Introduction</u>

Evaluation in the Prairie Hills School District is based on the proposition of improving individual teacher performance to provide effective instruction for students. The evaluatee and evaluator are to work together to achieve this goal. In addition, the following characteristics will be part of this evaluation process:

- 1. Establishing a positive administrator-teacher relationship.
- 2. Observing and collecting descriptive data of teacher behavior.
- 3. Analyzing the data and discussing implications for teacher behavior as it pertains to student learning.
- 4. Planning for professional improvement and future observations.

The District uses the criteria listed on the evaluation instrument as a description of the qualities desired in an effective teacher.

GBI-R Procedure for Using the Evaluation Instrument

All certified personnel in the first three years of consecutive service will be evaluated at least one time per semester with the formal evaluation completed within 60 days of the beginning of the semester. The second formal evaluation must be completed by February 15. All certified personnel in the fourth year of service or above will be evaluated at least one time per year by February 15. The formal evaluation conference between the evaluatee and evaluator must be held within the dates listed above. The evaluatee will be given a one-day notice prior to the formal evaluation conference.

The administrative staff will be responsible for making all evaluations. All evaluations must be made in writing on the evaluation instrument as adopted by the board of education. Evaluations will be made in triplicate. The original being filed with the central office and the second and third copies going to the teacher and administrator.

Each evaluatee must acknowledge presentations of the evaluation document by signature. The evaluatee may respond in writing to the Superintendent in regards to the evaluation document within two weeks of presentation of the document. This response shall be attached to the evaluation document.

Prior to the formal evaluation conference, each certified staff member may evaluate himself on the district's adopted evaluation criteria. This self-evaluation is to serve as a portion of the basis for the formal evaluation conference. However, it is not to be submitted to the administrative staff and will not become a part of the certified staff member's personnel file.

GBI-R-2 Evaluation

The completed evaluation document will be available only to the individual evaluate, the administrative staff (consisting of the superintendent and principals and the assistants thereof), the board of the education, the school board attorney at the request of the board, the State Board of Education, or to the administration and the board of any district to which a teacher makes an application of employment or to other persons specified by the evaluatee in writing.

Specific goals and objectives to improve job effectiveness must be developed cooperatively by the evaluatee and evaluator at the formal evaluation conference if an "unsatisfactory" rating is given. These must be written on the form provide and filed with the evaluation document in the central office. It is expected that these be reviewed jointly by the educator and administrator on three occasions prior to the next formal evaluation.

In addition to the formal evaluation procedure, it is the expectation of the board of education that frequent conferences of a more informal nature will take place between the evaluator and evaluatee. These conferences may be initiated by either party, and their purpose is to provide for communication in improving job effectiveness. If, as a result of these conferences, additional goals and objectives are determined to improve job effectiveness, these are to be filed with and attached to the formal evaluation document. Marked improvement in areas which were previously noted as "unsatisfactory" should be filed in this manner.

Observation Summary Form

This form summarizes ratings from the standards' rubrics and requires the evaluator to provide a description of areas needing improvement and/or comments about the Educator's practice.

Name of Educator:					
School:		School Year:			
Evaluator/Admi	nistrator:	District:			
Date Completed:					
Check One:	o 1-2 years employed by the district				
	o 3-4 years employed by the district				
	o 5+ years employed by the district				

STANDARD 1.1 EDUCATOR DEVELOPMENT						
Rubric Criteria Novice Developing Proficient Distingu						
	Educato	r Educator	Educator	Educator		
Creating developmentally appropriate instruction						
Adapting Instruction to meet student needs						
Collaboration with stakeholders						
Comments:	Sources	of Evidence:				
		Learning organize				
		 Lessons plans reflect understanding of 				
		prerequisite knowledge/skill				
	 Lesson plans reflect familiarity of wide range of 					
	pedagogical techniques					
Areas of Improvement and/or Plan of		, ,				
Assistance:		appropriate instructional approaches				
		development				
		8,				
		Lesson plans with adaptations identified				
Resources needed to complete areas		Conference Note	_			
of improvement:						
		Others: [inser	t text box here	J		

STANDARD 1.2 Learner Differences					
Rubric Criteria	Novice	Developing	Proficient	Distinguished	
	Educator	Educator	Educator	Educator	
Learning differences					
Methods to build on prior knowledge					
Comments:	Sources of	f Evidence:			
	□ St	udent and/or p	arent surveys		
	□ St	udent writing			
Areas of Improvement and/or Plan of	□ At	tendance data			
Assistance:	□ St	udent reflectio	n writing		
	□ CI	assroom rules a	and procedures of	established	
	cc	llaboratively			
	 Learning organized in groups or teams 				
Resources needed to complete areas	□ MTSS Utilized				
of improvement:			ecial Education	=	
			ditional student	• •	
		•	EP, Individual Lea	arning Plans,	
	and SIT meetings				
	 Lesson plans reflect familiarity of wide range or 				
	pedagogical techniques				
		udent develope			
		 Models of recent student work posted in either 			
	cla	classrooms or hallways			
		□ Feedback to students			
		□ Student work samples			
		□ Pre-test and/or post-tests			
	□ O:	□ Other [Insert Text Box here]			

STANDARD 1.3 Learning Environment					
Rubric Criteria	Novice	Developing	Proficient	Distinguished	
	Educator	Educator	Educator	Educator	
Managing student behavior					
Positive learning climate					
Safe environment					
Comments:	Sources of	f Evidence:			
	□ Di	scipline Policy	is clear & posted		
	□ Im	nmediate respo	nse to student is	ssues	
	□ Di	scipline referra	ls to office		
Areas of Improvement and/or Plan of	□ M	eets with pare	nts		
Assistance:	□ Re	esponses to par	ent concerns are	e handled with	
	pr	ofessionalism 8	& cultural sensiti	vity	
	□ Cl	assroom rules	& procedures are	e established	
	cc	llaboratively			
	 Electronic communication with students, 			udents,	
	parents, & families				
Resources needed to complete areas	☐ Conducts home visits				
of improvement:			displayed & curre		
	□ Provides classroom rituals & routines which				
	promote positive student interactions				
	☐ System for non-instructional duties is in place &				
		students assume responsibility for completion			
			smoothly during	g the	
	instruction				
	☐ Physical space can be re-arranged to support				
	student learning				
	□ Participates in safety drills				
	□ Behavior/office referrals				
		□ Provide psychological support & physical space			
		to enhance student learning			
	□ O f	ther [Insert Tex	t Box here]		

STANDARD 2.1 Knowledge of Content					
Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator	
Demonstrate content knowledge					
Utilize content standards					
Link new learning to prior knowledge					
Higher order thinking					
Comments:	Sources of Evidence: Curriculum committee work documentation Educator developed assessments & rubrics Student writing across the content areas				
Areas of Improvement and/or Plan of Assistance:	-				
Resources needed to complete areas of improvement:	pr St	Lesson plans reflect understanding of prerequisite knowledge Student work samples Data from pre and post tests Student involvement in classroom developed activities Educator questioning at higher levels Projects including analysis, evaluation, synthesis, & creation Student reflection Student work exhibits higher cognitive level of thinking			

STANDARD 2.2 Content Application					
Rubric Criteria	Novice	Developing	Proficient	Distinguished	
	Educator	Educator	Educator	Educator	
Interdisciplinary connections					
Real-world issues with critical thinking and problem solving					
Comments:	Sources of	f Evidence:			
	□ Le	sson plans refl	ect a familiarity	of wide range of	
	in	terdisciplinary [•]	techniques		
	□ Ec	lucator meetin	gs to design cros	s curricular	
Areas of Improvement and/or Plan	pr	ojects			
of Assistance:	□ St	udent projects	reflect cross cur	ricular	
		volvement			
	 Co-curricular performances tied to subject area 			•	
	_		ait time to allow	students to	
		spond to quest			
Resources needed to complete areas		8.0			
of improvement:		iestioning			
	□ Student created videos				
	 Problem-solving assignments with student responses 				
	□ Le	Learning target or student objective is posted &			
	co	mmunicated			
	□ Po	ortfolio of proje	cts showing rea	l world	
	ар	plications to to	pics		
	□ Ec	 Educator questions using higher levels of 			
	co	cognitive thinking			
		☐ Technology use by students & teachers to			
		increase participation/engagement		nt	
	□ Ot	ther [Insert Tex	t Box here]		

STANDARD 3.1 Planning					
Rubric Criteria	Novice	Developing	Proficient	Distinguished	
	Educator	Educator	Educator	Educator	
Multiple methods to demonstrate					
mastery/standard achievement					
Standards-based instruction					
Appropriate resources & accomodations					
Comments:	Sources of	Evidence:			
	□ Ed	ucator's direct	ion and procedu	res are clear to	
	stı	udents			
	□ Cla	assroom obser	vations		
Areas of Improvement and/or Plan	□ Ed	ucator reflection	ons		
of Assistance:			(classroom, loca	al, state, &	
		tional levels)			
		•	es are posted & o		
			complete with s	tandard,	
	objective, & assessments noted				
	☐ Educator & student reflections				
Resources needed to complete areas	☐ Lesson plans show relevant standards for lesson				
of improvement:		ught			
			ks directly to sta	ndard(s) of the	
		sson arning activitie	s ara diffarantia	tad for	
		arning activitie dividual learne	s are differentia rs	ted for	
	□ Te	chnology utiliz	ed to deliver & e	enhance	
		struction			
	□ Ed	ucator spoken	& written langu	age is correct &	
	со	nforms to stan	dard English		
	□ Re	view of studer	nt IEP or Individu	al Learning	
	Pla	ans & makes ac	commodations	-	
	□ Le	sson structure	is clear & allows	for various	
	pathways according to the student needs				
	□ Co	llaborates with	n support persor	nel to make	
	mo	odifications			
	□ Ot	her [Insert Tex	t Box here]		

STANDARD 3.2 Assessment					
Rubric Criteria	Novice	Developing	Proficient	Distinguished	
	Educator	Educator	Educator	Educator	
Utilizing assessments for progress & decision making					
Student awareness of criteria & standards					
Student Feedback					
Comments:	Sources of Evidence:				
	 Lesson structure is clear & allows for various pathways according to student needs Educator provides frequent information to 				
Areas of Improvement and/or Plan of	- ·				
Assistance:					
	□ Ru	ubrics & standa	rds are posted b	oefore work	
		egins	•		
	□ Ec	•	ns progress mor	nitoring for all	
	□ Co	nsistent, timel	y, & appropriate	e feedback is	
Resources needed to complete areas	pr	ovided			
of improvement:	□ Fc	rmative & sum	nmative assessm	ents are used	
	□ St	udent presenta	ations		
	□ Le	sson plans link	student activiti	es to	
	as	sessment resu	lts		
	□ W	ritten feedbacl	k on student wo	rk	
	□ Ec	lucator/studen	t conferences		
	□ O1	ther [Insert Tex	t Box here]		

STANDARD 3.3 Strategies					
Rubric Criteria	Novice	Developing	Proficient	Distinguished	
	Educat	or Educator	Educator	Educator	
Educator Strategies					
Utilizing multiple methods					
21 st Century Learning					
Comments:	Source	s of Evidence:			
		Students take th	e initiative in pla	nning or	
		adapting activity	or project to enl	nance learning	
		Student led class	room discussion	S	
Areas of Improvement and/or Plan	 Lesson plans outline instructional strategies 				
of Assistance:	 Lesson plans how strategies are used for 				
	scaffolding/differentiation				
	□ Educator reflection				
		Student work ref	lects use of high	er level thinking	
		skills			
		Examples of a pr	ocess or product		
Resources needed to complete		Graphic organize		ding	
areas of improvement:		Non-linguistic re	•		
		Summarizing act			
		Reward or praise			
		accomplishment	s at targeted leve	els of	
		performance			
		Student growth	•		
		Technology integ	•		
		21 st Century inst			
		Other [Insert Tex	t Box here]		

STANDARD 4.1 Profe	STANDARD 4.1 Professionalism and Professional Learning					
Rubric Criteria	Novice	Developing	Proficient	Distinguished		
	Educator	Educator	Educator	Educator		
Engages in meaningful professional development						
Relies on variety of data to reflect on practice						
Comments:	Sources of Evidence:					
	□ Pa	rticipation in d	istrict profession	onal development		
		•	supports distri			
	 Share information gained from professional development with staff members 					
Areas of Improvement and/or Plan						
of Assistance:	 Written evaluation of a professional learning experience 					
	□ Vio	deo recording	of teaching witl	n feedback from		
	a c	colleague or ad	ministrator			
	□ Pr	ofessional deve	elopment align	ed with goals		
	□ Pr	ofessional port	folio			
Resources needed to complete	□ Ed	ucator reflecti	on			
areas of improvement:	□ St	udent assessm	ent scores			
		udent evaluation	ons			
		rents surveys				
		deotapes of les		_		
			t formative & s			
			to see impact of	on student		
	•	owth				
	│ □ Ot	her [Insert Tex	t Box here]			

STAND	OARD 4.2 I	Being a Lead			
Rubric Criteria	Novice	Developing	Proficient	Distinguished	
	Educator	Educator	Educator	Educator	
Takes active role on instructional team					
& with community					
Displays honesty & integrity	1				
Complies with regulations					
Engages stakeholders	6	<u> </u>			
Comments:	Sources of				
		tends school e	ectively utilizes p	ara-educators	
				os & school	
Areas of Improvement and/or Plan	☐ Volunteers & serves on committees & school projects				
Areas of Improvement and/or Plan of Assistance:	-	-	ings with monto	rs/montoos	
of Assistance.	 Notes from meetings with mentors/mentees Minutes of meetings (IEP, PLC, SIT, Title I, etc.) 				
			.Cs &/or school &	· · · · · · · · · · · · · · · · · · ·	
		mmittees	.03 8/01 3011001 6	x district	
	□ Portfolio of leadership activities				
Resources needed to complete	_			reams	
areas of improvement:	Participation in Educator Leader teamsEarning an Educator Leader endorsement on				
areas or improvement.		aching license	itoi Leadei eildo	13CHICH OH	
	☐ Agendas created by the Educator in a team				
		adership role	by the Eddedtor	iii a teaiii	
		•	formation (log o	f phone calls.	
		nails, etc.)		r priorie dans,	
		•	entiality regardii	ng student &	
		ersonnel issues	,	8	
			ications are clea	rly written, no	
			information in a	•	
		anner		•	
	□ En	nails are sent ir	n a timely manne	er, content is	
			ne Educator ansv		
	qu	iestions			
	□ Cc	pies of emails,	letters, & newsl	etters	
	□ W	illingly complie	s with school &	district	
	re	gulations			
	□ Pu	inctual to scho	ol		
	□ Pu	ınctual & atten	ds faculty meeti	ngs	
	□ Re	ports are com	pleted accurately	y & on time	
	□ Gr	ades are curre	nt in student ma	nagement	
	sy	stem			
	□ St	udent records	are completed ir	a timely	
	m	anner			
	□ Ot	her [Insert Tex	t Box here]		
 Recommended for Contract F 	Renewal				
 Not Recommended for Contr 	act Renewal				

o Recommended for a Plan of Assistance

o Contract renewal to be determined at a later date

Observation Summary Form

This form summarizes ratings from the standards' rubrics and requires the evaluator to provide a description of areas needing improvement and/or comments about the Educator's practice.

Name of Educator:					
School:		School Year:			
Evaluator/Admi	nistrator:	District:			
Date Completed:					
Check One:	o 1-2 years employed by the district				
	o 3-4 years employed by the district				
	o 5+ years employed by the district				

STANDARD 1.1 STUDENT DEVELOPMENT					
Rubric Criteria	Novice	Developing	Proficient	Distinguished	
	Educato	or Educator	Educator	Educator	
Assessment of student abilities and needs					
Understanding of student development					
Collaboration with colleagues & stakeholders					
Comments:	Sources of Evidence:				
		 Learning styles inventories 			
	□ Accelerated Reader (AR)				
	□ STAR Reading Skills checklist				
	□ Student needs survey				
	 Lesson plans reflect understanding of student 				
Areas of Improvement and/or Plan of		prerequisite know	wledge/skill		
Assistance:		Lesson plans refl	ect variety of de	velopmentally	
		appropriate instr	uctional approa	ches	
		Reflections on in	dividual learner	development	
		Learning organize	ed in groups or t	eams	
		Conference note	s with colleague	S	
		PLC and/or team			
Resources needed to complete areas		Parent-teacher c	onference sched	ule	
of improvement:		Website-School I	ibrary page		
		Newsletter			
		Community/stak	•	• •	
		council meetings	, advisory counc	ils, etc.	

STANDARD 1.2 Student Differences						
Rubric Criteria	Novice Educate		Proficient Educator	Distinguished Educator		
Diverse needs of students						
Reflection on practice related to student differences						
Comments:	Sources of Evidence					
	 Student and/or parent questionnaire 					
	☐ Circulation data					
Areas of Improvement and/or Plan of	□ MTSS utilized					
Assistance:		Special Education	n and/or ESOL Li	brary Media		
		Specialists collab	oration for addi	tional student		
		support				
		□ SIT meetings				
Resources needed to complete areas		Professional con	versations with			
of improvement:		colleagues/admi	nistration			
		 Models of recent student work posted in either 				
		classrooms or hallways				
		Feedback to stud	lents			

STANDAR	STANDARD 1.3 Learning Environment					
Rubric Criteria	Novice	Developing	Proficient	Distinguished		
	Educato	or Educator	Educator	Educator		
Positive learning climate						
Safe/accessible environment						
Student behavior						
Comments:	Sources of Evidence					
		Classroom rules 8	& procedures est	ablished		
		collaboratively				
	□ Responses to parent concerns are professional					
Areas of Improvement and/or Plan	and culturally sensitive					
of Assistance:	 Physical space arranged to support student 					
		learning				
		 Electronic communication with students, parents 				
		and families				
		□ Student work displayed & current				
Resources needed to complete		positive student i				
areas of improvement:		System for non-ir				
		assume responsil	•	tion		
		Transitions occur	smoothly			
		Safety drills				
		Discipline policy i	-			
		Immediate respo		ssues		
		Discipline referra				
		Provide psycholo		d physical space		
		to enhance stude	ent learning			

STANDARD 2.1 Knowledge of Content						
Rubric Criteria	Novice		Developing	Proficient	Distinguished	
	Educat	or E	ducator	Educator	Educator	
Content knowledge demonstrated						
Local/District needs						
Resources						
Comments:	Sources of Evidence					
		Tech	nology use g	uidelines		
	 Organized library services plan 					
		 Library standards document 				
Areas of Improvement and/or Plan		 Curriculum alignment documents 				
of Assistance:		Tech	nology usage	e guidelines – eth	nics & access	
		□ Student interest inventories				
		Lesso	on plans coor	dinated to local,	district needs	
		Local	/regional ne	ws periodicals		
		Need	ls assessmen	t		
		Colle	ction invento	ories		
Resources needed to complete		Datal	base of librai	ry resources		
areas of improvement:		Libra	ry catalog			
		Acce	lerated Read	er (AR)		
		STAR	Reading Tes	t		

STANDARD 2.2 Content Application						
Rubric Criteria	Novice	Developing	Proficient	Distinguished		
	Educator	Educator	Educator	Educator		
Program alignment to standards						
Application of content knowledge						
Comments:	Sources of	Evidence				
	□ Lik	orary collection	s aligned to cont	ent standards		
	□ Pr	ogram standard	ds alignment doc	ument		
	□ Lik	orary/Media Sp	ecialist meetings	to design cross-		
Areas of Improvement and/or Plan	curricular projects					
of Assistance:						
	involvement					
	☐ Co-curricular performances tied to subject area					
	 Learning target or student objective is posted and 					
	со	mmunicated				
Resources needed to complete	□ Pc	ortfolio of proje	cts showing real	world		
areas of improvement:	ap	plications to to	pics			
·	□ Qı	uestions using h	nigher levels of co	ognitive thinking		
	□ Te	chnology use b	y students and t	eachers to		
	in	crease participa	ition/engagemer	nt		
	□ St	udents engaged	d in learning disc	ussions and		
	qι	estioning				
	☐ Students utilize technology to develop products					
	such as videos, posters, spreadsheets, etc.					
	□ Pr	oblem-solving a	assignments with	n student		
	re	sponses				

STANDARD 3.1 Planning					
Rubric Criteria	Novice		Developing	Proficient	Distinguished
	Educat	or	Educator	Educator	Educator
Learning Theory					
Comprehensive library/media plan/resources					
Comments:	Sources of Evidence				
		 Research based, best practice 			
	 Learning styles inventories 				
		 Classroom observations 			
Areas of Improvement and/or Plan		□ Reflections on practice			
of Assistance:		Comprehensive list of library services and resources			
		Stu	ident objective	s posted and co	mmunicated
		 Lesson plans complete with standard, objective, and assessments noted 			dard, objective,
		□ Student reflections			
Resources needed to complete areas of improvement:			ident work link son	s directly to sta	ndard(s) of the

STANDARD 3.2 Assessment						
Rubric Criteria	Novice		Developing	Proficient	Distinguished	
	Educator		Educator	Educator	Educator	
Assessment of integrated program						
Cultural diversity						
Use of student feedback						
Comments:	Source	s of	Evidence			
		Les	son structure i	is clear and allo	ws for various	
		pat	hways accordi	ng to the stude	nt needs	
	 Students understand how work will be assess 				vill be assessed	
Areas of Improvement and/or Plan		☐ Rubrics and standards are posted before work				
of Assistance:		begins				
		Pro	gress monitor	ing for all stude	nts	
		Cor	nsistent, timely	, & appropriat	e feedback	
				mative assessm		
		Stu	dent presenta	tions		
			•		es to assessment	
Resources needed to complete	1		ults			
areas of improvement:		Wr	itten feedback	on student wo	rk	
a. cas cp. c. c		Lib	rary/Media Sp	ecialist student	conferences	
			mographic dat			
				in response to	demographics	
				in discussion re	• .	
			vices	5	Da. 2.119 1116 and	
	П		dent surveys			
		Jiu	uent surveys			

STANDARD 3.3 Strategies						
Rubric Criteria	Novice	Developing	Proficient	Distinguished		
	Educator	Educator	Educator	Educator		
Implementation of a 21st Century						
Model						
Utilization of multiple strategies						
Technology tools						
Comments:	Sources of	Evidence				
		chnology integ	•			
		•	uctional model:	•		
			creativity, critica	_		
Areas of Improvement and/or Plan			tiative in plannin			
of Assistance:		-	s, as well as stude	ent led-		
	_	scussions				
		•	w how strategies	are used for		
		affolding/differ				
	☐ Student work reflects use of higher level t					
		ills				
Resources needed to complete			ocess or product	1:		
areas of improvement:		apnic organize guistic represe	rs for understand	ing or non-		
		mmarizing acti				
		_	for effort and/or	r		
		•	at targeted leve			
		erformance	at targeted leve	.13 01		
	•	dividual & grou	n work			
		operative learn	•			
		ole play	Ö			
		ultimedia				
	□ Al	ignment to 5 R'	s: rigor, relevano	e, relationships,		
	re	sponsive cultur	e, results	•		
		•	se for resources			
	□ Va	riety of techno	logy (software &	hardware)		
	□ Pr	esentation tool	S			
	□ In	ternet				

STANDARD 4.1 Profe	STANDARD 4.1 Professionalism and Professional Learning							
Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator				
Engages in meaningful professional learning								
Relies on variety of data to reflect on practice								
Comments:	Sources of Evidence □ Participation in district professional learning □ Participates in and supports district initiatives □ Share information gained from professional							
Areas of Improvement and/or Plan of Assistance:	learning with staff members Written evaluation of a professional learning experience Video recording of teaching with feedback form a colleague or administrator Professional learning aligned with goals Professional portfolio							
Resources needed to complete areas of improvement:	□ St □ St □ Pa □ Vi □ Ar as		ent scores ons ssons t formative and	summative npact on student				

STANDARD 4.2 Leadership							
Rubric Criteria	Novice	Developing	Proficient	Distinguished			
	Educator	Educator	Educator	Educator			
Takes active role on instructional team							
and with community							
Displays honesty & integrity							
Complies with regulations							
Stakeholder involvement							
Comments:	Sources of						
		•	effectively utilize	es paras/aides			
		ttends school e					
			erves on commi	ttees and school			
Areas of Improvement and/or Plan	-	ojects					
of Assistance:			tings with mento				
			ings (IEP, PLC, SI	· · · · · · · · · · · · · · · · · · ·			
		•	.Cs and/or schoo	ol and district			
		mmittees					
		Portfolio of leadership activitiesParticipation in Library/Media Specialist Leader					
Resources needed to complete		•	ibrary/Media Sp	ecialist Leader			
areas of improvement:	-	ams					
			ecialist Leader (endorsement on			
		aching license	la 1 : laa /8 4 a al	lia Carataliatia			
	_	 Agendas created by Library/Media Specialist in team leadership role 					
		•		of phono calls			
		nails, etc.,)	formation (log	or priorite calls,			
		· · · · · · · · · · · · · · · · · · ·	entiality regardi	ng student and			
		ersonnel issues	entiality regardi	ing student and			
			nications clearly	written no			
			ey information in				
		anner	ey miormation i	ir a positive			
		-	imely manner, o	content is			
			nswers to quest				
	-	e provided					
		•	letters, & news	letters			
		•	school & distric				
		•	hool/school eve	-			
		culty meetings					
			ed accurately ar	nd on time			
			nt in student ma				
		stem					
	 Student records completed in timely manner 						
	□ O _I	pen house					
	□ Lil	brary events					
	□ Вс	ook fair					
	□ Ac	dvisory Board					
 Recommended for Contract F 	Renewal						

- Not Recommended for Contract Renewal
- o Recommended for a Plan of Assistance
- o Contract renewal to be determined at a later date

Observation Summary Form

This form summarizes ratings from the standards' rubrics and requires the evaluator to provide a description of areas needing improvement and/or comments about the Educator's practice.

Name of Educat	or:		
School:		School Year:	
Evaluator/Administrator:		District:	
Date Completed	1:		
Check One:	o 1-2 years employed by the district		
	o 3-4 years employed by the district		
	o 5+ years employed by the district		

STANDARD	STANDARD 1.1 Student Development						
Rubric Criteria	Novice	Developing	Proficient	Distinguished			
	Educate	or Educator	Educator	Educator			
Assessment of student need for							
counseling services							
Understanding of student development							
Collaboration with colleagues and stakeholders							
Comments:	Sources of Evidence						
	□ Needs assessments						
	 Counselor reflections on individual learner 						
	development						
		Learning organize	ed in groups or t	eams			
		Lesson plans refl	ect understandir	ng of student			
Areas of Improvement and/or Plan of		prerequisite know	wledge/skill				
Assistance:		Lesson plans refl	ect Counselor fa	miliarity with			
		wide range of pe	dagogical techni	iques			
		Learning styles in	nventories				
		Student work sar	mples				
		Lesson plans witl	h adaptations id	entified			
		Developmentally	appropriate les	son plans &			
Resources needed to complete areas		activities					
of improvement:		Conference note	s with colleague	S			
		Parent-teacher c	onference sched	dule			
		Parent-teacher c	onference notes	s/summary			
		Community/stak	eholder input				

STANDARD 1.2 Learner Differences						
Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator		
Appropriate counseling skills & techniques						
Reflection on practice						
Comments:	Sources of Evidence Schedules of classroom guidance and small group counseling topics Student progress monitoring Student and/or parent surveys					
Areas of Improvement and/or Plan of Assistance:						
	□ Co	ounseling rules Illaboratively	and procedures			
Resources needed to complete areas of improvement:	□ M Co □ Pa ar □ Le of □ M cla □ Fe	eetings with Spounselors for a carticipation in II and SIT Meetings esson plans reflepedagogical te	pecial Education dditional student EP, Individual Lea ect familiarity wi echniques student work po llways ents mples	and/or ESOL t support arning Plans, ith wide range		

STANDAR	STANDARD 1.3 Student Environment						
Rubric Criteria	Novice	Developing	Proficient	Distinguished			
	Educato	r Educator	Educator	Educator			
Assessment of student environment							
Positive counseling climate							
Effect of counseling services							
Comments:	Sources	of Evidence					
		Electronic comm	unication with st	tudents, parents,			
		& families					
		Conducts home v	isits				
Areas of Improvement and/or Plan	 Meets with parents 						
of Assistance:		 Responses to parent concerns are handled with 					
		professionalism and cultural sensitivity					
		Needs assessmer	nt				
		Surveys					
		Rules & procedur		•			
		Provides rituals a	nd routines whi	ch promote			
Resources needed to complete		positive student i					
areas of improvement:		•		es is in place and			
		students assume	responsibility fo	or completion			
		Pre & post tests					
		Student self-asse					
		Teacher assessm					
		Physical space ca	n be rearranged	to support			
		student learning					
		Provide psycholo	•	d physical space			
		to enhance stude	nt learning				

STANDARD 2.1 Knowledge of Content						
Rubric Criteria	Novice	Developing	Proficient	Distinguished		
	Educat	or Educator	Educator	Educator		
Content knowledge demonstrated						
Counseling program design						
Reference to counseling curriculum and standards						
Comments:	Sources of Evidence					
		Curriculum comn	nittee work docu	ımentation		
		Counselor develo	ped assessment	s and rubrics		
	☐ Feedback to students					
Areas of Improvement and/or Plan	□ List of readings/research					
of Assistance:		Written documer	ntation of counse	eling programs		
		and services				
		Daily schedule or				
		Analysis of daily t		hlight		
		direct/indirect se				
		Group & classroo				
Resources needed to complete		Lesson plans refle	ect understandin	g of prerequisite		
areas of improvement:		knowledge				
		Student work san	•			
		Data from pre an	-			
		Student involvem	ent in classroom	n developed		
		activities				

STANDARD 2.2 Content Application						
Rubric Criteria	Novice Educate		Proficient Educator	Distinguished Educator		
Program alignment to standards						
Application of district mission, vision, and goals						
Areas of Improvement and/or Plan of Assistance:	Sources	s of Evidence Standards alignm National and stat document Outline of district program Needs assessmer Mission, vision, g Counselor meetir projects	e counseling st t comprehensiv nt oal document	e counseling		
Resources needed to complete areas of improvement:						

STANDARD 3.1 Planning							
Rubric Criteria	Novice	1	Developing	Proficient	Distinguished		
	Educator		Educator	Educator	Educator		
Implementation of a theory based							
counseling program							
Utilization of appropriate techniques							
Comments:	Source	s of	Evidence				
		Co	unselor statem	ent of theoretic	al orientation		
		Art	ifacts in office				
	 Counselor directions and procedures are clear to 						
Areas of Improvement and/or Plan	students						
of Assistance:		Cla	ssroom observ	ations (
		Co	unselor reflect	ions			
		Ass	sessment data	(classroom, loca	l, state, and		
		nat	tional levels)				
		Cor	mprehensive p	lanning docume	nt		
		Stu	ident objective	es are posted and	d communicated		
Resources needed to complete		Les	son plans are	complete with st	andard,		
areas of improvement:		obj	jective, and ass	sessments noted			
		Co	unselor and stu	udent reflections	;		
		Stu	ident work link	s directly to star	ndard(s) of the		
		les	son				

STANDARD 3.2 Assessment							
Rubric Criteria	Novice)	Developing	Proficient	Distinguished		
	Educat	or	Educator	Educator	Educator		
Assessment of comprehensive							
counseling program							
Program adjustment for cultural							
diversity							
Use of student feedback							
Comments:	Source	ces of Evidence					
		Les	son structure i	is clear & allows	for various		
		pat	hways accordi	ng to the studer	nt needs		
		Co	unselor provid	es information a	s needed to		
Areas of Improvement and/or Plan		parents regarding student progress					
of Assistance:		Rubrics and standards are postedConsistent, timely, & appropriate feedbace					
		pro	ovided				
		Co	unselor/studer	nt conferences			
		Gro	oup counseling	session			
		Cla	ssroom guidar	ice schedule			
Resources needed to complete			_	ect awareness of	diversity of		
areas of improvement:			dent population		,		
			oup counseling				
			-	ge is inclusive ar	nd reflects		
			_	ersity of student			
				•	ted for individual		
			rners	o are amerenda	ica for marviadar		
			ident presenta	tions			
			•	its and/or survey	ıc		
			eus assessifieri e-tests and/or i		/3		
		rit	-tests and/or p	טטטנ-נפטנט			

STANDARD 3.3 Strategies				
Rubric Criteria	Novice	Developing	Proficient	Distinguished
	Educat	or Educator	Educator	Educator
Implementation of 21st Century model				
Utilization of multiple strategies				
Variation of technology tools				
Comments:	Source	s of Evidence		
		Student led discu	ıssions	
		Counselor reflect		
		Student work ref	lects use of high	er level thinking
Areas of Improvement and/or Plan		skills		
of Assistance:		Examples of a pr	•	
		Graphic organize		ding
		Non-linguistic re		
		Summarizing act		
		Reward or praise	<u>-</u>	
		accomplishment	s at targeted leve	els of
Resources needed to complete		performance		
areas of improvement:		Student growth I		
		Technology integ	•	
		21 st Century inst		
		Group counseling Classroom guida		
		Individual counse		
		Observation of c		re lessons
		Time/task analys	-	
		direct/indirect se	_	•
		Lesson plans sho		
		scaffolding/diffe	_	
		Consultation logs		
		Classroom guida		use available
		technology		
		Use of technolog	y to communicat	te with parents
		and other stakeh		-
		Counselor preser	nce on website (e	e.g.,
		"Counselor's Cor	ner", posting imր	oortant
		information, etc.	•	
		Technology integ	ration plan	

STANDARD 4.1 Professionalism and Professional Learning				
Rubric Criteria	Novice	Developing	Proficient	Distinguished
	Educator	Educator	Educator	Educator
Engages in meaningful professional				
learning				
Relies on variety of data to reflect on				
practice				
Comments:	Sources o	f Evidence		
	□ P:	articipation in d	strict profession	al development
	□ Pa	articipates in an	d support of dist	rict initiatives
	□ SI	nare informatio	n gained from pro	ofessional
Areas of Improvement and/or Plan	d	evelopment wit	h staff members	
of Assistance:	□ W	ritten evaluatio	n of a profession	nal learning
	ex	kperience		
	□ V	deo recording o	of teaching with f	eedback from a
	CC	olleague or adm	inistrator	
	□ P i	ofessional deve	lopment aligned	with goals
	□ P	ofessional port	folio	
Resources needed to complete	□ C	ounselor reflect	ion	
areas of improvement:	□ St	udent assessme	ent scores	
	□ St	udent evaluatio	ns	
	□ Pa	arent surveys		
		deotapes of les	sons	
		•	t formative and s	summative
				student growth
		scasificiti data	to see impact on	Judeni growth

STANDARD 4.2 Leadership				
Rubric Criteria	Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator
Takes active role on instructional team and with community				
Displays honesty & integrity				
Complies with regulations				
Stakeholder involvement				
Comments:	Sources of	Fyidence	1	
Comments.	□ St	upervises and e ttends schools	events	es para-educators nittees and school
Areas of Improvement and/or Plan	pı	rojects		
of Assistance:	□ N	otes from mee	ting with mento	ors/mentees
	□ N	linutes of meet	ings (IEP,PLC,SI	T,TITLE I, etc.)
	□ P a	articipates in Pl	Cs and/or scho	ol activities
	□ P	ortfolio of lead	ership activities	
	□ Pa	articipation in (Counselor Leade	er teams
Resources needed to complete	□ Ea	arning a Counse	elor Leader end	orsement on
areas of improvement:	te	eaching license		
		gendas created adership role	by the Counse	lor in a team
		arent contact ir mails, etc.)	nformation (log	of phone calls,
	□ N	•	lentiality regard	ling student &
	□ W	/ritten commur		early written, no
	m	nanner		
	aį		n a timely manr I the Counselor	
			, letters, & new	clattars
		-	es with school a	
		egulations	23 With School a	na district
		unctual to scho	ol	
			on ends faculty me	etings
			pleted accurate	_
		•	nt in student m	-
		/stem	ine in Stautiff III	ianagement
	□ St	tudent records	are completed	in a timely
		nanner	dination docum	aantation
			dination docun	
		-		hares counseling
			s and mission s community part	
	1 CC	ouriseling progr	am (speakers, i	ncentives,

	mentors, partners)	
	 Copies of newsletters, emails, letters 	
0	Recommended for Contract Renewal	
0	Not Recommended for Contract Renewal	
0	Recommended for a Plan of Assistance	

o Contract renewal to be determined at a later date

Observation Summary-Element 1

This form summarizes ratings from the standards' rubrics and requires the evaluator to provide a description of areas needing improvement and/or comments about the Building Educator's practice.

Name of Build	ding Educator:	
School		
School Year_		
Evaluator/Adr	ministrator	
District		
Date Comple	eted	
Check one:	Building Educator (within first three years in district)	
	Teacher (over 4 years in district)	

STANDARD 1.1 Supporting Students

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Recognizes student achievements				
Student activities & support				
Access to support personnel				

Comments:	Sources of Evidence:
	 Building student recognition plan
	(stakeholder input)
	 Programs from student celebrations
	 Award/recognition events
	Home visits
Areas of Improvement &/or Plan of	 Building display case & bulletin
Assistance:	board
	 Individual notes for recognition
	 Record of student/family
	communication—telephone calls,
	emails, letters
	 Certificates of recognition
	 District website or building link
	 District/building newsletter
	 Newspaper articles
Resources needs to complete the areas	 District social media page
of improvement	 Observations by colleagues or
	administrators
	□ School climate survey
	 Student activity budget
	 Building activity scrapbook(s) or
	historical journal/log
	 Student involvement/orientation fair
	□ Student handbook
	 Student participation data/record
	□ Individual Plan of Study (IPS)

Press release
 Photographs at student events
 Counselor appointment log
 Nurse appointment log
 Other support personnel—
appointment record
 Building posters/bulletin boards
 Group health events (e.g., health
fair)
 Group counseling/academic events
(ACT/SAT prep, college recruitment
visits, bullying awareness)
 Master schedule of support
personnel access/staffing
Surveys (student, parent, & staff)

STANDARD 1.2 Supporting Staff

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Distributed leadership				
Recognizes staff efforts				
Utilization of personnel				
Induction of personnel				

	0 (5:1
Comments:	Sources of Evidence:
	 Award/recognition events
	 Building display case & bulletin
	boards
	 Record of staff communication—
	telephone calls, emails, letters
Aroas of Improvement & for Plan of	 Certificates of recognition
Areas of Improvement &/or Plan of	 District website or building link
Assistance:	 District/building newsletter
	 Newspaper articles
	 District social media page
	 Staff recognition building plan
	(stakeholder input)
Resources needs to complete the	 Individual notes for recognition
areas of improvement:	 Leadership team framework/annual
areas or improvement.	plan
	 Leadership team minutes
	 Leadership team log/record
	□ School climate survey
	 Staff leadership survey
	 Leadership needs assessment
	 Leadership team agenda
	 Staff attendance at leadership
	training/development
	□ Staffing plan
	PLC teams
	 New staff orientation
	 Mentor/Mentee program notes
	□ Staff induction notes/agenda
	 Record of licensed personnel
	matched with correct
	assignment/content
	 New staff satisfaction survey/needs
	assessment
	□ Record/log of on-going staff support

Observation Summary-Element 2

STANDARD 2.1 Physical Plant Operations

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Maintains safe & secure building				
Budgets & fiscal guidelines				
Repairs/Maintenance & facilities				
Resources				

Comments:	Sources of Evidence:
	☐ Crisis plan – posted and/or reviewed
	 Safety drills (fire, tornado, lockdown,
	intruder, etc.)
	□ Evacuation plan – posted and/or
	reviewed
Areas of Improvement &/or Plan of	□ Bullying data
Assistance:	 Vulnerability data
Assistance.	□ Effective/efficiency report
	□ School cancellation
	procedure/notification
	 Sample budgets (instructional
	support, professional learning,
	vocational, co-curricular)
	 Daily financial procedures – e.g.,
	deposits
	□ District fiscal policy
Resources needs to complete the	□ District audit report
areas of improvement	□ Board of Education
·	Handbook/Policy
	□ Notes from staff meetings
	□ Short term & long term M/R plan
	□ M/R communication log/record
	 Long-term building/facility plan
	□ Signed work orders
	□ Notes from stakeholder
	collaboration/input
	☐ Classroom budget
	□ Building inventory
	☐ Class/content area inventory
	□ PTE budgets
	□ Equipment inventory
	☐ Technology needs assessment
	□ Comprehensive technology plan
	 Newly funded projects—budget &
	summary
	Long-term plan and/or stakeholder collaboration/input

STANDARD 2.2 Personnel Management

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Personnel files				
Monitors & evaluates personnel				

Comments:	Sources of Evidence:
Commonis.	□ Personnel/Staff Handbook
	 District hiring policy/process
	Negotiated agreement
	Position descriptions
	□ Notes reference checks
	Confidentiality policy
Areas of Improvement &/or Plan of	Evaluation instrument
Assistance:	Evaluation process and/or
	negotiated agreement
	Schedule of staff
	evaluations/rotation
Resources needs to complete the	Record of classroom walk-throughs
areas of improvement:	Summary data from classroom walk-
	throughs
	 Log of staff professional
	conversations
	□ Time cards and/or work history
	□ Staff handbook
	 Classified personnel handbook

Observation Summary-Element 3

STANDARD 3.1 School Culture

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Developing positive school culture				
& goals				
Student discipline				

Comments:	Sources of Evidence:
Comments.	
	□ District handbook/Student
	handbook
	□ Student/family communication –
	parent letters, welcome notes, &
	invitations
Areas of Improvement &/or Plan of Assistance:	 Building posters, bulletin boards, displays
Assistance.	 Daily announcements
	 Notes from stakeholder input
	 Newspaper articles
	 District website/building link
	 School vision & mission statement –
	written & posted
	 District strategic plan
	 Letterhead/school signage, etc.
	 Hallway banners or posters
Resources needs to complete the	 Student handbook
areas of improvement	 Student discipline policy
	 Student IEP or Individual Learning
	Plans and accommodations
	 Student discipline referral records
	 Log of parent contacts
	□ Home visits/consultations
	Attendance data &
	recommendations
	□ Graduation & promotion rates

STANDARD 3.2 Instructional Program

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Curriculum knowledge.				
Instructional Delivery				

	Τ	
Comments:	Sources of Evidence:	
	 Notes/minutes from curriculum 	
	meetings	
	 Courses or other professional 	
	learning completed	
	 Examples of curriculum changes 	
	initiated	
Areas of Improvement &/or Plan of	 Master class/building schedule 	
Assistance:	 Record of district/building research 	
	conducted and/or data analyzed	
	District/building curriculum maps	
	District/building curriculum guides	
	Evidence of curriculum alignment to	
Possureos poods to complete the	standards	
Resources needs to complete the	□ Individual Plan of Study	
areas of improvement:	Classroom walk-through	
	observations	
	 Analysis of classroom walk-through 	
	data	
	 Plan for implementation of findings 	
	from building data analysis	
	 Record of professional conversations 	
	with staff	
	 Notes from curriculum meetings with 	
	teachers	
	MTSS & tiered intervention schedule	

STANDARD 3.3 Assessments

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Continuous improvement model				
Assessment & analysis of data				
Communicates trends				

Comments:	Sources of Evidence:		
	Log of student data collection &		
	analysis		
	 Rubrics from performance 		
	assessments		
	 Summary of evidence comparing 		
Areas of Improvement 8 for Plan of	instruction to student learning (and		
Areas of Improvement &/or Plan of Assistance:	changes across time)		
Assistance:	Summary of formative & summative		
	assessment data		
	 School improvement Plan 		
	 Professional learning plan 		
	 Teacher/Student conferences 		
Resources needs to complete the	 Schedule of curriculum/instruction 		
areas of improvement:	staff meetings		
	 Outline of recommendations for 		
	instructional improvement		
	□ List of curriculum utilized and/or new		
	curriculum implemented		
	 MTSS implementation and log of 		
	tiered intervention		
	Notes comparing school curriculum to College & Career Ready.		
	to College & Career Ready Standards		
	1 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
	 Individual Plan of Study (IPS) Notes from faculty meetings 		
	□ Parent letters		
	□ School website		
	Stakeholder forum		
	Stakeholder listserv		
	□ Newsletters		
	Newspaper articles		
	 Presentations to civic organizations 		
	 Communication with student 		
	government/student organizations		

Observation Summary-Element 4

STANDARD 4.1 Professionalism & Professional Learning

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Engages in meaningful				
professional development				
Data driven learning plans				
21st Century Learning/technology				

Comments:	Sources of Evidence:		
	District professional learning plan		
	 District initiatives & state/national 		
	standards		
	□ Schedule of district/building		
	professional learning		
	□ Needs assessment survey		
Areas of Improvement &/or Plan of	 Written evaluation of a professional 		
Assistance:	learning experience		
	 Professional learning agenda, 		
	objectives, handouts, minutes		
	 Professional learning aligned with 		
	School Improvement Plan		
	 Professional learning aligned with 		
	school/district goals and standards		
	 Individual professional learning plans 		
	on file (licensed staff)		
	 Written evaluations of professional 		
Resources needs to complete the	learning		
areas of improvement	 Documented analysis of professional 		
	learning activities		
	 Individual staff professional learning 		
	plan(s)		
	□ Professional portfolio		
	 Classroom walk-through data 		
	supporting building professional		
	learning		
	 Technology needs assessment 		
	 Comprehensive technology plan 		
	□ Evidence of focus on 21st Century		
	Learning		
	□ Schedule of technology-focused		
	professional learning for staff		
	 Evidence of implementation of 		
	concepts/knowledge gained from		
	training		
	 Log of personal technology 		
	assistance provided to staff		

STANDARD 4.2 Engagement

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Stakeholder engagement				
Honesty & integrity; confidentiality				
ensured				
Advocacy; educational leader &				
legislator engagement				

Comments:	Sources of Evidence:		
	 Minutes of Site Council meetings; 		
	PTO/PTA meetings, parent meetings		
	□ Attendance log for		
	school/community events		
	 Volunteer list to serve on committees 		
Areas of Improvement &/or Plan of	& school projects		
Assistance:	 Portfolio of leadership activities 		
Assistance.	 School Improvement Plan & log of 		
	input/feedback for continuous		
	improvement		
	 Documentation of 		
	professional/interpersonal		
Resources needs to complete the	interactions		
areas of improvement:	 District confidentiality policy 		
	 Evidence of confidentiality 		
	regarding student/personnel issues		
	 SAMPLE written communication – 		
	clear, accurate, positive		
	 SAMPLE emails – timely response, 		
	appropriate accurate content		
	 Documentation of support for 		
	school/district regulations		
	 Evidence of reports completed 		
	accurately and on-time		
	 Evidence of staff evaluations 		
	completed as per district/state		
	guidelines		
	□ District approved		
	education/evaluation tool		
	 Member of professional organization 		
	(relevant to job description)		
	 Office/leader of professional 		
	organization		
	☐ Minutes of meetings – staff, Site		
	Councils, parents, students		
	□ Notes from meetings with other		
	school leaders		
	□ Presentations to local civic		
	organizations		
	□ Meetings with legislators and/or		
	testifies at legislative hearings		
	□ School/University articulation		

agreements
 Evidence of research conducted on
policy/issues effecting education

Observation Summary Form—Element 1

This form summarizes ratings from the standards' rubrics and requires the evaluator to provide a description of areas needing improvement and/or comments about the District Leader's practice.

Name of District	
.eader:	
School Year	
Board of Education/Evaluator	
Date Completed	
Check one: District Leader (within first three years in district)District Leader (over 4 years in district)	

STANDARD 1.1 Supporting Students

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Recognizes student				
achievements				
Resources for student support				
services & student activities				

Comments:	Sources of Evidence:
	 District student recognition plan
	 Programs from student celebrations
	 Award/recognition events
	 Individual notes for recognition
	 Record of student/family
Aroas of Improvement 8 for Plan of	communication – telephone calls,
Areas of Improvement &/or Plan of	emails, letters
Assistance:	 Certificates of recognition
	 District website/newsletter
	 Newspaper articles
	 District social media page
	 Photographs at student events
	 School improvement plan – log and
Resources needs to complete the	ongoing summary of improvements
areas of improvement	 Contracts (e.g., mental health
areas or improvement	contract with local health
	department)
	 District schedule of support
	personnel access/staffing
	Support service budget(s)
	Surveys (student, parent, staff)
	Student activities budget(s)
	 Student participation data/record
	 Individual Plan of Study (IPS)

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STANDARD 1.2 Supporting Staff

Rubric Criteria	Novice	Developing	Proficient	Distinguished
District leadership capacity				
Recognizes staff efforts				
Induction & orientation of				
personnel				
Staffing/utilization				

Comments:	Sources of Evidence:
	 District staff recognition plan
	(stakeholder input)
	 Award/recognition events
	 Record of staff communication –
	telephone calls, emails, letters
Araga of Improvement & for Dlan of	 Certificates of recognition
Areas of Improvement &/or Plan of	 District website/newsletter
Assistance:	 Newspaper articles
	 District social media page
	 Individual notes for recognition
	 Presentations at administrator
	meetings or Board of Education
Resources needs to complete the	 District plan for distributed leadership
areas of improvement:	 Leadership development goals with
areas or improvement.	professional learning plan
	 Leadership team meeting
	agenda/minutes
	 Staff survey for distributed
	leadership/leadership capacity
	 Staff attendance at leadership
	training/development
	 Policy/procedure for new staff
	orientation/induction
	 New staff orientation
	 Staff induction agenda/notes
	 Mentor/mentee program notes
	 Needs assessment of new staff
	 New staff satisfaction survey
	 District staff utilization plan
	 Record of licensed personnel
	matched in correct
	assignments/content
	 Record of personnel transferred
	within district
	□ Goals for future staffing needs

STANDARD 1.3 Supporting Board of Education

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Works with Board of Education				
Conduct of conduct & ethics				

Comments:	Sources of Evidence:
	 Board of Education meeting
	agendas/minutes
	 Regularly scheduled meetings with
Areas of Improvement &/or Plan of	Board of Education President
Assistance:	 Orientation meetings for new Board
Assistance.	of Education Members
	 Periodic reviews with Board of
	Education to identify policy changes
	□ District website
Resources needs to complete the	 Board of Education tweet, text, or
areas of improvement:	listserv
·	 Notes regarding policy/legislative
	changes
	 State/regional association
	agenda/minutes
	 Summary of individual
	research/reading
	 Updates on district policies,
	personnel matters, or administrative
	issues
	 Board of Education – Code of
	Conduct & Professional Ethics
	 District Personnel – Code of
	Conduct & Professional Ethics
	 Minutes from Board of Education
	meetings regarding code of
	conduct development
	 Staff input regarding Code of
	Conduct/Ethics

STANDARD 2.1 Operations

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Budgeting & accounting				
controls				
M/R; capital outlay; long range				
financial & facilities planning				
Resources				

Comments:	Sources of Evidence:
	 Current district budget
	 Appointments with KSDE personnel
	 Appointments with district external
	auditors
	 Sample budgets (instructional
An	support, PD, vocational, co-
Areas of Improvement &/or Plan of	curricular)
Assistance:	 Monthly financial statements
	 Inventories – building, equipment,
	etc.
	 Record of purchase orders/receipts
	 Insurance programs & addendums
	 District audit report
	 District fiscal policies and guidelines
	 Capital outlay purchasing program
	 Long range financial plan; long
Description of the constitute that	range facilities plan
Resources needs to complete the	 Financial summary to Board of
areas of improvement	Education (to date)
	 Facility maintenance/repair plan
	 PK-12 curriculum/instruction budget
	 Classroom budgets
	 Class/content area inventory
	 Proposed collaborative partnerships
	 Technology needs assessment
	 Comprehensive district technology
	plan
	 Newly funded projects – budget &
	summary

STANDARD 2.2 Personnel Management

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Recruiting & retention				
District policies for personnel evaluation				
Personnel Recordkeeping				

Comments:	Sources of Evidence:
	 Position descriptions
	 District recruitment/retention plan
	 Personnel/Staff Handbook
	 District Handbook & Policy
	 Notes from reference checks
Areas of Improvement &/or Plan of	process
Assistance:	 District approved evaluation tool(s)
Assistance.	 Evaluation process and/or
	negotiated agreement
	 District evaluation schedule
	 Record of classroom walkthroughs
	 Log of administrative professional
Resources needs to complete the	conversations
areas of improvement:	 Time cards and/or work history
·	 Attendance data (staff, teacher)
	 Board of Education policy or minutes
	 Confidentiality Policy
	 Negotiated Agreement
	□ Procedure for district
	documentation storage
	 Negotiations with education
	association
	□ Board of Education policy

STANDARD 3.1 District Vision

Rubric Criteria	Novice	Developing	Proficient	Distinguished
District mission, vision & goals				
Instructional Leadership				

	Ta
Comments:	Sources of Evidence:
Areas of Improvement &/or Plan of Assistance:	 District vision and mission – written and posted District SMART goals Professional reflections Individual professional learning plan District correspondence (BOE meeting minutes, agenda, parent letters, site councils, civic organizations, etc.) Leadership team agendas School improvement plans Board of Education updates Staff & parent surveys
Resources needs to complete the	 Community/stakeholder survey
areas of improvement	

STANDARD 3.2 Strategic Plan

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Strategic Plan development				
Strategic plan implementation				

Comments:	Sources of Evidence:
	□ Strategic plan
	Visits to other schools/districts
	 Community Forum agenda and
	notes
	 Stakeholder input
Areas of Improvement &/or Plan of	 Board of Education work
Assistance:	sessions/minutes (showing strategic
Assistance.	plan updates and implementation
	stages)
	 Log of leadership team, PLC, and
	other efforts toward strategic plan
Resources needs to complete the	implementation
areas of improvement:	 Presentations on strategic planning
	to other districts at conferences
	 Public/community presentations
	 Community forum agenda and
	notes
	Stakeholder input
	 Professional reflections

STANDARD 3.3 Curriculum, Instruction, Assessments

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Assessment and analysis of				
data				
Alignment of				
curriculum/instruction to				
standards				

Comments:	Sources of Evidence:
	 Formative and summative
	assessments
	 Scored rubrics from performance
Areas of Improvement &/or Plan of	assessments
Assistance:	 Local testing data (i.e., MAP student
Assistance.	data)
	 Supplementary program data (i.e.,
	summer school, tutoring, extended
	day)
Resources needs to complete the	 Classroom walkthrough observations
areas of improvement:	 Plan for implementation of findings
	from building/district data analysis
	 Recommended changes to student
	programs and/or instruction based
	on data
	 MTSS and tiered intervention time
	 Individual Plan of Study (IPS)
	 Notes comparing district curriculum
	to College & Career Ready
	Standards
	 Evidence of curriculum alignment to
	standards
	 District curriculum maps/guides
	 Instructional programs that meet
	state accreditation requirements
	 Outline of curriculum changes
	recommended/initiated
	 Master class/building schedule
	 Record of district research
	conducted and/or data analyzed
	 District curriculum maps/guides

STANDARD 4.1 Professionalism & Professional Learning

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Provides meaningful				
professional learning				
Implements PLCs				
21st Century learning				
model/technology				

	0 (F:1
Comments:	Sources of Evidence:
	 District professional learning plan
	 Agendas from district professional
	development
	 Professional learning objectives,
	handouts
Areas of Improvement &/or Plan of Assistance:	 Needs assessment survey
	 Written evaluation of professional
	learning
	 Professional learning shown to
	match the School Improvement
	Plan
	 Professional learning aligned with
	school and district goals
	 Licensed personnel – individual
	professional learning plans on file
	 PLC goals & objectives
Resources needs to complete the	 District PLC plan
	 PLC & district initiative alignment
areas of improvement	 Notes from professional learning
	communities
	 District comprehensive technology
	plan
	 Technology needs assessment
	 Evidence of focus on 21st Century
	learning model
	 Schedule of technology-focused
	professional learning for staff
	 Evidence of implementation of
	concepts/knowledge gained from
	technology training
	 Log of personal technology
	assistance provided to staff
	□ IT/tech support staffing plan

STANDARD 4.2 Engagement

· · · · · · · · · · · · · · · · · · ·				
Rubric Criteria	Novice	Developing	Proficient	Distinguished
Stakeholder engagement and				
community partnerships				
Displays honesty & integrity				
Advocate for staff, students &				
school				

Comments:	Sources of Evidence:		
	□ Community forum		
	□ Site Council, PTO/PTA, etc. – agendas		
	& minutes		
	□ Generate volunteers – for		
	communities and school projects		
	 Portfolio of leadership activities 		
Areas of Improvement &/or Plan of	 Stakeholder/community contact 		
Assistance:	information (log of phone calls,		
	emails, etc.)		
	□ Survey of stakeholders		
	 Membership in civic organizations 		
	Serve as officer or on committee of		
Resources needs to complete the	civic organization		
·	 Evidence of community resources 		
areas of improvement:	used		
	 Collaboration/partnerships with 		
	community agencies		
	Maintain confidentiality regarding		
	student and personnel issues		
	□ Written communications – clear and		
	positively convey information		
	 Emails - timely response, appropriate, 		
	questions answered		
	 Open support for school & district 		
	regulations		
	Reports completed accurately and		
	on time		
	 Teacher evaluations completed 		
	according to district & state		
	guidelines		
	 District approved tool to evaluate 		
	teachers/educators		
	 Membership in professional 		
	organization		
	 Officer or committee member in 		
	professional organization		
	Presentations to civic organizations		
	 Meetings with legislators and/or testify 		
	□ School/University articulation		
	agreements		
	☐ Attend school events		

GBK Suspension

The superintendent of schools shall have the authority to suspend any employee with or without pay for a period of time which shall expire at the next regular or special meeting of the board or as otherwise specified by the board or as provided in GBK-R.

Approved:

GBK-R Suspension

The superintendent of schools may suspend any employee for any one or more of the following reasons: (1) alleged violation of board policy, rule or regulation; (2) upon the filing of a formal complaint against the employee with any civil authority or with the board of education charging the employee with the alleged commission of offense involving moral turpitude: (3) other just cause.

Approved:

GBM Transfer

The board retains and reserves the right to transfer any employee at any time.

Approved:

Nonrenewal and Termination GBN

GBN

Nonrenewal or termination shall be in accordance with Kansas law

and the negotiated agreement, as applicable.

Approved: 08/12/2019

GBO Resignation GBO

Option 1:

The board shall consider any licensed employee's resignation which is submitted to the board in writing. The board may accept resignations from employees under contract when the resignation will be in the best interests of the district. Also see the negotiated agreement.

A licensed employee who has signed a contract and accepted a teaching position in the district for the coming year or who has not resigned by the continuing contract notice deadline shall not be released from that contract to accept another position until a suitable replacement has been employed.

If the licensed employee terminates employment in the district without complying with board policy, the board may petition the State Board of Education to have the teacher's license suspended.

Option 2:

The board shall consider any licensed employee's resignation which is submitted to the board in writing. The board may accept resignations from employees under contract when the resignation will be in the best interests of the district and when such resignations are accompanied by full payment for any applicable liquidated damages due to the board for release from contract pursuant to the negotiated agreement.

If the licensed employee terminates employment in the district without complying with board policy and the negotiated agreement on liquidated damages, the board may petition the State Board of Education to have the teacher's license suspended.

Exit Interviews

Exit interviews may be conducted after an employee resigns.

Approved: July 9, 2018

Resignation GBO-R

Resignation or requests for release from contracts will be granted only when a

replacement is signed to a contract.

Teachers who breach an employment contract can expect the board of education

to request the State Board of Education to revoke their teaching certificate.

GBQ-R Retirement

The board reserves the right to terminate the employment of any staff member if the board has a good faith doubt that the employee cannot fulfill the employee's contractual obligations and/or policies and rules of the board because of a mental or physical infirmity.

The board reserves the right to have its employees examined by a physician of its choice to determine whether or not the employee is mentally and/or physically able to fulfill the obligations of the employment contract and/or policies and rules of the board.

The costs for any examination referred to in this rule shall be borne by the board.

Supplement to GBQ-R

B. Retirement Incentive

A retiring teacher will receive the Retirement Incentive if they give notice in writing to the Clerk of the Board on or before Jan. 15 of his/her pending retirement at the end of the contract year, have attained the years of service requirement listed below and have reached the minimum age of 53. The Board shall pay the retired teacher an annual lump sum of \$3,000 into the teacher's 403 (b) account with a current district provided vendor for a period not to exceed the lesser of five (5) years or the year the retiree is eligible to receive Medicare. The annual lump sum payment will be made in January of the year following retirement and each January thereafter until all benefits have been paid. The amount paid shall be pro-rated according to the length of service USD #488, USD #441 or USD #113 as follows:

Years of Service	<u>Percentage</u>
20	100
16	80
12	60

In the event of any reduction in force after the negotiated date of the early retirement incentive, the Board of Education will re-open district retirement options for those who qualify within the district for a period of not less than five working days.

C. Payment for Accumulated Sick

Retiring teachers, who give notice on or before the continuing contract deadline set forth by the State Legislature of the current year, will receive \$15 per day not to exceed 45 days for accumulated sick leave to be paid in a lump sum at retirement. (see Article XIV –section A for the exception)

D. Withdrawing a Request to Retire

A teacher may withdraw his/her request to retire due to changed circumstances, however, the Board reserves the right to accept or deny the withdrawal. If a \$3000 bonus was paid, it must be re-paid to the district before the Board allows the resignation to be withdrawn.

E. Written Application for the Early Retirement Program

Written application for the early retirement must be received by the Clerk of the Board no later than the Jan. 15 of the current year and include the following information:

- 1. A statement of the applicant's desire to take early retirement.
- 2. The anticipated date of retirement.
- 3. The applicant's birth date and age on the date of retirement.
- 4. The number of years the applicant has been employed by the district, which must be verified by the Clerk of the Board from the official district's records.

- 5. A statement specifying when the applicant is eligible for Medicare.
- 6. Only service in USD #488, USD #441 or USD #113 is applicable for determining eligibility and benefits under the Early Retirement Incentive Plan.

GBQA -R Reduction of Teaching Staff

The following steps will be utilized by the district's administrative staff to reduce the teaching staff.

To determine the number of teaching positions to be reduced, the administrative staff will ascertain the educational program for the district to meet the educational goals established by the board. The number of teachers needed to implement the district's educational program will then be determined by the administrative staff based on those educational goals as determined by the board.

All teachers will be evaluated in relation to the educational goals of the district.

Individual qualifications and specific skill areas or disciplines shall be ascertained and applied to the teacher needs of the district. Evaluation forms, instruments or tools will be used to measure each staff member's teaching ability.

In the event two or more teachers have similar qualifications and skills in a teaching area deemed necessary to fulfill the district's educational goals, the superintendent may recommend the tenured teacher for the position in question.

In the event a non-tenured teacher possesses marked superiority in all areas under consideration, the superintendent may recommend the non-tenured teacher for the position in question.

GBR Working Conditions

For the district to develop the educational environment to best advantage, certain guidelines are necessary. These are outlined in policies, rules and regulations, which are prefixed by the letters.

Approved:

GBRA Health Examinations

All employees or other persons under the supervision of the school district who come in regular contact with pupils are required to submit a health certification signed by a person licensed in any state to practice medicine or surgery. The certificate, the form for which is prescribed by the Secretary of Health and Environment, must indicate that such person if free from a condition that would conflict with the health, safety, and welfare of the pupils and that freedom from tuberculosis has been established by a chest X-ray or negative skin test.

Certificates shall be filed with the school nurse every third year.

GBRAB Smoking

Smoking and other use of tobacco products is prohibited at any time in the district's buildings or grounds.

Approved:

GBRB Time Schedules

To facilitate the supervision of students and the instructional program of the district, professional personnel must be at their places of assignment, preceding, during and following classes each school day.

Approved:

GBRB-R Time Schedules

Duty Day: All teachers, regardless of assignment, and nurses are expected to be available for duty at the request of the building principal.

GBRC Work Load

Based upon each teacher's time schedule and needs of the school district, certain related non-teaching duties will be assigned on a regular or rotation basis by the superintendent or his designated representative.

Approved:

GBRC-R Work Load

The number of sections to which a teacher is assigned by the building principal will be dependent upon availability of staff and number of students. Playground supervision before and during school will be by certified personnel. Building and playground assignments on a regular basis will be posted by the building principal.

Each teacher on the secondary level who has a teaching schedule that does not allow for a preparation period may request additional compensation. The request will be in writing to the Superintendent of Schools. The amount of compensation will be determined individually by conference between the Superintendent of Schools and the teacher and submitted to the Board of Education for final approval.

GBRD Staff Meetings GBRD

Staff meetings for licensed personnel shall be called by the administration.

Approved: 08/12/2019

GBRE Additional Duty

The board may establish other educational assignments that may

extend beyond the school day or time class is in session. Compensation

for such assignments, if any, will be as specified in the negotiated

agreement.

Approved: 08/08/2016

GBRF Student and Parent Conferences **GBRF**

GBRE

Teachers shall be available for student and/or parent conferences

at mutually convenient times. The principal may schedule individual or

building-wide parent-teacher conferences as necessary.

Approved: 02/08/2016

GBRF-R **Travel Expenses**

Authorization for reimbursed travel expenses will be granted by the

superintendent or his designated representative. Mode of travel will be based on

availability of transportation, distance and number of persons traveling together. When

traveling by air, first class fair will be reimbursed only when coach space is not available.

Receipts for transportation, parking, hotels or motels, meals and other such

expenses for which receipts are ordinarily available will be attached to expense vouchers.

If the district requests you use your own vehicle, the rate of reimbursement will be at the state rate.

Travel in the district, in the exercise of official assignments, will be reimbursed at the state rate.

Approved:

GBRG Non-school Employment

Professional employees shall not be excused during their regularly assigned schedule to engage in outside employment which, by its nature or duration, will impair the effectiveness of their professional service.

GBRGA Consulting

Professional employees may be excused by the board of education to perform technical or professional services as consultants to other school districts, government agencies or private industry.

Approved:

GBRGA-R Consulting

Requests for approval to serve as a consultant shall be submitted in writing to the superintendent, who shall forward it to the board of education together with his recommendation.

GBRGB Tutoring for Pay

Because of the potential for abuse, the board of education reserves the right of exclusive access to the professional services of certificated employees during the term of the contract.

Recognizing that circumstances may dictate some variations from this policy, the board of education reserves the right to make exceptions in very restricted circumstances.

GBRGB-R **Tutoring for Pay**

Parents who feel that their children need tutoring may discuss the situation with

the building principal, counselor, or the teacher. Tutoring assignments may be accepted

by the teacher involved, when recommended by the principal and superintendent, and

approved by the board of education prior to the beginning of any such instruction.

Approved:

02/06/2019

GBRH Leaves and Absences (See GBRC)

GBRH

Licensed employees will be provided with paid and unpaid leave in accordance with applicable law and the negotiated agreement. The board reserves the right to grant additional leave.

Approved: 08/12/2019

GBRHA Sabbaticals

Sabbatical leave, not to exceed one semester, may be granted to professional staff after employment in the district for six (6) years for the purpose of pursing advanced degrees. Leave may be with full, partial, or no pay, at the discretion of the board. While on sabbatical leave, employee shall retain the benefits or participation in the district group health insurance plan and retain all other employment rights.

As a condition of granting sabbatical leave, the Board will require that the employee agree to return to the school district for a period of two school years.

GBRHA-R Sabbaticals

Any employee desiring a sabbatical leave shall file written application therefor with his principal or supervisor at least ninety (90) days prior to the first day of the requested leave. Such application shall be in writing on a form prescribed by the superintendent and shall explain in detail the length of the desired leave, the purpose of the desired leave, and the applicant's reasons why said leave will be of benefit to the school district. The superintendent shall present said request to the board at its next regular or special meeting, together with his recommendation thereon.

No sabbatical leave shall be granted for a period longer than one semester. The employee receiving a sabbatical leave shall be entitled to all of the rights and privileges of employment he would have received, had he performed his regularly contracted functions during the period of such leave.

GBRHC-R Exchange Teaching

Any employee desiring a leave for the purposes of teaching in another school district shall file written application therefore with his principal at least ninety (90) days prior to the first day of the requested leave. Such application shall be in writing and shall explain in detail the length of the desired leave, the purpose of the desired leave, and the applicant's reasons why said leave will be of benefit to the school district. The superintendent shall present said request to the board at its next regular or special meeting, together with his recommendation.

No exchange teaching leave shall be granted for a period longer than one semester. The employee receiving such a leave shall be entitled to all of the rights and privileges of employment he would have received, had he performed his regularly contracted functions during the period of such leave. No such leave shall be granted unless and until the questions as to which school district shall pay the salary of such teacher and other employment obligations have been resolved in a written agreement between the school districts concerned.

Approved:

GBRI Personal Leaves and Absences

Subject to rules of the board, certified personnel shall be granted personal leaves and absences.

GBRI-R Personal Leaves and Absences

Each teacher shall be granted three (3) days for personal leave each year, which may accumulate up to a maximum of four (4) days in any given year. Upon completion of the contracted year, teachers may choose to receive \$85 per unused personal day or roll unused days into their sick leave or personal leave not to exceed four (4) days. Personal leave must be applied for through the principal and superintendent. Personal leave shall not be granted unless a principal approved substitute is available. No personal leave may be taken on an in-service day, the first week of school, the last three (3) weeks of school or during allocated professional learning community time. The Board of Education may approve leave upon written request.

In a situation where the day was not scheduled in the initial school calendar and a teacher encounters circumstances beyond his/her control the teacher has an option to take a dock day or borrow one personal day from the upcoming year. If the teacher's contract is completed before the personal day can be deducted as personal leave, the teacher's last paycheck will be docked one-day's pay.

Each teacher shall receive one (1) day each year for funeral leave which may be used at anytime during the contract year. Bereavement leave shall not accumulate.

GBRIA Emergency and Legal

Emergency and legal leaves without pay may be granted by the superintendent.

Emergency leaves with pay shall be granted at the discretion of the board. No legal leaves shall be granted with pay unless granted by the board.

GBRIA-R Emergency and Legal

To the extent possible, employees should give as much notice as possible in requesting emergency leaves. Whenever an employee takes an emergency leave without prior consent having been given thereto, said employee shall notify his principal or immediate supervisor. Employees should make prior arrangements for some person to notify the employee's principal or immediate supervisor of any emergency leave where the employee is unable to give such notice. If the employee desires not to have a deduction made from his salary for such emergency leave, he shall make application therefor to the board of education by filing a request with the superintendent of schools within ten (10) days following his return from such emergency leave, which request shall explain in full the nature of the leave and the reasons why the employee is of the opinion his salary should not be docked or reduced because of such leave.

Legal leave shall mean and include time away from the job for the purpose of prosecuting or defending a legal action or in testifying in either a court of law or before an administrative body.

Approved:

GBRIB Illness

Subject to the rules of the board, employees will be provided with leaves of absence with pay for illness.

GBRIB-R Illness

Each regular, FULL TIME, certified employee of the school shall start each school year with ten full days sick leave credit with full pay. Sick leave shall be accumulative to a maximum of 90 days with 50 days being maximum for termination pay at \$7.50 per day. Twenty days would need to be accumulated before termination pay would be paid at the rate of \$5.00 per day. Additional sick leave days would be given to those professional personnel working additional months at the rate of one per month.

Those working an additional two week period would receive one-half day additional sick leave. Sick leave shall cover absences due to the teacher's illness, or death or illness in the teacher's immediate family which shall include grandfather, grandmother, father, mother, brother, sister, wife, husband, children, grandchildren, mother-in-law, father-in-law, brother and sister-in-law, or other relatives whose regular residence is the home of the employee. A doctor's statement of illness may be required. In any case, the teacher must sign a statement of illness or death to be kept on file by the clerk of the board.

If an employee needs to be absent for any other reason than those mentioned above, or for a longer period of time than their accumulated leave, they shall have their regular daily salary deducted from their next pay. This daily pay will be determined by dividing their base pay by 187.5 days for nine months employment. Employees whose contracts are for more than nine months school term shall have their daily pay rate determined by adding five days for each week employed to the initial contract of 187.5 days. Any of the above conditions shall not apply if any employee leaves the service of the district during the term of the employment contract.

SICK LEAVE BANK

1. Establishment

The Board of Education of USD No. 113 hereby provides for the establishment by participating teachers of a sick-leave bank. Said bank will enable the participating teachers of the district to extend their number of leave days when necessary, by using from the pool made possible by teachers volunteering days from their sick leave. The bank will be available to all teachers volunteering days to the bank.

2. Administration

For the purposes of administration the Clerk of the Board and the Payroll Clerk will process the applications from the teacher requesting leave extension. Applications will be obtained from and submitted to the building principal.

3. Framework

The sick-leave bank will be established by participants placing two or more of their unused sick-leave days at the disposal of the bank. Days within the bank are not to be less than ninety (90). When the bank drops below this number each participant will be asked to contribute one further day of sick leave. All participants will have to make available to the bank their days of leave prior to September 1 of the current school year. Cost of participation will be two days of sick leave initially and one day or more of sick leave each time the bank falls below ninety (90) days.

4. Eligibility and Participation

All certified employees under the jurisdiction of this contract will be eligible to participate upon the depletion of their accumulated leave provided that he or she contributes initially two days of

leave to the bank and continues to make available any other days of leave to the bank as are required to keep said bank operational.

Participation in the bank will be determined by the following criteria:

- a. The sick days may be used for teacher illness and/or illness of the teacher's immediate family.
- b. Sick-leave Bank days shall not be used to extend normal delivery and/or recovery from delivery as determined by the employee's physician.
- c. All personal days must be exhausted before sick bank can be utilized.
- d. The leave of a teacher must be approved by five committee members..
 Committee will consist of one teacher from each building, appointed by SEA, and two board members.
- e. If the teacher has accumulated 80 to 90 sick-leave days with the district they may draw out of the sick-leave bank up to 10 days.
- f. If the teacher has accumulated 60 to 79 sick-leave days with the district they may draw out of the sick-leave bank up to 15 days.
- g. If the teacher has accumulated 10 to 59 sick-leave days with the district they may draw out of the sick-leave bank up to 20 days.

GBRIBA-R Disability Leaves

Any teacher who becomes disabled due to illness or injury or anticipates becoming disabled for reason including, but not limited to, surgery, hospital confinement, medical treatment, confinement at home by order of the teacher's physician, or pregnancy may become eligible for a leave of absence based upon said disability upon compliance with the rules hereinafter set forth.

Any teacher who reasonably anticipates becoming disabled because of any of the reasons set forth above shall give written notice to the superintendent of the condition expected to result in disability as soon as the condition which may result in the disability is known to the teacher. In addition, such notice shall contain a statement from the teacher specifying the date on which the teacher wishes to commence disability leave and the expected date on which the teacher wishes to resume duty following recovery from said disability and a statement from the teacher's physician concerning the teacher's present general health and physical capacity to work.

Where a teacher desires to continue in the performance of duty during the period of time from the date of giving notice to the superintendent, as set forth above, to the date of disability, the teacher shall be permitted to do so only when the teacher's physician provides a statement stating that said teacher is physically capable of continuing to perform assigned duties. Such statement shall establish the time period, in the opinion of said physician, during which the teacher is expected to be capable of performing said duties.

After consultation with the teacher, the teacher's immediate supervisor, if any, and principal, the superintendent shall determine whether or not the teacher is capable of performing assigned duties up to the date requested by the teacher.

In no event shall the board be obligated to permit a teacher anticipating a state of disability to continue in the performance of duty where the performance of duty of said teacher has substantially declined from that performance shown by the teacher prior to consultation with the superintendent provided in the paragraph immediately preceding.

The statement of the teacher's physician concerning the teacher's general health and physical capacity to work shall be submitted to the board of education together with the recommendation of the superintendent concerning the teacher's continued performance of assigned duties. The board will consider both the recommendations of the superintendent and the physician's statement when acting to allow said teacher's continued performance of assigned duties after notification of the anticipated disability. The board reserves the right to have the teacher examined by a physician of the board's choice at school district expense.

Failure or refusal of the teacher to furnish a physician's report or to be examined by the board's physician shall preclude the teacher from receiving any sick leave benefits for any disability and effect a waiver of said eligibility to resume assigned duties.

If the teacher does not agree to the findings of the superintendent, the teacher may request a hearing before the board to state reasons for continuance of assigned duties.

The hearing must be requested by the teacher in writing within a reasonable period of time prior to the regular board of education meeting when said teacher's future

employment status will be determined. Said request will be delivered to the superintendent or the clerk of the board.

The board will make its decision within a reasonable period of time after hearing all on the evidence presented by the teacher, the superintendent and the teacher's physician. Said decision will be based on the evidence presented at the hearing.

Returning to Duty

The teacher who submits a written physician's report that the teacher is physically fit for full-time employment may by declared eligible for resumption of duties.

If the superintendent or the teacher's immediate supervisor has a good faith doubt that the teacher is capable of resuming regular classroom duties, the superintendent shall conduct an inquiry to determine whether the teacher is capable of resuming regular classroom duties. The findings and conclusions of the superintendent's inquiry will be given to the teacher in writing at the conclusion of the investigation. If the findings and conclusions are contrary to the opinion of the teacher and the teacher's physician, the teacher may request a hearing before the board to resolve the matter. The request for said hearing shall be given to the clerk of the board in writing within a reasonable period of time after receipt of the superintendent's report. The board will hold the hearing at the next regularly scheduled board meeting.

Whenever, in the opinion of the board, the dates for the commencement of an anticipated disability leave and/or the dates for the resumption of duties would substantially interfere with the administration of the school or with the education of students, the requested dates may be changed by the board. The teacher shall resume

assigned duties no later than the first day of the school year following the date that the teacher was declared eligible for resumption of duties. Failure to appear for resumption of duties shall be deemed a resignation by the teacher.

When it is mutually agreed to between the teacher and the board that the teacher will not resume contracted duties for the school year in which the teacher would be eligible to resume duty, the teacher shall be separated from employment as provided by GBN and GBN-R. The board will have discharged its responsibility after offering to allow the teacher to resume duty in the first vacancy for which the teacher is certified that occurs after the teacher has been declared eligible for resumption of duty.

If the board has a good faith doubt that an employee, not returning to duty after a disability, is actually unable to resume contracted duties, the board may request that the employee be examined by a physician of the board's choice at district expense. If the physician's report is that the employee is able to resume work, the board may require the employee to do so or to be placed on unpaid leave and possible suspension. The employee may request a hearing to resolve the matter before the board as herein provided previously.

Extension or Reductions of Leave

Where disability leaves have been approved, the commencement or termination dates thereof may be further extended or reduced for medical reasons upon application by the teacher to the board. Such extensions or reductions may be granted by the board for additional reasonable periods of time provided, however, that the board may alter the requested dates upon a finding that such extension or reduction would substantially

interfere with the administration of the school and/or with the education of the students and provided further that such change by the board is supported by reasonable evidence.

The provisions of this regulation shall not be deemed to impose on the board any obligations to grant or extend a leave of absence to any nontenured teacher beyond the end of the contract school year in which the leave is obtained.

Leave Benefits

All personnel benefits accrued by the teacher at the date the disability leave begins will be retained during disability leave unless the person concerned shall have severed an employment relationship by resignation. No additional personnel benefits will accrue during the period of disability leave except as expressly provided by law.

The provisions of this policy and regulation shall not be applicable and shall be of no force or effect during any period of time not covered by a contract of employment with the teacher.

A leave of absence due to a disability may be chargeable to the sick leave of the teacher. (Cf. GBRIB & GBRIB-R)

District disability or sick leave benefits shall be reduced by any duplicating monetary benefit received by the employee under any plan, including a plan established by law, toward which the board contributes or for which the board pays. The board will retroactively adjust district benefits provided by the board under on plan when granted prior to the notice that the employee has elected to file for benefits under another plan provided in full or in part by the board, e.g., an employee's utilizing paid sick leave for a disability and filing for benefits under workmen's compensation which would be paid,

duplicate all or part of the benefit provided earlier, and increase the employer's contribution rate because of the loss-experience record.

Such retroactive adjustment may involve a prorated deduction in wages to compensate for duplication of benefits or an endorsing all or part of the benefit over to the district. In either case, a proration of sick leave taken earlier will be reinstated to the employee's accrued accumulated sick leave. The adjustment will be conducted as group insurance companies coordinate benefits so that the employee receives the best adjustment of his full claim, but never more than the full amount of his claim. Such an adjustment shall not affect any personal insurance coverage carried by the employee in which the board is not a contributor.

Approved:

GBRIE Religious

Leaves of absence without pay may be granted for participating in religious activities.

GBRIE-R Religious

Requests for religious leave without pay must be made to the superintendent at least five (5) school days prior to the first day of such requested leave. Such leave may be granted by the superintendent, but such leave shall not exceed two (2) school days per employee per school year. Such request for religious leave shall be in writing and shall fully explain the time and date of such leave and the reasons therefor.

Approved:

GBRJ Arrangement for Substitutes

Substitute teachers shall be obtained to provide for a level of instruction commensurate with the regular teacher's performance as nearly as practicable.

GBRJ-R Arrangement for Substitutes

The superintendent shall be responsible for compiling a list of competent substitute teachers and shall make this list available to all principals. Each principal shall make suitable arrangements for securing necessary substitutes in his building. Whenever a teacher is to be absent from his or her teaching duties, such teacher shall notify the principal as early as possible, or shall arrange to have some other responsible person notify the principal as early as possible of the teacher's inability to report to work. At the end of each pay period, each principal shall file a detailed report with the superintendent of schools regarding the substitutes used by such principal in his building during such pay period.

The daily salary of the substitute teacher may be determined yearly by the Board of Education on the recommendation of the superintendent.

GBRK POLITICAL ACTIVITIES (See GAHB)

Certified staff members shall not use school time, school property or school equipment for the purpose of furthering the interests of any political party, the campaign of any political candidate or the advocacy of any political issue.

GBRL-R Staff Protection

Personal Injury Benefits

Whenever a teacher is absent from school because of personal injury resulting from an assault by a student on school property or at a school sponsored event, the teacher will be paid full salary, and no part of such absence will be chargeable to annual sick leave.

The board, however, shall have the right to have the teacher examined by a physician designated by the board for the purpose of establishing the length of time the teacher may be absent, and the board shall make its decision on the basis of the professional opinion of said physician.

The board, in its discretion and upon proper investigation of all facts of the incident, shall provide full support, including its legal counsel, for any assault upon a teacher acting in the discharge of official school duties.

GBS Teacher – Administrator – Board Relations

We believe that teachers, administrators and school boards have a common goal—that of providing the best possible schools for the children and youth of the district. We believe that effective communication among classroom teachers, administrators, and school boards must together seek pathways for mutual development of policies and practices. We believe that the provision of learning opportunities is paramount in the operation of the schools. Further or additional relationships between teachers, administrators, and the board of education will be governed by the Kansas Statutes.

GBS-R Teacher-Administrator-Board Relations

We believe that teachers, administrators and school boards have a common goal—that of providing the best possible schools for the children and youth of the district. We believe that effective communication among classroom teachers, administrators, and school boards must together seek pathways for mutual developments of policies and practices. We believe that the provision of learning opportunities is paramount in the operation of the schools. Further or additional relationships between teachers, administrators, and the board of education will be governed by the Kansas statutes.

Responsibility of the Prairie Hills Education Association

The Prairie Hills Education Association should have a well-informed, responsible membership. It should have competent research committees to compile evidence as the basis for whatever the association presents as the needs and desires of the teachers. The association has a duty to educate its own membership with respect to those realities of school system operation with which their proposals are related. The education association shall file a copy of its current constitution and by-laws with the board of education by October 15 of each year and shall also file promptly any subsequent changes. This shall include a complete and current list of officers and membership.

Request for Conference. When the members of the association wish to discuss a matter or make a proposal, they shall make a request to the superintendent or his representative. Accompanying the request for a conference shall be a written statement setting forth the nature of the problem of the professional staff member. Such a request

shall result in discussion between the superintendent and a representative of the association within ten days time. It is probably true that in all such conferences there will be a meeting of the minds, resulting in a recommendation to the board by the superintendent, with the full support of the education association.

Requests for conferences may move in the opposite direction. Whenever the superintendent or the board of education desires to discuss a matter of importance with the education association, a request for a conference shall be directed to the president of the education association. Accompanying the request should be a written statement setting forth the concern of the superintendent and/or the board. Such a request should result in a conference within ten days between a committee representing the local association and the superintendent.

In those rare cases in which there can be no meeting of the minds, the Prairie Hills Education Association may choose to request that the superintendent arrange a conference with the board. Such conferences should be obtained by making written notice to the board through the superintendent's office.

<u>Conferences.</u> Facts, opinions, proposals, and counter proposals shall be exchanged freely during the conference in an effort to reach mutual understanding. Participants in these conferences may wish to utilize the services of consultants.

<u>Policy.</u> When the participants reach an understanding, such understanding shall become a recommendation for policy action by the board. The policy shall not discriminate against any member of a teaching staff regardless of membership or non-membership in any teachers' organization.

<u>Persistent Disagreement</u>. When the board of education and representatives of the association officially recognized by the board, cannot come to a mutual understanding on matters of great importance, some impartial fact-finding body shall be called in by both parties jointly to review the situation and to make recommendations publicly to the board, to the professional staff, and to the citizens of the school district.

After having selected the fact-finding body the board of education and representatives of the education association shall prepare a statement of issues of fact for the guidance of the fact-finding body. The <u>education of children and youth</u> of the school district shall be regarded as paramount by all parties concerned. After reviewing the recommendation of the fact-finding body and taking due note of the public reaction to the recommendations of that body, legal responsibility for making a decision rests exclusively with the board of education.

Board Meeting. To assist the membership of the Prairie Hills Education

Association in complete knowledge of action of the board of education, provision is made for a representative to attend all regular board meetings. The superintendent is to be informed of the names of the appointed representatives and will furnish the representative with a copy of the meeting agenda at the same time board members receive the agenda. The representative will be present only to obtain information. If communication with the board is desired it would be necessary to follow the usual procedure as outlined above.

GBU Ethics (See IA and IKB)

An educator in the performance of assigned duties shall:

• meet and continuously maintain applicable certification or

licensure requirements as defined by state and/or federal law

GBU

for position held;

• actively support and pursue the district's educational mission;

recognize the basic dignity of all individuals;

maintain professional integrity;

• avoid accepting anything of substantial value offered by another

which is known to be or which may appear to influence

judgment or the performance of duties;

accurately represent professional qualifications; and

be responsible to present any subject matter in a fair and

accurate manner.

Approved: 01/09/2017

GCA Compensation Guides and Contracts

Non-certified employed	es shall be	paid acco	ording to	the rules	of the	board.

Approved:

GCC Recruitment

The board will recruit non-certified personnel to fill in existing or proposed vacancies with the intent to hire the best-qualified person available.

GCCB Staff Conduct

The following is a list of actions which may lead to disciplinary action, including suspension with or without pay or termination of employment, for those employees found to have committed them; the list is not intended to include all types of activity which will lead to discipline, but is intended to be suggestive of those types of things which will result in disciplinary action being taken:

Theft of school property, the property of another school employee, or theft occurring during working hours.

Falsification of any school record or employment application.

Deliberate destruction of school property or the property of another school employee.

Negligent conduct or horseplay resulting in personal injury or property damage.

Fighting or causing physical harm to another employee during working hours or on school property.

Threatening or intimidating other school employees.

Possessing, using, selling, or buying any alcoholic beverage, narcotic, hallucinogenic drug, marijuana, barbiturate, amphetamine, or other intoxicant during working hours or on school premises, or reporting for work under the influence of any of the above.

Gambling during work hours or on school property.

Smoking in school.

Possession or use of any firearm or other object that could reasonable be considered to be a dangerous weapon during working hours or on school property.

Insubordination such as refusal to obey a supervisor's instructions or the use of threatening language to supervisors in connection with instructions.

Unauthorized use of school equipment.

Deliberate or excessive waste of school materials or abuse of school equipment. Immoral conduct or indecency which is not acceptable in a setting. Encouraging or participating in any strike, work stoppage, slowdown, or similar activity. Excessive tardiness or absenteeism. Sleeping during working hours. GCCB Staff Conduct (Cont.) Wasting time, loafing, or taking excessive breaks. Use of profanity which is not suitable for school settings. Failure to promptly report an accident or injury occurring on school property or during working hours. Use of a sick-leave day for other than personal illness. Leaving assigned work station without permission. Approved: **GCE Assignment**

The board reserves the right to assign or re-assign all non-certified employees.

GCH Supervision

The superintendent or his designated representative has the responsibility to supervise all non-certified employees not directly under the supervision of a building principal. Building principals have the responsibility to supervise all non-certified employees who are assigned to his building.

Approved:

GCI Classified Employee Evaluation

All classified employees shall be evaluated twice during their first year of employment and at least once a year during subsequent years. Evaluation documents will be on file with the clerk of the board.

Approved:

GCJ Classified Employee Handbook

See adopted handbook.



USD #113 CLASSIFIED HANDBOOK 2019-20

Preparing Kids, Shaping the Future

Approved: 07/24/2019

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INTRODUCTION

This employee handbook for classified personnel has been prepared to help answer any questions you may have concerning employment with Unified School District No. 113.

You will want to keep this handbook in order that you may refer to it when you have questions or problems.

The policies and procedures herein are those currently in effect in Prairie Hills Unified School District No.113. They are subject to change through appropriate administrative or Board of Education action. The Board of Education retains its legal obligation to make decisions that establish policies for Prairie Hills Unified School District No.113. Official policies of Unified School District No. 113 take precedence over practices and procedures should any conflict arise.

The Board of Education, the administration and certified staff are proud to have you as part of the classified staff of Prairie Hills Unified School District No. 113. You have been selected for the position you hold because your qualifications indicate that you are the best person to fill the position.

Classified Personnel - all employees who are not required to hold a Kansas State Educational Certificate. Included in the group are custodial, food service, office, instructional support staff, tutors, and transportation personnel.

The classified employee is very important to the district and plays a major role in providing a safe, orderly, and healthy environment for students and staff. Never underestimate the importance of your position. Classified personnel are an important part of "Effective Schools".

USD 113 MISSION STATEMENT

Preparing Kids, Shaping the Future

EQUAL OPPORTUNITY EMPLOYER

Unified School District No.113 hires and promotes employees on the basis of their qualifications, without regard to race, religion, color, sex, age, national origin, or a disability unrelated to the job in question.

Hiring Procedure

In order to be considered for employment at USD 113, each prospective employee must:

- 1. Receive and fill out and have on file an application. Applications may be obtained at the Board of Education office at 1619 S Old HWY 75, Sabetha, KS 66534
- 2. Once the candidate's qualifications are determined to be appropriate for the position, an appointment will be made for the candidate to be interviewed by the department head.

3. After the interview process, a prospective employee's name is submitted to the Board of Education for final approval of employment.

Upon employment and before beginning to work for the school district, all persons must provide: (a) TB test; (b) oath of allegiance; (c) Race/Ethnicity form (d) employee's withholding allowance certificate (W-4 & K-4 form); (e) social security number; (f) fringe benefit option designation; (g) Kansas Public Employee's Retirement System (KPERS) enrollment forms, when applicable, (h) Employment Eligibility Verification Form 1-9; (i) Bloodborne Pathogens Certification; and (j) reviewed the drug-free schools policy. Necessary forms are to be given to the Personnel Director before an employee begins his/her first day at work.

Employee Records

It is important that your employment records are kept up-to-date. Be sure to notify the Board of Education office if there are changes in any of the following:

- 1. Your name;
- 2. Your mailing address;
- 3. Your home telephone number;
- 4. The phone number where you can be reached in case of emergency;
- 5. Correction to your social security number;
- 6. Any change in the number of dependents you wish to claim on the W-4 & K-4 form.

Health Certification

Certification of health shall be required of classified personnel upon their employment. If at any time there is reasonable cause to believe that an employee is suffering from an illness detrimental to the health of students, the school board may require a new certification of health. Employee's certificate of health must be signed by a licensed physician, or a designated representative of the physician, on a form prescribed by the Kansas State Department of Health. The certification must include a statement that there is no evidence of physical condition that would conflict with the health, safety, or welfare of the pupils and that freedom from tuberculosis has been established by chest X-ray or negative tuberculin skin test. The employee may obtain the health examination and TB test from a doctor of his/her choice. The entire cost of the physical examination must be paid by the employee. A certification of health and Tb from no longer than 1 year ago is acceptable. Health assessment and Tb are due within 1 month from date of hire.

Each classified employee must keep a time card(s) or accurately log hours electronically. These time cards must be returned to the immediate supervisor. The time cards will then be verified and signed by the supervisor and given to the payroll clerk.

Regular working hours vary from one department to another. The hours of your employment will be discussed with you by your immediate supervisor. Employees may not check in or out of their regularly scheduled working hours without prior approval from the immediate supervisor. Employees will be paid for hours worked each month on the payday following the end of the month.

Bus Driver Required Meetings

Bus drivers will be paid the activity trip rate to attend all required monthly meetings. Hours spent in required meetings are to be written on the time card of the pay period the meeting was held. The district will pay for a CDL physical examination every two years, CDL license every four years (over and above the cost of regular driver licenses) and any required endorsements to drive a school bus.

Payroll Checks

Payroll statements are e-mailed or delivered to each building and distributed on or before the eighth day of each month.

Substitute employees payroll statements are e-mailed to the employee when possible or mailed to their home address. Employee's summer payroll will follow the same procedure.

Payroll Deductions

Federal and state income taxes, social security payments, and KPERS (when applicable), are deducted from your monthly earnings. These deductions may vary as they are affected by changes in the amount you earn, by legislation and by the number of dependents you declare.

Insurance Benefit

A health insurance benefit is granted to qualifying employees. A maximum of \$392.86 per month is granted to employees working 630 or more hours per school year. This benefit may only be used to purchase the district's health insurance. The employee's health insurance benefit goes into effect on the first of the month following the 1st day of employment.

When a classified employee resigns before completing the contract, the health insurance benefit ends at the end of the following month.

Cafeteria IRS 125 Plan

The cafeteria plan is a plan, which allows the employee to reduce his/her salary for the purpose of purchasing benefits without payment of tax on these items. An eligible

employee is an employee who is scheduled to work at least 10, 11, or 12 months. An employee may protect the maximum limit set by the Section 125 Flexible Benefit Plan year. This amount may be found by contacting the payroll clerk. USD No. 113's cafeteria plan provides for the following:

- 1. Health Insurance
- 2. Disability Insurance
- 3. Cancer Insurance
- 4. Life Insurance
- 5. *Child Care Reimbursement
- 6. *Medical Reimbursement
- 7. Dental
- 8. Vision
- 9. Accident Insurance

*The limit for the medical and child care reimbursement will be a maximum set by the Section 125 Plan.

403(B) Employee Matching Contribution

As part of employment with the School District, classified employees are eligible to participate in the employer matching 403(b) retirement plan. The Board of Education will match a classified staff member's contribution up to \$25.00/month for 10 month employees and the benefit will not exceed \$250.00 for 12 month employees. The BOE retains the right to adopt the 403(B) employer matching program on a year to year basis.

Vesting Schedule - Employee contributions are 100% vested. This means the value of your contributions and earnings are yours when you leave the District, regardless of years of service. Employer matching contributions are vested according to the following schedule:

Years of Service (completed)	Vesting percentage
0-5 years	0%
6-7 years	25%
8-9 years	50%
After 10 years	100%

Employees will be given years of service credit in the vesting schedule for years of service to USD 113 prior to the inception of this program in August of 2019.

Mileage

Classified personnel, whose job description requires in-district travel from one community to another community, will be given a mileage allowance for the number of

miles traveled between locations. Mileage will be paid only when district transportation is not available. The rate paid per mile is determined annually by the Board of Education. Mileage reimbursement forms need to be received at the Board of Education office by the 25th of the month to be paid at the next regular Board of Education meeting.

Attendance and Lateness

U.S.D. 113 expects each employee to report to work on time and to continue to work until the end of the workday. An unsatisfactory attendance report, frequent lateness, and long lunch breaks may be cause for probation. Should these unsatisfactory conditions continue, your attendance record could be reason for dismissal.

How to Report Absences

If you know you will be absent in advance, please contact your supervisor or the supervisor's designated representative. If this isn't possible, please telephone your supervisor or the supervisor's designated representative as early as possible on the first day of your absence. After that, call your supervisor or the supervisor's designated representative daily until you are able to report for work again.

Unavoidable Lateness

If you must be late for work, or need extra time for lunch, please clear this matter with your supervisor. Lateness sometimes cannot be avoided. Please report directly to your supervisor to explain when you arrive late. If your supervisor is not available, report to the building principal.

Sick Leave

Each employee begins each year with ten (10) days of sick leave equal to their regularly scheduled hourly day – for full time employees, the regularly scheduled day is defined as the employees regular work day – for the employee's own illness or for the critical illness (not to include care for a child that gave birth with a normal pregnancy) or death in his or her immediate family. Classified employees will receive full salary for ten (10) regularly scheduled days of absence. The immediate family is defined as father, mother, sisters, brothers, husband, wife, sons, daughters, grandparents, grandchildren, mother and father-in-law, brother and sister-in-law, daughter and son-in-law or other relatives whose regular residence is the home of the employee. If the classified employee does not use his/her sick leave, it will accumulate up to seventy (70) scheduled days.

An employee may use one (1) day per year from their sick leave for any bereavement.

Employees found to be abusing sick leave will be considered to have been absent excessively and, therefore, may be liable for probation and possible dismissal. Sick leave will be pro-rated when an employee works less than 30 hours a week

Employees who resign before working 12 months will have sick leave and personal leave pro-rated. Adjustments will be made to the final paycheck if they have exceeded the amount of sick and personal leave earned.

Sick Leave Bank

The purpose of the sick leave bank is to enable the participating employees of the district to extend their number of sick leave days when necessary by using additional leave days made possible by voluntary contribution to the sick leave bank. The bank will be available to all classified staff members who voluntarily contributed to the bank.

1. Administration of the Sick Leave Bank

The Clerk of the Board will administer the sick leave bank and the Payroll Clerk will process the application from the employee requesting sick leave extension. Applications will be obtained from and submitted to the building principal.

2. Allocation to the Sick Leave Bank

The sick leave bank will be established by participants allocating one of their unused sick leave days into the sick leave bank account. The number of hours within the sick leave bank account will not be less than two hundred and forty hours (240). When the bank account drops below this number, each participant will be asked to contribute one additional day of sick leave. All participants will have to make available to the bank their days of leave prior to September 1 of the year first employed. Cost of participation will be two days of sick leave initially and one day or more of sick leave each time the bank account falls below two hundred and forty (240) hours.

3. Eligibility and Participation

All classified employees will be eligible to participate upon the depletion of their accumulated leave provided that he/she contributes initially one days of leave to the bank and continues to make available any other days or leave to the bank as are required to keep the sick leave bank operational.

- a) The sick days may be used for employee's illness and/or illness of the employee's immediate family.
- b) Sick leave bank days shall not be used to extend normal delivery and/or recovery from delivery (6 weeks).
- c) All vacation/personal days must be exhausted before the sick bank can be utilized.

- d) A three-member committee must approve the leave of an employee. The committee will consist of the superintendent, board clerk, and one classified staff member appointed by the superintendent.
- e) An employee may request days from the bank after 3 days of consecutive illness, but never more than he/she had accumulated on the first day of the present year.

Personal Appearance Policy For Food Service Employees

- 1. Employees must dress neatly and in clothing designed for the tasks at hand. Clothes should not have holes or be stained. Sleeveless tops may be worn, but the straps must be at least a credit card-width, so as to cover straps from undergarments. Jeans with no holes are acceptable. Clean, unwrinkled medical "scrub" tops and bottoms are acceptable. Capris may be worn, as well as knee-length shorts.
- 2. Hair and beard restraints must be worn *at all times* in the food production areas. *All* hair should be covered, including bangs, per Kansas Food Code 2012: 2-402.11.
- **3.** Wear clean, sturdy, close toed shoes. Non-skid bottoms are not required, but highly recommended. Open mesh tennis shoes *may not* be worn.
- **4.** Fingernails should be clean, trim and smooth, unpolished, and natural. No artificial nails, nail polish, gels, or wraps *of any kind* are allowed, per Kansas Food Code 2012: 2-302.11.
- 5. "Except for a plain ring with a level surface, such as a wedding band, while preparing food, food employees may not wear jewelry including medical information jewelry on their arms or hands." Kansas Food Code 2012:2-303.11. A simple medical information necklace is allowed.
- 6. One pair of simple post earrings and one simple necklace may be worn in the food production area. *No* facial piercings (tongue, nose, lip, brow, etc.), multiple ear piercings, "French hook" earrings, or multiple necklaces may be worn.
- 7. An apron, disposable or cloth, must be worn over clothing while in food production areas. If the apron becomes soiled, the apron must be changed prior to service time.
- 8. Visible tattoos are allowed, as long as they are deemed inoffensive by school officials and management. If a tattoo is freshly inked, it would fall under the "open wound" guidelines of the Food Code and would need to be completely covered at all times until fully healed.

Voting Time

You may take time off with pay to vote in a federal, state or local election only if you would be unable to reach the polls otherwise. Please advise your supervisor in advance that it is necessary for you to take this time off. You are asked not to miss more than one hour of work in order to vote.

Vacation

Classified personnel employed 35 hours per week, 52 weeks per year, are eligible for a paid ten day (10) vacation. Following the completion of ten (35 hours per week, 52 weeks per year) years of employment, the employee is eligible for a paid fifteen (15) days of vacation. One-half of one years allotted unused vacation may be carried over into the next year. Carry over days must be used by December 31st. If carry over days are not used by December 31st they will be forfeited. Contracts will be pro-rated when a contract is not fulfilled. If more vacation has been used than the employee is entitled to it will be paid back to the district by deducting the pay from the last check.

Vacations are usually scheduled during the summer months and must be approved by your supervisor. Please schedule your vacation with your supervisor as far in advance as possible. Vacation slots are filled on a first-come, first-served basis.

Vacation must be indicated "Vacation" on the time card or electronic database.

Employee Leaves

Long-Term Leaves of Absence

A long-term leave of absence consists of more than three consecutive working days when you cannot be at work for reasons other than illness. To apply for such a leave, fill out an application and submit it to your supervisor. Please make sure you are aware of the specific regulations concerning the type of leave you will be taking.

<u>GUIDELINES FOR FAMILY & MEDICAL LEAVE ACT OF 1993</u> – USD 113 is a covered employer under the Family and Medical Leave Act of 1993 (FMLA). Therefore, all eligible employees are guaranteed up to 12 weeks of unpaid, job-protected leave for any of the following reasons:

- a) for the care of the employee's child (birth, or placement for adoption or foster care);
- b) for the care of the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- c) for a serious health condition that makes the employee unable to perform his job.

In reference to item a) above, upon written request, an employee will be granted 6 weeks of paid parental leave if adequate sick leave has been accumulated. During the six-week period the sick leave policy will be used to determine the pay for the employee. An additional 6 weeks of unpaid parental leave may be taken upon written request. The total number of weeks of parental leave will not exceed 12 weeks. Parental leave begins the date of the birth of the child or the adoption of a child and ends a maximum of 12 weeks later depending upon the length of the leave requested. An "eligible employee" is an employee of a covered employer who:

- 1) Has been employed by the employer for at least 12 months, and
- 2) Has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave, and

3) Is employed at a worksite where 50 or more employees are employed by the employer within 75 miles of that worksite (*See 825.105(b)* regarding employees who work outside the U.S.)

The definition of a year for the FMLA for USD 113 is the fiscal year – from July 1 of a designated year through June 30 of the following year.

Whenever possible, thirty days advance notification must be given to the clerk of the board. It is the employee's responsibility to document in writing the beginning date and reason for the covered leave. Forms will be available at the various school sites.

<u>Legal Leave</u> – Leave with full pay shall be granted in the following cases: jury duty in city, county, state or federal courts, for witness in a case if subpoenaed, or for the giving of a deposition as long as the case does not involve the employee's own case as a plaintiff or defendant. Per diem for jury duty and witness fees (excluding court paid travel allowance) will be paid to U.S.D. #113. All reimbursed expenses paid by the court will be retained by the employee.

<u>Personal Leave</u> – An employee may take three regularly scheduled days of personal leave with pay when a request is approved by the supervisor. Each employee begins each year with three personal days equal to his/her regularly scheduled workday. The definition of an employee's workday is the regularly scheduled hours worked on that day. Any unused personal days will be added to the employee's accumulated sick leave if under the 70 day limit.

<u>Inclement Weather</u> – Each non-salaried employee will receive 1 day/year paid to use when school is canceled due to weather.

<u>School Closings</u> - A classified staff member may use personal leave for school closings due to weather, sporting events, or other circumstances causing school closings.

<u>Political Activities</u> – Employees may seek elections and may hold political offices which do not interfere with the performance of their responsibilities to the school system. However, before deciding to seek office which would interfere with the performance of the duties of the employee for the position which they are under contract to perform, they must reach an agreement with the school board on matters of salary, time to be away from duty, and all other matters relating to interference with performance of regular duties. Each such matter will be considered by the board on an individual basis.

<u>Workers Compensation</u> – USD 113 is subject to the Kansas Workers Compensation Law which provides compensation for job-related injuries.

Paid Holidays

Fifty-two-(52)-week-per-year, minimum of 35 hours-per-week, classified personnel shall have the following paid holidays, (providing such holidays are designated

as holidays on the school calendar when students are <u>not</u> in attendance). Additional time off must be approved by your immediate supervisor and the time will be taken from vacation/personal leave.

Labor Day	1 Paid Day
Thanksgiving	3 Paid Days
Christmas	1 Paid Day
New Years	1 Paid Day
Presidents' Day	1 Paid Day
Good Friday	1 Paid Day
Spring Break	1 Paid Day
Memorial Day	1 Paid Day
Independence Day	1 Paid Day

Other paid holidays may be designated at the discretion of the Superintendent. The number of hours of holiday pay will be equal to their regularly scheduled hourly day. Cooks and building secretaries will be paid four (4) holidays per year; which include Labor Day, Thanksgiving, Christmas and New Year.

Other District Benefit

<u>Passes for School District Activities</u> – All employees of U.S.D. #113 along with their spouse and elementary age children shall be admitted free of charge to all home athletic activities at which an admission charge is made. (Admission must be paid, however, at tournaments).

District Procedures

<u>Code of Conduct</u> – U.S.D. #113 prides itself on a clean, orderly, safe, and healthy environment. To continue this tradition, your cooperation is needed. Please read and follow these rules of conduct. Appropriate disciplinary action will be taken for violating these rules of conduct.

Fighting; abuse or destruction of property; possession of drugs, alcohol, weapons on the premises; falsification of school district records; illegal, immoral, or indecent conduct or language; and removal of school district property from the premises without permission is not permitted. Permission must be received from your supervisor before any notices are posted.

All employees are asked not to conduct personal business on company time or with company equipment and resources.

Respect each other's rights and privacy.

Use of alcohol, or illegal drugs is not permitted in the buildings or on the grounds of U.S.D. #113.

Use of tobacco products is not permitted within the buildings or on the grounds of U.S.D. #113.

Limit personal phone calls to emergencies or important matters.

If you must make a long distance phone call, call the operator and have the call charged to your home telephone number or use your calling card.

Dress appropriately for an educational environment.

Safety Regulations

Please follow the basic rules of safety which are appropriate to large work areas for the health and protection of yourself, your fellow workers, the students, and visitors to the buildings. A few policies to follow are:

- 1. Do not try to lift or carry anything heavy by yourself.
- 2. Report any injury large or small to your supervisor. Should you have an injury or feel ill while at work, contact your supervisor immediately.
- 3. Should you notice something that appears to be a safety hazard, please report it to your supervisor.

An intensive effort to control injuries on the job is being initiated by the school district personnel. The district is covered by a Workman's Compensation plan. From time to time, representatives from the sponsoring company will be checking upon the safety measures being taken by our personnel in an effort to reduce Workman's Compensation costs.

Ordering Supplies

All ordering of supplies must be made by your supervisor. Requisitions for needed supplies are available from your supervisor. Fill out the requisition form, keep a copy, and submit the requisition to your supervisor. Any employee making unauthorized purchases will not be reimbursed for his/her purchases.

Handling a Problem or Filing a Complaint

Employees are encouraged to talk things over when they have problems or complaints about job conditions or colleagues. Bring these matters to your supervisor's attention first.

- 1. Make a written statement of the grievance.
- 2. Discuss the grievance with your immediate supervisor.
- 3. Discuss the grievance with the superintendent.
- 4. Have a hearing before a committee composed of a board member, neutral administrator, and a peer.
- 5. Have a hearing before the Board of Education.

Evaluations

The job performance of each employee is formally evaluated once a year. Your immediate supervisor will complete the evaluation form and discuss your strengths and possible areas of improvement. Both the supervisor and the classified employee will sign the evaluation form and the employee will receive a copy of the form. A copy of the evaluation form is kept with the employee's file

Terminations

If an employee's job performance is not satisfactory, he/she will be evaluated more frequently and be given the opportunity to improve his/her job skills. If satisfactory improvement is not made during a reasonable period of time, a ten day (10) notice of termination of employment will be given in writing to the employee. Any classified (at will employee) could be terminated because of budget reductions with ten day (10) notice in writing to the employee.

Resignations

Resignations must be given in writing to the supervisor ten (10) days in advance of the effective date of resignation. These ten (10) days are requested as a courtesy to the district in order that an appropriate replacement may be obtained. When a resignation is received, an exit interview will be scheduled with the employee in order to make sure all required documents are completed before leaving our employment.

Employee's Files

A master file of all materials relating to an employee shall exist at the district school board office. All materials placed in the employee's file and originating with the school district shall be available to the employee at his or her request for inspection in the presence of the person(s) responsible for keeping the files. All questions relating to classified personnel should be directed either to the immediate supervisor or the superintendent.

Extra Duty Assignments

Classified Employees and USD 113 substitute teachers working extra duty assignments (taking tickets, running the score clock, etc.), will be paid an hourly rate of \$10.00 per hour beginning at the conclusion of the regular work day. Extra-duty assignments are open to all classified staff members.

Supplemental Assignments

Non-teacher licensed employees, hired to fulfill supplemental duties for USD 113, (a.k.a. Rule 10 employees) will be required to complete a monthly timecard. They will be compensated whichever amount is greater: Supplemental pay as identified in the USD #113 Negotiated Agreement, or hours logged on the timecard at the established U.S. minimum wage rate. Parameters on hours worked are to be clarified by administration.

Sexual Harassment

No district employee shall be sexually harassed by an employee or non-employee or permit sexual harassment of an employee or a student by an employee or non-employee. Violation of this policy shall result in disciplinary action, including termination, against any employee. Violation of this policy also includes any supervisor's failure to follow the policy or to investigate complaints.

If an employee's immediate supervisor is the object of a harassment complaint, the employee may bypass the supervisor and report directly to the superintendent. Complaints against the superintendent shall be heard by the board.

Definition

It shall be a violation of district policy to harass another employee sexually, or to permit the sexual harassment of an employee by an employee or a non-employee. Sexual harassment may include, but not be limited to:

Sexually oriented communication, including sexually oriented verbal "kidding" or harassment or abuse;

Subtle pressure or request for sexual activity;

Persistent unwelcome attempts to change a professional relationship into a personal, social-sexual relationship;

Creating a hostile work environment, including the use of innuendoes or overt or implied threats;

Unnecessary touching of an individual, e.g., patting, pinching, hugging, repeated brushing against another person's body;

Requesting or demanding sexual favors accompanied by implied or overt threats concerning an individual's employment;

Requesting or demanding sexual favors accompanied by an implied or overt promise of preferential treatment with regard to an individual's employment; or

Sexual assault or battery as defined by current law.

Any person who believes he or she has been subjected to sexual harassment should discuss the problem with his/her immediate supervisor. Regardless of the means selected for resolving the problem, the initiation of a complaint of sexual harassment will not cause any reflection on the complainant nor will it affect his or her employment, compensation or work assignment. The initiation of a complaint shall not adversely affect the job security or status of an employee. If a finding of fact determines that the employee acted improperly, appropriate action shall be taken. Strict confidentiality shall be maintained throughout the complaint procedure.

Termination Pay

If at the termination of employment the employee has accumulated a minimum of 15 days sick leave, he/she shall receive termination pay at the rate of \$15.00 per day for all accumulated leave. If the accumulated leave is 45 days or more, the rate shall be \$15.00 per day for 45 days. This applies to those terminating their employment at the expiration of his/her contract. Those terminating their employment because of poor health will be considered under the sick leave policy. Resignation letters need to be turned in by June 1st to be considered for termination pay.

PARA-PROFESSIONAL SALARY SCHEDULE 2019-20

Steps Para	Level I	Level II	Level III
Step 1	\$10.40	\$11.15	\$12.80
2	\$10.55	\$11.30	\$12.95
3	\$10.70	\$11.45	\$13.10
4	\$10.85	\$11.60	\$13.25
5	\$11.00	\$11.75	\$13.40
6	\$11.15	\$11.90	\$13.55
7	\$11.30	\$12.05	\$13.70
8	\$11.45	\$12.20	\$13.85
9	\$11.60	\$12.35	\$14.00
10	\$11.75	\$12.50	\$14.15
11	\$11.90	\$12.65	\$14.30
12	\$12.05	\$12.80	\$14.45
13	\$12.20	\$12.95	\$14.60
14	\$12.35	\$13.10	\$14.75
15	\$12.50	\$13.25	\$14.90
16	\$12.65	\$13.40	\$15.05
17	\$12.80	\$13.55	\$15.20
18	\$12.95	\$13.70	\$15.35
19	\$13.10	\$13.85	\$15.50
20	\$13.25	\$14.00	\$15.65
21	\$13.40	\$14.15	\$15.80
22	\$13.55	\$14.30	\$15.95
23	\$13.70	\$14.45	\$16.10
24	\$13.85	\$14.60	\$16.25
25	\$14.00	\$14.75	\$16.40
26	\$14.15	\$14.90	\$16.55
27	\$14.30	\$15.05	\$16.70
28	\$14.45	\$15.20	\$16.85
29	\$14.60	\$15.35	\$17.00
30	\$14.75	\$15.50	\$17.15

Level I – Library Aide, Para (High School Diploma required)

Level II – Para with 30+ semester hours of college

Level III – Para with a KS Teacher Certification and/or current KS Sub License Summer School – Paras paid @ their normal hourly rate

Salary advancement in no case is automatic, but contingent upon favorable evaluations and available resources (Federal and State allocations). These positions are renewed on a year to year basis determined by Federal and State allocations. This schedule is intended to serve as a guide and in no way is intended to bind the board. New employees, based on their previous experience, education, certification, projected duties, etc..., may be placed on the salary schedule at any point as determined by the board.

CUSTODIAL SALARY SCHEDULE 2019-20

Steps Cust	Level I	Level II	Level III	Level IV
Step 1	\$ 10.65	\$ 13.65	\$ 15.25	\$ 16.20
2	\$ 10.80	\$ 13.80	\$ 15.40	\$ 16.35
3	\$ 10.95	\$ 13.95	\$ 15.55	\$ 16.50
4	\$ 11.10	\$ 14.10	\$ 15.70	\$ 16.65
5	\$ 11.25	\$ 14.25	\$ 15.85	\$ 16.80
6	\$ 11.40	\$ 14.40	\$ 16.00	\$ 16.95
7	\$ 11.55	\$ 14.55	\$ 16.15	\$ 17.10
8	\$ 11.70	\$ 14.70	\$ 16.30	\$ 17.25
9	\$ 11.85	\$ 14.85	\$ 16.45	\$ 17.40
10	\$ 12.00	\$ 15.00	\$ 16.60	\$ 17.55
11	\$ 12.15	\$ 15.15	\$ 16.75	\$ 17.70
12	\$ 12.30	\$ 15.30	\$ 16.90	\$ 17.85
13	\$ 12.45	\$ 15.45	\$ 17.05	\$ 18.00
14	\$ 12.60	\$ 15.60	\$ 17.20	\$ 18.15
15	\$ 12.75	\$ 15.75	\$ 17.35	\$ 18.30
16	\$ 12.90	\$ 15.90	\$ 17.50	\$ 18.45
17	\$ 13.05	\$ 16.05	\$ 17.65	\$ 18.60
18	\$ 13.20	\$ 16.20	\$ 17.80	\$ 18.75
19	\$ 13.35	\$ 16.35	\$ 17.95	\$ 18.90
20	\$ 13.50	\$ 16.50	\$ 18.10	\$ 19.05
21	\$ 13.65	\$ 16.65	\$ 18.25	\$ 19.20
22	\$ 13.80	\$ 16.80	\$ 18.40	\$ 19.35
23	\$ 13.95	\$ 16.95	\$ 18.55	\$ 19.50
24	\$ 14.10	\$ 17.10	\$ 18.70	\$ 19.65
25	\$ 14.25	\$ 17.25	\$ 18.85	\$ 19.80
26	\$ 14.40	\$ 17.40	\$ 19.00	\$ 19.95
27	\$ 14.55	\$ 17.55	\$ 19.15	\$ 20.10
28	\$ 14.70	\$ 17.70	\$ 19.30	\$ 20.25
29	\$ 14.85	\$ 17.85	\$ 19.45	\$ 20.40
30	\$ 15.00	\$ 18.00	\$ 19.60	\$ 20.55

Level I – General housekeeping

Level II – Building level custodial work

Level III – Building level custodial work and major maintenance

Level IV – District custodial supervisor

SECRETARY SALARY SCHEDULE 2019-20

Steps Sec	Level I	Level II	Level III	Level IV	
Step 1	\$10.65	\$12.75	\$13.25	\$14.00	
2	\$10.80	\$12.90	\$13.40	\$14.15	
3	\$10.95	\$13.05	\$13.55	\$14.30	
4	\$11.10	\$13.20	\$13.70	\$14.45	
5	\$11.25	\$13.35	\$13.85	\$14.60	
6	\$11.40	\$13.50	\$14.00	\$14.75	
7	\$11.55	\$13.65	\$14.15	\$14.90	
8	\$11.70	\$13.80	\$14.30	\$15.05	
9	\$11.85	\$13.95	\$14.45	\$15.20	
10	\$12.00	\$14.10	\$14.60	\$15.35	
11	\$12.15	\$14.25	\$14.75	\$15.50	
12	\$12.30	\$14.40	\$14.90	\$15.65	
13	\$12.45	\$14.55	\$15.05	\$15.80	
14	\$12.60	\$14.70	\$15.20	\$15.95	
15	\$12.75	\$14.85	\$15.35	\$16.10	
16	\$12.90	\$15.00	\$15.50	\$16.25	
17	\$13.05	\$15.15	\$15.65	\$16.40	
18	\$13.20	\$15.30	\$15.80	\$16.55	
19	\$13.35	\$15.45	\$15.95	\$16.70	
20	\$13.50	\$15.60	\$16.10	\$16.85	
21	\$13.65	\$15.75	\$16.25	\$17.00	
22	\$13.80	\$15.90	\$16.40	\$17.15	
23	\$13.95	\$16.05	\$16.55	\$17.30	
24	\$14.10	\$16.20	\$16.70	\$17.45	
25	\$14.25	\$16.35	\$16.85	\$17.60	
26	\$14.40	\$16.50	\$17.00	\$17.75	
27	\$14.55	\$16.65	\$17.15	\$17.90	
28	\$14.70	\$16.80	\$17.30	\$18.05	
29	\$14.85	\$16.95	\$17.45	\$18.20	
30	\$15.00	\$17.10	\$17.60	\$18.35	

Level I – Typist, Receptionist, Data Entry

Level II – Building Secretary

Level III – Bldg. Level Accounting/Bookkeeping, District Accounts Payable & Secretary Level IV – District Accounting Supervisor, District Asst. Board Clerk

FOOD SERVICE SALARY SCHEDULE 2019-20

Steps Cook	Level I	Level II	Level III	Level IV	Level V	Level VI
Step 1	\$ 10.30	\$ 10.55	\$ 10.80	\$ 11.05	\$ 11.55	\$ 13.10
2	\$ 10.45	\$ 10.70	\$ 10.95	\$ 11.20	\$ 11.70	\$ 13.25
3	\$ 10.60	\$ 10.85	\$ 11.10	\$ 11.35	\$ 11.85	\$ 13.40
4	\$ 10.75	\$ 11.00	\$ 11.25	\$ 11.50	\$ 12.00	\$ 13.55
5	\$ 10.90	\$ 11.15	\$ 11.40	\$ 11.65	\$ 12.15	\$ 13.70
6	\$ 11.05	\$ 11.30	\$ 11.55	\$ 11.80	\$ 12.30	\$ 13.85
7	\$ 11.20	\$ 11.45	\$ 11.70	\$ 11.95	\$ 12.45	\$ 14.00
8	\$ 11.35	\$ 11.60	\$ 11.85	\$ 12.10	\$ 12.60	\$ 14.15
9	\$ 11.50	\$ 11.75	\$ 12.00	\$ 12.25	\$ 12.75	\$ 14.30
10	\$ 11.65	\$ 11.90	\$ 12.15	\$ 12.40	\$ 12.90	\$ 14.45
11	\$ 11.80	\$ 12.05	\$ 12.30	\$ 12.55	\$ 13.05	\$ 14.60
12	\$ 11.95	\$ 12.20	\$ 12.45	\$ 12.70	\$ 13.20	\$ 14.75
13	\$ 12.10	\$ 12.35	\$ 12.60	\$ 12.85	\$ 13.35	\$ 14.90
14	\$ 12.25	\$ 12.50	\$ 12.75	\$ 13.00	\$ 13.50	\$ 15.05
15	\$ 12.40	\$ 12.65	\$ 12.90	\$ 13.15	\$ 13.65	\$ 15.20
16	\$ 12.55	\$ 12.80	\$ 13.05	\$ 13.30	\$ 13.80	\$ 15.35
17	\$ 12.70	\$ 12.95	\$ 13.20	\$ 13.45	\$ 13.95	\$ 15.50
18	\$ 12.85	\$ 13.10	\$ 13.35	\$ 13.60	\$ 14.10	\$ 15.65
19	\$ 13.00	\$ 13.25	\$ 13.50	\$ 13.75	\$ 14.25	\$ 15.80
20	\$ 13.15	\$ 13.40	\$ 13.65	\$ 13.90	\$ 14.40	\$ 15.95
21	\$ 13.30	\$ 13.55	\$ 13.80	\$ 14.05	\$ 14.55	\$ 16.10
22	\$ 13.45	\$ 13.70	\$ 13.95	\$ 14.20	\$ 14.70	\$ 16.25
23	\$ 13.60	\$ 13.85	\$ 14.10	\$ 14.35	\$ 14.85	\$ 16.40
24	\$ 13.75	\$ 14.00	\$ 14.25	\$ 14.50	\$ 15.00	\$ 16.55
25	\$ 13.90	\$ 14.15	\$ 14.40	\$ 14.65	\$ 15.15	\$ 16.70
26	\$ 14.05	\$ 14.30	\$ 14.55	\$ 14.80	\$ 15.30	\$ 16.85
27	\$ 14.20	\$ 14.45	\$ 14.70	\$ 14.95	\$ 15.45	\$ 17.00
28	\$ 14.35	\$ 14.60	\$ 14.85	\$ 15.10	\$ 15.60	\$ 17.15
29	\$ 14.50	\$ 14.75	\$ 15.00	\$ 15.25	\$ 15.75	\$ 17.30
30	\$ 14.65	\$ 14.90	\$ 15.15	\$ 15.40	\$ 15.90	\$ 17.45

Level I – Building Cook, Dishwasher, Server

Level II – Level I + Certification

Level III – Main Dish, Bake Cook

Level IV – Level III + Certification

Level V – Site Manager (certification required)(grandfather clause 2001)

Level VI – District Food Service Supervisor

NURSE SALARY SCHEDULE 2019-20

Steps Nurse	Level I	Level II
Step 1	\$18.90	\$21.75
2	\$19.05	\$21.90
3	\$19.20	\$22.05
4	\$19.35	\$22.20
5	\$19.50	\$22.35
6	\$19.65	\$22.50
7	\$19.80	\$22.65
8	\$19.95	\$22.80
9	\$20.10	\$22.95
10	\$20.25	\$23.10
11	\$20.40	\$23.25
12	\$20.55	\$23.40
13	\$20.70	\$23.55
14	\$20.85	\$23.70
15	\$21.00	\$23.85
16	\$21.15	\$24.00
17	\$21.30	\$24.15
18	\$21.45	\$24.30
19	\$21.60	\$24.45
20	\$21.75	\$24.60
21	\$21.90	\$24.75
22	\$22.05	\$24.90
23	\$22.20	\$25.05
24	\$22.35	\$25.20
25	\$22.50	\$25.35
26	\$22.65	\$25.50
27	\$22.80	\$25.65
28	\$22.95	\$25.80
29	\$23.10	\$25.95
30	\$23.25	\$26.10

Level I – Part-Time Nurse Level II – Full Time Nurse

BUS DRIVER SALARY SCHEDULE 2019-20

1 Year	بم ا	0.250
	\$ \$	8,250
2 Years		8,336
3 Years	\$	8,422
4 Years	\$	8,507
5 Years	\$	8,593
6 Years	\$	8,674
7 Years	\$	8,760
8 Years	\$	8,845
9 Years	\$	8,930
10 Years	\$	9,015
11 Years	\$	9,101
12 Years	\$	9,187
13 Years	\$	9,238
14 Years	\$	9,288
15 Years	\$	9,334
16 Years	\$	9,379
17 Years	\$	9,425
18 Years	\$	9,470
19 Years	\$	9,515
20 Years	\$	9,565
21 Years	\$	9,611
22 Years	\$	9,657
23 Years	\$	9,707
24 Years	\$	9,752
25 Years	\$	9,797
26 Years	\$	9,843
27 Years	\$	9,893
28 Years	\$	9,938
29 Years	\$	9,984
30 Years	\$	10,033
31 Years	\$	10,080
55 5	Ψ.	10,000

\$10.00 PER HOUR FOR ACTIVITY TRIPS