

Cedar Catholic

Jr.-Sr High School



Faculty Handbook
2023-2024

GENERAL INFORMATION AND GUIDELINES

PURPOSE OF HANDBOOK

This handbook has been prepared by the Cedar Catholic Administration to assist teachers in their service to Cedar Catholic. It contains information about the organization of the school, administrative rules and regulations to be followed and general information that will help your time of service to Cedar Catholic be as rewarding and trouble-free as possible. The administration reserves the right to deviate from the rules and regulations contained in this manual in order to better serve Cedar Catholic and meet School Board Policy.

It is the responsibility of each teacher as a professional, to inform themselves of the contents of his/her signed contract and the rules and regulations as written in this Faculty Handbook. Attached at the end of this handbook is a sheet to be signed by the faculty member indicating that they have read and will abide by such rules and regulations contained within. Failure to sign and return the form to the central office will result in loss of contract for the upcoming school year. It is the responsibility of the administration to inform the faculty of any changes made from the previous year.

This handbook and all provisions should not be construed to constitute a contract of employment. Cedar Catholic Jr.-Sr. High School reserves the right to change any of the guidelines set forth in this handbook without notice when, in its sole discretion, Cedar Catholic Jr.-Sr. High School believes that it is necessary.

Mission Statement

Empowered by our Catholic Faith and the Holy Spirit, Cedar Catholic Jr.-Sr. High School develops disciples, scholars, and leaders for the future.

Vision

Cedar Catholic Jr.-Sr. High School continuously strives to be a Christ-centered, future oriented educational facility that always seeks to evolve and grow. The school will meet the academic and spiritual needs of the students, thus forming servant leaders who enrich society. This school will continue to be viewed as an asset not only to the Catholic community, but also to the community at large because of the message it teaches and the examples it provides.

Belief Statements

It is Cedar Catholic Jr.-Sr. High School belief that:

- All students can learn and must develop a sense of responsibility for their learning and actions.
- Learning takes place through individual and interactive activities.
- All students deserve equitable and quality learning opportunities that provide for individual differences.
- Family support and guidance is critical in the learning process.
- The school must be a community whose Christian values are understood, communicated and demonstrated.
- Respect and acceptance are essential in the development of a student's dignity and self worth.
- The school must reach out and collaborate with local and parish communities, as visible witnesses of God's love and service in the church.
- Participation in group activities (both academic and extra-curricular) is vital in assisting the student to develop responsibility, Christian attitudes and leadership.
- The school is committed to providing a safe and supportive environment to ensure student educational success.
- It is the duty of the state to protect, through legislation, the right of the family to educate children in their religious beliefs.

Expectations of Teachers in a Catholic School

1. The teacher is expected to model and verbalize the teachings of the Catholic Church to his or her students.
2. The teacher reflects in his or her personal and professional life a commitment to Gospel values and the Christian tradition.
3. The teacher accepts the responsibility for providing an atmosphere conducive to the development of students' faith.
4. The teacher accepts accountability in the fulfillment of his or her professional responsibilities.
5. The teacher demonstrates good classroom management and record-keeping techniques.
6. The teacher provides for continuous professional growth by engaging in advanced studies, attending workshops and in-service programs, reading current professional journals and adapting to improved teaching ideas, methods and materials.
7. The teacher recognizes and respects the primary role of the parents in the education of their child.
8. The teacher relates to the student in a very mature, Christian manner and contributes to the students' sense of personal dignity.
9. The teacher motivates and guides students in acquiring the critical thinking skills, the virtues and habits of heart and mind required to address with Christian insight the multiple problems of injustice, which face individuals and our pluralistic society.
10. Teachers are expected to monitor hallways outside their classroom before school, all passing periods and at the end of the day.
11. Teachers are expected to maintain good classroom discipline, enforce the dress code at all times, and all other policies and regulations governing this school (i.e., pop, and juice out of study hall; being tardy to class and absent).

Christianity

Since growth in faith is the primary purpose of our school, each faculty member should promote this growth in class, in his or her personal life, and in his or her relationship with other faculty members and students.

Prayer

All-school prayer will be led by a member of the Campus Ministry Team at beginning of the day and at the end of the day. Teachers are required to include a student or teacher led prayer at the beginning of each period after the first period of the day. Teachers are also required to lead prayer at the end of 4th Period (or period immediately preceding lunch).

Professionalism

The teaching profession occupies a position of trust involving not only the individual teachers' personal conduct, but also the interaction of the school and the community. Education is most effective when these many relationships operate in a friendly, cooperative, and constructive manner.

GENERAL INFORMATION

Certification

Certified personnel employed by the Catholic schools of the Archdiocese must be certified and registered by the state of Nebraska.

Smoke-Free

Smoking is not permitted in the building or on school property at any time, by anyone.

Drug-Free Workplace

As required by the Drug Free Workplace Act of 1988, CCHS certifies that it is unlawful to manufacture, distribute, dispense, possess or use a controlled substance on school or parish property when said property is in use as an educational institution. Likewise, reporting for work under the influence of a controlled substance or alcohol is also prohibited. It is the goal of Cedar Catholic Jr.-Sr. High School that Cedar Catholic Jr.-Sr. High School will always be a drug free workplace.

Violation of this prohibition may lead to loss of pay, suspension, or termination of contract or may also lead to a requirement that said employee participate satisfactorily in a drug assistance or rehabilitation program approved by the school.

Drug abuse is a virulent and rampant social illness that robs young people of their rightful education, sets a bad example and reduces the employee's own effectiveness as an educator. Therefore, upon notification of a violation of this policy, Cedar Catholic Jr.-Sr. High School may assist employees to obtain drug counseling and rehabilitation.

It is the policy of Cedar Catholic Jr.-Sr. High School to communicate to all employees that continued employment includes adherence to the terms of this statement and notification to the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction. Appropriate authorities will be notified within ten days of notice.

In order to implement the drug-free workplace policy, Cedar Catholic Jr.-Sr. High School shall take the following actions:

1. Unlawful possession or use of a controlled substance by an employee on school property will be dealt with in the following way:
 - a. First Offense: Successful completion of an approved drug and/or alcohol program with a written warning that any further incident would result in recommendation for termination.
 - b. Second Offense: Recommendation for immediate termination of employment.
2. Unauthorized manufacture, distribution or dispensing of a controlled substance or alcohol by an employee on school property will be dealt with in the following way:
 - a. An arrest shall result in a recommendation for suspension from the job with pay until a trial is completed.
 - b. Conviction shall result in a recommendation for immediate termination of employment.
3. Reporting to work under the influence of an unlawful controlled substance or alcohol will be dealt with in the following way:
 - a. First Offense: Referral to the Employee Assistance Program for diagnosis and possible treatment with a written reprimand.
 - b. Second Offense: Recommendation for suspension with pay and a requirement of successful completion of a treatment program;
 - c. Third Offense: Recommendation for termination.

Respecting All God's People

Any employee or Board member of Cedar Catholic Jr.-Sr. High School who has actual knowledge of or who has reasonable cause to suspect an incident of sexual abuse or misconduct shall comply with the reporting requirements of the Nebraska state and any other requirements found in local laws. A report shall also be made to the Chancellor of the Archdiocese.

There shall be no interference with law enforcement investigations during the reporting process or as part of pastoral response to those who may be affected by the reported abuse or misconduct.

Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, verbal, visual or physical conduct of sexual nature, initiated by an employee or supervisor. If you feel that you are the victim of sexual harassment, you must immediately notify the Principal of the sexual harassment, and the matter will be promptly investigated by the Principal. If the Principal is thought to be involved in the sexual harassment conduct, you should, instead, promptly notify the President, who will then investigate. If sexual harassment is determined to have occurred, prompt and remedial action will be taken against the offending person or persons. Cedar Catholic Jr.-Sr. High School will not permit any retaliation against any person who complains of sexual harassment or who participates as a witness or in supplying information regarding a sexual harassment complaint.

Asbestos Notification

As a requirement of the management plan that we have at CCHS regarding asbestos in the school, we are notifying you at this time of the presence of that substance in our school. Asbestos in our school is in the non-friable form. That is, the asbestos is not a danger to occupants as long as it is properly cared for by school officials. The management plan outlines procedures that we are to follow to make sure that the asbestos remains non-friable. We do follow this plan and the asbestos does not present a danger to the occupants of our school. A copy of the management plan is available for your inspection in the school office. Contact the school principal if you want to read this plan.

Asbestos is found on the joints of the boiler pipes and on the boiler. The asbestos is sealed in a cementitious material that is painted and presents no danger in this state. Asbestos is also found in some of the floor tile of the school. Again, the tile is taken care of as prescribed in the management plan and presents no danger to the occupants of the building.

Safety Policy Statement

Cedar Catholic Jr.-Sr. High School is committed to providing a safe and healthy workplace for all employees. It is our ultimate goal to achieve total injury prevention. In an effort to achieve our goal, a comprehensive Safety Program has been implemented which includes the formation of a Safety Committee, the establishment of safety policies and procedures, the adoption of a written injury Prevention Plan and the development of a training program emphasizing good safety and health practices for all employees.

Injury Prevention Plan

The personal safety and health of each employee of Cedar Catholic Jr.-Sr. High School is of primary importance. To achieve this, Cedar Catholic Jr.-Sr. High School has adopted an Injury Prevention Plan with the intent of reducing the frequency and severity of accidents and injuries, which could occur at CCHS. Total injury prevention, while difficult to achieve, is the ultimate goal of the plan.

The following Risk Management measures will be used to achieve our goal of zero injuries:

1. Employee safety training will take place annually for all employees. Safety rules, policies and job-specific procedures will be addressed during this training. Attached is a list of general rules, policies and procedures.
2. A comprehensive safety inspection will be conducted annually to find and eliminate unsafe working conditions or practices (if any), to control health hazards (if any) and to comply with safety and health standards. These inspections will be conducted by Catholic Mutual Insurance and an employee member of the Safety Committee. A report listing safety recommendations to correct the hazards identified during the inspection (if any) will be sent to the Administration for corrective action.
3. A prompt and thorough investigation will be made of each accident or injury to determine its cause and to implement corrective measures.
4. Technical assistance regarding Risk Control will be obtained by working closely with the school's insurer.

Injury Prevention Rules, Policies, and Procedures

All Cedar Catholic Jr.-Sr. High School employees should follow these safe practice rules and report any unsafe working conditions or practices (if any) to their supervisor or a member of the Safety Committee.

1. When lifting heavy objects, employees should bend their knees and use the muscles in their legs rather than the muscles in their back.
2. Heavy objects should always be transported on a rolling cart and moved by more than one person.
3. Every effort should be made to store heavy items on lower shelves in storage areas.
4. Extra care should be given when moving TV carts.
5. Office furniture should never be used as a substitute for a ladder.
6. File drawers should always be kept closed when not in use.
7. No more than one file drawer should be opened at a time.
8. Only high-quality extension cords may be used.
9. Parking is permitted in designated parking areas only.
10. Any accidents or injuries should be reported promptly to the Administration so that arrangements can be made for medical and/or first aid treatment.
11. Committee members are selected by the Administrator and include at least 3 faculty members and 1 school board member.

Grievance Policy

For Staff: Faculty or staff who have a grievance shall follow these steps:

1. State the grievance to the person with whom they have the grievance face-to-face. This needs to occur within the (10) days of said grievance. There should be a written report of this meeting, signed by both individuals, to avoid misunderstanding.
2. If satisfaction is not received, the petitioner should request a meeting with the school administrator. This needs to occur within five (5) days of the previous meeting. There should be a written report of this meeting signed by all parties present. (If the grievance is with the administrator, this step should be omitted).
3. If satisfaction is not yet received, the grievance may be taken to the President for final resolution.

The Grievance Policy does not apply in the event of termination or nonrenewal of employees.

Failure by all parties involved to follow these guidelines shall be deemed insubordination.

Weather Policies

Information regarding school closings will be announced through Flocknote and local television and radio stations.

If it is announced that school will start late, the starting time will be 10:00 am. If there is to be an early dismissal due to weather, the dismissal time will be based on the weather conditions.

In the case of an emergency school closing, the following procedure will be followed:

- Students will be dismissed to homerooms.
- Homeroom teachers will contact individual families and receive instructions from them for student dismissal. Parents/guardians are asked to refrain from calling the school. The school will contact them from either the school line or a personal cell phone.
- Students may be dismissed if:
 - parents/guardians or a designated adult picks them up, or
 - a parent/guardian gives verbal permission for the student to leave the premises on his/her own.

Employee Contracts

Cedar Catholic Jr.-Sr. High School uses the Archdiocesan teacher contract forms. This contract specifies all rights and responsibilities of certified employees.

Renewal

For teachers holding a valid teaching certificate, the contract for the current school year shall be deemed renewed and shall remain in full force and effective unless the teacher is notified on or before April 15th of non-renewal of their contract, or until this contract is superseded by a new contract.

Release from Contract

Prior to April 15th, teachers, who for plausible and professionally sound reasons wish to be excused from performance under a contract, may expect to be released upon written request, supported by cause, filed with the President or Principal of Cedar Catholic Jr.-Sr. High School. It is presumed that teachers will not after April 15th expect to be excused from performing under a contract, unless a suitable replacement can be secured. Exceptions may be negotiated in consultation with the President, Principal, and/or School Board of Cedar Catholic Jr.-Sr. High School.

At no time does releasing one certified employee constitute a precedent in which all other situations need be handled in the same manner.

Listed below are stipulations pertaining to the contracts for certified teaching staff at Cedar Catholic High School. This list does not include all terms of the contract, but it is a summary of those terms, which need to be referred to more frequently by staff members.

1. Teacher contracts will begin in August and end in May. Actual dates and times will be set by the Administrator.
2. Salary payments will be made in 12 equal installments. Checks will be issued the last day of each month. The first payment will be made at the end of August.
3. The school board and school administrator reserve the right to determine how many years of experience will be allowed for newly hired teachers. The usual maximum number of years allowed is five.
4. The school board and the school administrator reserve the right to deviate from the adopted salary schedule when hiring new staff.
5. Teachers anticipating changing salary steps due to the completion of additional college credit hours are to inform the administrator of this fact prior to taking the classes. These hours must

be approved by the school administrator. The hours are to be graduate hours in the field, which the staff member is teaching unless otherwise approved by the administrator. Non-graduate hours will be allowed if they are requested by the school administrator. An official transcript of the completed hours must be provided to the administrator.

6. Certified teachers will be offered a choice of selecting a fixed dollar amount to be placed in either: 1) a Flex (cafeteria) Plan; or 2) give toward the Archdiocesan Single Health Insurance. If the Flex Plan is selected, the employee shall be made aware of the options available by the administrator and/or Flex representative.
7. Certified teachers will be allowed 6 sick leave days per year that may accumulate to a total of 30 days. Certified teachers will be allowed 1 professional day, 2 personal days and 3 bereavement days per contract year. Sick/personal leave days may be used for pregnancy leaves.
8. The usual number of days for pregnancy leave is six weeks (including weekends and vacation days).
9. Certified teachers contracted to sponsor extra-curricular and co-curricular activities may not elect to drop the activity sponsorship and continue teaching duties without the approval of the administrator.

Employee Leave Policy

Medical, or health leave, will be combined so that teachers receive 6 leave days per year accumulation to 30 days. In addition, 2 personal days are allowed; these days do not accumulate. All leave days are subject to the approval of the administrator and the request may be denied by the administrator for reason of shortness of notification or lack of proper substitutes. For each day absent over the accumulated total, a per diem rate is deducted from the teacher's salary. At the end of each school year, teachers may choose to be paid \$10 per unused leave days up to \$100. Unused personal days will be paid back at a per diem rate. In the event as employee (certified or non-certified) needs to be absent on a particular day, the administrator is to be notified no later than a time specified by the administrator.

Regulations of this Leave Policy

Leave normally covers absences due to employee's illness, illness in the employee's family, critical illness, or death (or emergency) in the employee's family. Sick leave for medical examination purposes or for medical treatment other than emergencies will be granted only in exceptional cases, and only with prior approval of the administrator. The school administrator reserves the right to require a doctor's certificate to verify illness or capability of employee to perform contractual duties. When a teacher becomes pregnant or otherwise disabled, he/she may be required by the administrator to withdraw from his/her teaching assignment when:

1. Advised by the doctor,
2. When the pregnancy adversely affects her ability to perform her duties. (The school may require a written authorization) to work from the teacher's doctor. The authorization may include any physical limitations or restrictions.
3. Any employee, who shall be called for jury duty or be required to appear as a witness in court, shall have their leave deducted by the number of days absent. If, as in the case of serving on a jury, a compensation is given. The employee shall do one of the following:
 - a. Keep the compensation for the duty performed and give up a days teaching salary; or
 - b. Give the compensation to the school and keep the day's wage of teaching salary.
4. When a request, made sufficiently in advance as deemed by the administrator, (one (1) week) has been submitted and when satisfactory arrangements can be made, the administrator may grant leave for professional, personal or family business.
5. Substitute teachers will be paid by the school at a rate of \$100 per day.

6. For all absences other than those listed above, or for absences beyond the accumulated sick/personal leave, a per diem rate shall be deducted for each day missed.
7. For all leave, other than maternity/adoption, professional or other school-related, the employee shall use their accumulated sick/personal leave. Once the sick leave has expired, a reduction in salary shall take place.

Professional Leave

A total of one (1) day of the school year's regular attendance days may be spent by each faculty member in attending a professional meeting, another school or other function. These days may NOT be accumulated. These must be set up with the administrator at least one (1) week in advance. If not, requests shall be denied. Participation in activities at the request of the school will not count against the one (1) day of professional leave.

Maternity/Adoption Leave

Certified staff are allowed up to six (6) weeks for maternity/adoption leave in which may be used prior to and/or after delivery or adoption. The six (6) weeks shall include weekends and vacation time. The employee is responsible for meeting with the administrator and discussing the need for leave and the date of return. Any accumulated paid leave days of the employee will be deducted from this time first. During the six weeks of leave, the cost, if any is to be deducted from the teacher's check, will be only the actual cost of the sub. If an extension of time past the 6 weeks is needed, then a per diem rate of the teacher's pay is deducted. If an extension of leave past the six (6) weeks is desired, a written notice must be presented to the administrator at least five (5) days in advance.

Bereavement Day

Employees shall be allowed three (3) days in the death of an immediate family member (spouse, child, parent, sibling, and grandparent, including in-laws). Any additional paid leave days may be used as needed and is at the discretion of the administrator.

Dress Code for Faculty

While it is said that the clothing does not make the individual, a lot can be said about your appearance having an affect on how you are perceived by others. With that in mind, all employees of Cedar Catholic are encouraged to follow these guidelines:

1. Whatever the dress, at all times maintain a proper professionalism.
2. Men – shirts, ties and dress slacks are encouraged. Apparel can separate the professional from the student.
3. Ladies – whether dress slacks or dress, this is encouraged to maintain a professional code separating professionals and students.
4. On "Red and White Day", the teachers may wear their respective shirts showing school spirit.
5. Jeans (blue or colored) (those with outside pockets and rivets) are never acceptable unless the administrator approves a "casual" day.

EXCEPTIONS: Physical Education instructors dress should still be professional and not sloppy.

There may be exceptions from time to time; these need to be addressed with the administrator by each individual teacher.

Salary and Benefits

Payment of Salary: Certified employees receive the amount of their contract in 12 equal payments. Salary payments are made at the end of each month. Benefits: Certified employees shall receive one-half credit on tuition for any of their children enrolled in one of our Corporation schools.

Contact with Students

All faculty members and employees are expected to maintain professional relationships with students. No faculty member or employee should have students to his or her home unless it is a school-sponsored activity, approved by the Principal, and other adult chaperones are present.

Cumulative Records – Student Files

A cumulative record will be kept for each student at CCHS. This record will include such information as: test scores, school grades, health records, work experience, high school activities, attendance, demerits, and any other information that will be meaningful.

This information will be available to the counselor and to the teachers to assist them in their working with the students. No information will be provided to other school systems, agencies, prospective employers, or institutions of higher learning unless the parent, guardian, or a student (18 years old) has signed a release form for the same. These forms may be obtained at the school office.

Any pupil, his/her parents, guardians, teachers, counselors or school administration will have access to the school's files or records concerning that student's disciplinary record. No other person shall have access to this material, or shall the contents thereof be divulged in any manner to any unauthorized person. All discipline materials shall be removed from the file and be destroyed upon the pupil's graduation or after his continuous absence from the school for a period of three years.

Internet Acceptable Use Policy

Technology is a valuable and important tool to improve student learning and enhance the academic curriculum taught at the school. Cedar Catholic Jr.-Sr. High School's objective is to provide students and employees with a wide range of information technology to support higher-level learning and instruction in and outside of the classroom. All Cedar Catholic Jr.-Sr. High School employees and students are expected to contribute to a safe and productive learning environment while using technology and related network resources. The rules and guidelines governing the use of Cedar Catholic Jr.-Sr. High School's technology are outlined below.

Technology and Network Resources

For purposes of this policy, the term "technology" or "network resources" refers to all aspects of Cedar Catholic Jr.-Sr. High School's owned or leased electronic equipment (including computers, tablets, printers, scanners, cameras, etc.), email, internet services, servers, software, network files and folders and all other technology-related equipment and services. These rules apply to any use of Cedar Catholic Jr.-Sr. High School's technology or network resources, whether this access occurs in school (live or virtual) or outside of school. Employees are expected to use technology and network resources in accordance with this policy.

Access to the Cedar Catholic Jr.-Sr. High School wireless network WILL be restricted to Cedar Catholic Jr.-Sr. High School approved electronic devices from 7:30 a.m. to 5:00 p.m. on school days. It may also be restricted entirely or at certain additional times whenever deemed necessary. The use of personal electronic devices may be allowed in the classroom (or library) at the sole discretion of faculty/staff. The use of personal electronic devices as a "hot spot" for employees and others to bypass the school network is prohibited while on school premises.

Employee Responsibilities and Acceptable Use

Employee access to technology is a privilege, not a right. Employees are expected to use technology in a responsible manner consistent with Cedar Catholic Jr.-Sr. High School's educational and religious objectives. The following list provides some examples of employee responsibilities and acceptable uses of technology:

1. All technology must be used to further the educational and religious mission of Cedar Catholic Jr.-Sr. High School and should be respected at all times. Employees are responsible for reporting any misuse.
2. Employees must use his/her real identity when using Cedar Catholic Jr.-Sr. High School's network resources.
3. The network is to be used to store and transmit school-related data only.
4. Employees may be assigned unique email and login usernames and passwords to protect the information on the network. Do not access or use other people's accounts. Do not access or use other people's computers, or folders, or any other electronic device without express permission from the owner.
5. Do not share passwords with any other person. If an employee believes his or her password has been compromised, the employee must immediately report this concern to the Administrator.
6. Employees are responsible for all actions taken under an employee's username and password.
7. With the exception of an Apple ID, employees should always use his/her Cedar Catholic Jr.-Sr. High School email address or username when utilizing online resources for digital storage or collaboration.
8. Electronic communications (emails) between employees and students **must** be made via Cedar Catholic Jr.-Sr. High School's internal email system. Electronic communications between employees and students through personal accounts may be deemed inappropriate and result in disciplinary action.
9. Employees should obtain permission before accessing, posting, or transmitting information belonging to others.
10. Employees must respect network security and should not attempt to bypass any technological blocks placed on computers to protect students and filter content that the school has classified as objectionable. Faculty may request to unblock a website if the website is appropriate and relevant to school activities.
11. There is no privacy online. Employees should never provide personal information online or share any information the employee does not want made available to the public.
12. Employees should back up his/her work often. Do not use technology as an excuse. If your computer fails at home, you are still responsible for preparing lesson plans.
13. Employees are responsible for regularly checking their Cedar Catholic Jr.-Sr. High School email accounts.

Unacceptable Uses of Technology and Network Resources

The use of technology and network resources must be consistent with the educational and religious objectives of Cedar Catholic Jr.-Sr. High School. Examples of unacceptable uses of technology include, but are not limited to, the following:

- To access, post, publish or store any defamatory, inaccurate, abusive, obscene, sexually oriented, threatening, racially offensive or illegal materials that are inconsistent with the objectives and/or teachings of the school.
- To harass, intimidate, threaten or bully others, whether inside or outside of school.
- To steal or borrow intellectual property without permission.
- To plagiarize the work of others or to use the work of others as your own without giving proper credit.
- To breach copyright laws by using unlicensed software or pirating audio or visual materials.
- To bypass Cedar Catholic Jr.-Sr. High School's content filter or network security.
- To knowingly spread computer viruses or malware.
- To send out "chain" emails, mass emails, and/or surveys not approved by administration.
- To misrepresent one's own identity or the identity of others.
- To take a photo, record through video or audio any student or employee without his/her knowledge and consent.

- To express profanity or any other inappropriate content online, including Cedar Catholic Jr.-Sr. High School's website, email program, social media or other internet sites.
- To share personal information or information about any student or employee to anyone via the Internet.
- To access another user's account or invade the privacy of others.
- To store or download unauthorized software programs, music, videos, game files or personal photos on Cedar Catholic Jr.-Sr. High School computers.
- To play games, chat on-line, or watch videos during the school day unless associated with a class.
- To utilize encryption or software to hide activity that violates Cedar Catholic Jr.-Sr. High School's Technology Acceptable Use Policy.
- To violate any federal, state, or local laws.

Social Networking (Facebook, Twitter, Texting, Blogs etc.)

Although social networking and texting normally occurs outside of the classroom, it may have a negative impact on the school community. If an employee uses social networking or a personal electronic device to convey offensive or disrespectful communications inconsistent with this policy and/or the objectives of the school, Cedar Catholic Jr.-Sr. High School reserves the right to take any disciplinary action it deems necessary to protect students and other employees.

Guidelines for social networking:

- Be aware of what you post online. Social media venues, including wikis, blogs, photo and video sharing sites, are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you would not want friends, parents, teachers, administrators, or God to see.
- Follow Cedar Catholic Jr.-Sr. High School's code of conduct when posting online. It is acceptable to disagree with someone else's opinions; however, do it in a respectful manner. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
- Be safe online. Never give out personal information, including, but not limited to, first and last names, phone numbers, addresses, exact birthdates, and pictures. Do not share your password(s) with anyone.

No Expectation of Privacy

Cedar Catholic Jr.-Sr. High School sets the terms and conditions of technology use. Employees should have no expectation of privacy or anonymity while using technology and network resources provided by Cedar Catholic Jr.-Sr. High School. All content created, sent, accessed or downloaded using any part of Cedar Catholic Jr.-Sr. High School's technology or network resources is subject to the rules stated in this policy. Cedar Catholic Jr.-Sr. High School reserves the right to monitor the network and examine or remove electronic files and/or materials whenever it deems necessary. Employees should never assume that emails, files, or other content created or stored on Cedar Catholic Jr.-Sr. High School's network will be maintained as private or confidential. Should Cedar Catholic Jr.-Sr. High School determine there is a reasonable need to do so, it reserves the right to search employees' personal electronic devices (cell phones, laptops, etc.) brought on to school grounds.

Disciplinary Action

Violations of this Technology Acceptable Use Policy may result in appropriate disciplinary action (up to and including termination). Any violations of federal, state, or local laws will be reported to the appropriate authorities. Employees who receive or learn of any harassing, threatening, or inappropriate electronic communications or postings should immediately notify Cedar Catholic Jr.-Sr. High School's administration.

Access to Inappropriate Materials on the Internet/Disclaimer

Cedar Catholic Jr.-Sr. High School currently utilizes an internet content filtering system that reduces employee access to offensive and pornographic materials. However, no filtering system is foolproof and Cedar Catholic Jr.-Sr. High School cannot entirely control what employees may or may not locate on the internet. While Cedar Catholic Jr.-Sr. High School allows employees to access the internet for educational purposes only, employees may have the ability to access inappropriate materials. Cedar Catholic Jr.-Sr. High School is not responsible for the content of the information or materials employees may retrieve from the internet. Employees who inadvertently access inappropriate materials must report the incident to Cedar Catholic Jr.-Sr. High School's administration immediately.

Press Releases

The school's reputation is measured in the eyes of the public through the publicity that the school sends out. Since radio, television, newspapers, website items, and individual teacher correspondence are the primary sources of communication, all communication with the public must be cleared by the administrator.

Multi-Cultural Education Policy

Cedar Catholic Jr.-Sr. High school strives to educate all youth in the various communities that it serves. In keeping with the philosophy of the school, Cedar Catholic does not discriminate in reference to a particular student's race, religion, or ethnic origin. Rather, the school strives to preserve and protect the individuality of each student, keeping in mind that each person is sacred.

It is, therefore, the policy of this school that we utilize the resources of curriculum, instruction, in-service, counseling, and guidance to reflect the racial, ethnic, language and cultural heritage of both historical and modern-day United States of America by observing the following objectives:

1. To select materials and methods that will eliminate bias stereotype in our schools.
2. To conduct in-service programs for our staff that will help them to understand a multi-cultural approach and to reflect it in their teaching and administration duties.
3. To encourage all students to grow in self-esteem and to understand and develop their academic and human potential.
4. To guard against the grouping of students that reflects racial, ethnic, language or cultural bias.

Professional/Safe Environment Boundaries Between School Employees and Students

Definitions:

"Grooming" means building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place;

"School employee" means a person nineteen years of age or older who is employed by a public, private, denominational, or parochial school approved or accredited by the State Department of Education. School employee also includes any person who is contracted with, or otherwise paid by the school or parish and who has access to or interaction with students, including all student teachers or interns.

Discipline for Violations:

- A violation of this policy or any violation of professional/safe environment boundaries is misconduct and may result in disciplinary action, up to and including termination.
- A violation of this policy by a school employee with an educator's permit or certificate may result in a referral to the State Department of Education. Consequences include suspension or revocation of the employee's permit or certification.

- A violation of this policy may result in revocation of a school employee's safe environment certificate.
- A violation of this policy involving sexual or other abuse will result in referral to the Department of Health and Human Services or local law enforcement.

Prohibited Activities:

All school employees are prohibited from violating professional boundaries with any student.

All school employees are prohibited from engaging in grooming behavior with any student.

All school employees are prohibited from engaging in any relationship that involves sexual behavior, sexual contact, or sexual penetration with a student while the student is enrolled at the school and for one year after the student graduates or otherwise ceases enrollment.

The following is a non-exclusive list of actions that will be regarded as a violation of the professional/safe environment boundaries that all school employees are expected to maintain with all students. **In addition, repeatedly engaging in any of these activities or a combination of these activities with the ultimate goal of engaging in sexual behavior, sexual contact, or sexual penetration with the student, regardless of when in the student's life the sexual behavior, sexual contact, or sexual penetration would take place, are examples of grooming as defined in this policy and are unacceptable:**

1. Using e-mail, text messaging, social media, or other electronic means to communicate with students on any matters or subjects that do not pertain to school or school-related activities. School or school related activities include, without limitation, student homework, in class activities, virtual instruction, school sponsored sports or clubs, or any other school-sponsored activity.
2. Engaging in any kind of behavior or communication that could be reasonably construed as a sexual advance or a response in any positive manner to a student's sexual advance.
3. Being alone with a student anywhere with a closed door without a transparency plan in effect.
4. Showing a student any inappropriate or sexually suggestive material.
5. Telling jokes to a student with sexual themes or making sexually suggestive comments.
6. Invading a student's physical privacy when the school employee's duties do not require her/him to be in that location. For example, being present in a locker room when the school employee has no duty to be there.
7. "Friending" students with a personal social media account.
8. Initiating unwanted physical contact with a student.
9. Treating one student differently from other students either by providing privileges or failing to enforce school policy or impose other disciplinary action.
10. Discussing an educator's private personal matters with a student and inquiring about a student's private personal matters when there is no basis for concern about the student's health and safety.
11. Providing rides to a student in an employee's personal vehicle unless another safe-environment certified adult is present.
12. Meeting alone with a student outside of school for any reason.
13. Giving or receiving gifts to or from one student. A gift to a class or the same gift to a group of students is not prohibited.
14. Consuming alcohol in the presence of any student when the student's parent or guardian is not present.
15. Providing alcohol or illegal drugs or unauthorized drugs or medication to a student under any circumstances.
16. Any other behavior which could exploit the unique position of trust and authority between a student and employee.

Exceptions to the above prohibited activities include:

1. Communications or actions with the school employee's own children or relatives.
2. An emergency situation that affects the student's immediate health or safety.
3. An unplanned chance encounter at a public place.

Permissible methods to communicate with students outside of school:

1. Use of the school-approved email system or educational software to ensure transparency.
2. Text messages that include at least one other school staff member or one of the student's parents or guardians.
3. Use of social media through a school-approved social media account as a coach or supervisor of a school-sponsored sport, club or activity, provided the communication is not one-to-one communication.

Permissible ways to engage with students when the employee has concerns about the student's well-being:

1. Contact the guidance counselor or school principal and ensure the student's parent or guardian is aware of your concerns.
2. Contact the student's parents or guardian if the concern does not relate to the parent or guardian.
3. If you believe the student has suffered child abuse or neglect, contact the Nebraska Department of Health and Human Services Child Abuse Hotline (1-800-652-1999) or local law enforcement.

Reporting Grooming or Professional/Safe Environment Boundary Violations:

If any school employee has reason to believe another school employee has violated this policy, the school employee shall notify the Principal of the school and the Archdiocesan Director of Victim Outreach and Prevention as soon as possible, but within 24 hours. If the Principal of the school is unavailable or is the school employee believed to have violated this policy, the school employee aware of the conduct shall report it to the Superintendent of Catholic Schools and the Archdiocesan Director of Victim Outreach and Prevention.

If any school employee has reason to suspect that another school employee is grooming a student or has repeatedly engaged in the above prohibited activities, the school employee shall report the conduct to the Principal and the Archdiocesan Director of Victim Outreach and Prevention.

After making the report to the Principal, the school employee and Principal shall co-report the grooming or repeated engagement in prohibited activities to the following:

1. The Nebraska Department of Education;
2. The Nebraska Department of Health and Human Services; and
3. Local law enforcement.

Records Retention:

The school employee shall document the reporting to each of the above entities by recording the date and time the report was made and the person to whom the report was given. The school employee shall provide a copy of her/his documentation of the above reports to the Principal of the School and the Archdiocesan Director of Victim Outreach and Prevention. The Principal shall keep such reports electronically or in hard copy so that they are readily available to any investigative authority.

Relationship to Omaha Archdiocesan Safe Environment Policies:

This policy does not alter or replace the Omaha Archdiocesan Safe Environment Policies which remain in effect and are applicable to school employees.

NOTICE: Nothing in this policy should be construed to replace or alter a school employee's legal obligation to report suspected child abuse or neglect pursuant to Neb. Rev. Stat. § 28-711.

Reprisal or retaliation for good faith reports made by students or school employees is strictly prohibited.

Blood Borne Pathogens

In December of 1991, the Occupational Safety and Health Administration (OSHA) issued regulation applying to exposure to bloodborne pathogens in the workplace. Our schools are required to comply with these regulations.

As an overview, OSHA regulations require all employers to:

- Develop a written exposure control plan.
- Provide annual in-service education programs for all affected employees.
- Offer at no charge hepatitis B (HBV) vaccinations to employees who have occupational exposure.
- Provide proper hand washing facilities.
- Provide employees with proper protective clothing and equipment, such as gloves, gowns, masks, etc.
- Provide for safe disposal of all contaminated waste materials.
- Keep records of staff training and immunizations, waste disposal, investigation reports on all blood exposures, etc.
- Require all employees to use universal precautions.

In the event of need to dispose of hazardous materials, contact the local county health department.

In order to protect our employees as much as possible from the dangers of Hepatitis B, each school should make the Hepatitis B vaccinations available to:

- At least one person in the school who ordinarily provides first aid care.
- The coach of each athletic team.
- At least one member of the maintenance or custodial staff.

If the employee initially declines the Hepatitis B vaccination but at a later date while still performing the same duties decides to accept the vaccination, the school will make the vaccination available at that time. The cost of the vaccination shall be borne by the school.

The individuals who have had the vaccinations will be responsible for responding when there is an incident involving spurting blood or large quantities of blood.

Do not allow any student to assist in the first aid or transportation of the injured person unless the situation is desperate. If students must assist, make sure they have gloves on. If no gloves are available, make sure students have no breaks in the skin on their hands.

All employees who have taken the Hepatitis B vaccinations or who perform first aid functions on a regular basis but have declined the vaccination will go through an annual retraining program which will be conducted by a trained professional and will include the following:

- The Bloodborne Pathogens Standard itself;
- The epidemiology and symptoms of bloodborne disease; transmission of bloodborne diseases;
- The facility's Exposure Control Plan;
- An explanation of how to recognize tasks that may involve exposure;
- A review of methods that will prevent or reduce exposure (such as engineering controls, work practices, personal protective equipment, etc.);
- How to select and use personal protective equipment; the use of biohazard labels, signs and container "color-coding";

- Information on the Hepatitis B vaccine, including efficacy, safety and benefits; also information on the facility's free vaccination program;
- Actions to take in case of emergencies involving bloodborne pathogens;
- An explanation of the procedures to follow if an exposure incident occurs, including reporting and medical follow up information on the post-exposure evaluation and follow up that is provided to employees in case of an exposure incident.

All employees shall have a training session annually, in which this exposure control plan is reviewed in its entirety.

Procedures

Emergency first aid kits should be maintained in each office. The kit should be inside a plastic bag and should contain:

- One or more pair of disposable latex gloves;
- One or more compression bandages;
- A plastic bag to put the gloves and bandages in after they are used;
- A plastic bottle with an EPA approved germicidal solution;
- Paper towels;
- A disposable gown;
- A mask to cover the nose and mouth.
- CPR micro shield.

In addition to the office first aid kits, other kits will also be maintained:

1. In the gym during PE classes;
2. With all athletic teams when participating in events or practices where the coaches are employees of the school;
3. With all groups who go on field trips if a school employee is present. (It's recommended that kits are kept with all athletic teams and field trip groups but is only required if a school employee is involved.)

The school shall maintain a supply of red plastic bags, which are imprinted with the BioHazard label, latex gloves to replace those that are used, and extra supplies of all the items in the kit so they can replenish the supplies used.

The following procedures will be followed for any incident, which includes an employee of the school coming into contact with blood or other bodily fluids.

1. Consider all human blood and other bodily fluids to be infectious.
2. Wear gloves whenever administering first aid, particularly if it is likely that there will be contact with any patient's body fluids, mucous membranes, or non-intact skin, or any item or surface contaminated with body fluids.
3. Wear a mask and protective eye wear when it is likely that there will be contact with droplets of blood or other body fluids to prevent exposure of mucous membranes of the mouth, nose and eyes. If one of the students were to cut an artery, for example, blood might splatter and get into someone's eyes or mouth.
4. In any cases when people have to deal with body fluids, they should immediately wash their hands and other skin surfaces with an antiseptic soap and disinfect hard surfaces with a 10% bleach solution.
5. Any employee who has cuts, sores or any other breaks in the skin of their hands and arms should not contact blood or other bodily fluids unless it is an emergency and there is no one else available

to help. Even if you are wearing gloves, it is far better to allow someone who does not have any breaks in their skin to handle the situation.

6. Pregnant health care workers are not known to be at increased risk for acquiring blood and body fluid borne disease. However, the unborn baby cannot protect himself or herself, and depends upon the practices of his or her mother to decrease as much as possible the risk of disease transmission. Pregnant employees should be especially familiar with and strictly adhere to universal precautions.
7. Minimize the need for mouth-to-mouth resuscitation by a one-way resuscitation mouthpiece in a readily accessible location.
8. Clean blood and body fluid spills promptly with a solution of bleach and water or an EPA approved disinfectant.
9. Place patient linen, towels, or clothing that are wet with blood and body fluids in a clean water-soluble bag. Wet in this case means that when you wring out the towel or linen, blood or bodily fluids would come out.
10. The clean bag should be placed inside the red plastic bag and then they should be put in a container with a lid. This container will then be kept in a limited access area. Arrangements for disposal of the waste must be made with a contractor approved to dispose of hazardous waste.
11. In the event that any employee is exposed to blood or bodily fluids that come into contact with any breaks in their skin or gets into their mouth, eyes, or nose, he or she should immediately notify the principal of the school. The individual who has been exposed should have their blood tested for HBV and HIV. They can see their own doctor or the facility will arrange for a doctor to examine them. In either case, any expenses will be born by the facility. If the individual who was the source of the bodily fluids or blood will agree, his or her blood should be tested. The results of the source individual's testing shall be made available to the exposed employee and the employee shall be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.

The employer shall obtain and provide the employee with a copy of the evaluating doctor's written opinion within fifteen days of the completion of the evaluation.

If the doctor recommends vaccination for Hepatitis B, the employee shall be given the opportunity to obtain the vaccination at no expense to them. If the employee declines to accept the vaccination, he or she must sign a statement that was offered but he or she declined.

If the exposed employee initially declines the Hepatitis B vaccination but at a later date while still performing the same duties decides to accept the vaccination, the school shall make the vaccination available at that time. The school will keep on file a written report of the incident and a copy of all correspondence and reports involved with the incident. Records relative to the incident must be kept on file for the duration of the person's employment and for the following period of thirty years.

In order to reduce the chance of exposure, the following procedures will be followed:

- Broken glass which has any chance of being contaminated will be cleaned up with a dustpan and broom or tongs. It will not be picked up by hand. The glass will then be disposed of in a container that is puncture proof.
- Disposable gloves will never be reused. They are to be disposed of immediately after use.
- Any blood or other bodily fluids on the floor or on any of the fixtures of equipment will be cleaned with a 10 percent bleach solution or other approved germ-killing agent.
- Maintenance and custodial personnel shall wear gloves whenever there is a chance of coming into contact with blood and bodily fluids. This would specifically include any time they are working in restrooms.

- All restrooms, toilets, urinals, etc. will be cleaned with a 10 percent bleach solution or disinfectant daily.
- Maintenance personnel who are going to make repairs to a bathroom fixture will wear gloves and wash the fixture with a 10 percent bleach solution before beginning work.
- Whenever a new employee is hired, this policy should be reviewed as part of his or her initial training, and there must be a retraining session conducted once per year.
- If after having the policy and dangers of exposures explained to them, an employee feels that he or she does have occupational exposure, he or she should contact the principal for a review of his or her duties and a determination if he or she should be vaccinated. Any vaccinations will be provided at no expense to the employee.

All incidents that involve blood or other bodily fluids must be handled in accordance with this policy. If we follow these procedures, we can greatly reduce the risk of infection.

Asthma Policy

Cedar Catholic, an accredited system under the Nebraska Department of Education has, as its preventive plan against a life-threatening asthma attack or systemic allergic reaction, implemented a teacher-training program to encompass the Protocol Plan.

The Protocol Plan shall include:

1. Calling 911
2. EpiPen injection
3. Albuterol provided through a nebulizer.

It shall be the policy of this school to maintain at least four (4) EpiPens under the control of the faculty and/or supervisors trained in the use of such equipment. The EpiPen shall be stored and used for the following:

- One maintained for school;
- Two maintained for athletics; and
- One maintained for field trips.

It shall also be the policy of this school requiring parent/guardian of any student(s) with such a medical condition to provide the school with the following information:

1. Written medical documentation
2. Instructions for the administration of medicines and contacting emergency personnel
3. Medications as directed by a physician.

**DAILY PROFESSIONAL
RESPONSIBILITIES
AND
PROCEDURES**

Leave Request

If ill and unable to work or going to be late, notify the Principal prior to 6:30 a.m. that morning.

Hours of Duty

The hours of duty are from 7:35 am until 4:00 pm each day except Friday (7:35-3:37). We, as a faculty, will gather Tuesdays and Thursdays at 7:35 to begin the day with prayer and Friday mornings at 7:35 for a faculty meeting. Each faculty member needs to be present at the gathering at 7:35. Faculty members will need to be in their classroom or immediate hallway area by 7:40 am, or immediately following the faculty prayer or faculty meeting, for supervision or help from students. Faculty are expected to be on duty even during times they do not have students. If during the day, a faculty member finds it necessary to leave the building, they must sign out of the office prior to leaving. Personal errands should not be done during these times.

Attendance

Each faculty member having homeroom is responsible for taking attendance at that time. Please be accurate (do not just count the students). In addition, attendance should also be carefully taken each period. If a student is not in class, and not listed on the daily absentee list, the office should be notified.

Any student coming late to class shall have a written excuse from either the central office or another faculty member. Those students having neither are to be dealt with according to the discipline system or with that classroom teacher personally.

A student coming to your class after being absent the day or days previous, should not be admitted to your class without producing to you an admit slip from the central office. The missed assignments should be logged on that slip upon returning. Teachers are to be cognizant of date assignment is due and then require homework to be completed by then or given a "late" assignment penalty for each day late.

Announcements

Announcements will be typed and taken to each classroom to be read at the beginning of a specified period by the teacher. Morning prayer and flag salute will be read by students immediately in the morning. 1st period will begin after that. Afternoon announcements will be read at the end of the day. Students are to be quiet and attentive during afternoon announcements.

Group Meetings

Anyone wishing to hold a meeting with any particular group of students or staff will need to clear that meeting with the Principal. This will ensure that your meeting will be logged on to the calendar of events. Class or other meeting may be held the second and fourth Fridays of the week during the Designated Reading Time. To be given this time for a meeting a request must be made to the Principal at least one week prior to the desired meeting date. If no meetings are requested reading will take place as normal.

Mass and/or Assemblies

On days that we have Mass or an assembly at the beginning of the school day, attendance is to be taken during homeroom. If Mass or an assembly is held after homeroom, attendance will be taken in the current period class. Attendance for students who have class at HNPS will take place by the office. Once attendance is complete, the teacher should supervise the students as they walk to Mass or an assembly. The sponsor will meet the students at Mass or the assembly and sit with their group. During Mass, each sponsor is to sit directly behind or amongst their class. Those teachers not sponsoring a group are to select a group to sit behind and do so, make sure supervisors are evenly distributed among the classes.

Audio-Visual

Each room is to be equipped with audio-visual equipment. If you do not, and you are in need of such equipment, please contact our Media Specialist and that individual will assist you in finding that equipment. Students must be supervised when using the equipment.

Authority of the Teachers

A faculty member not only has authority over the students in the respective class periods, but also throughout the buildings during the day. Correct student behavior when necessary, but always in a way as not to demean or belittle the student.

Classroom Responsibility

Teachers are directly responsible for the students assigned to their classroom. Their attendance, absence slips, and general conduct is the teacher's responsibility. Classes are not to be dismissed before the end of the assigned period without the administrator's approval. Teachers are to remain in class with their students at all times unless an emergency exists. Then the office should be notified first. Students are to remain seated until the teacher dismisses them. Students should be in their desks at the end of the day while announcements and prayer are said. When the teacher leaves the room at the close of the day, the windows are to be closed, the doors locked and the lights out.

Lesson Plans

Well-planned instructional time is key to effective teaching. Teachers are to consider not only what they teach, but how it will be presented, how long it will take, what materials are needed, etc. As a Catholic school, we also need to plan how we will bring the faith dimension into our classes.

To facilitate this planning, each teacher will provide the principal with a copy of the next week's lesson plans by 4:00 pm on Friday. Teachers should also keep a copy of their lesson plans on file for future referral. Lesson plans are to include the following:

1. Objective – this should be measurable. An example would be “The students will be able to name three causes of the Civil War.”
2. What parts of the concept is to be covered and materials to be covered. This should be fairly explicit so that a substitute can easily follow it.
3. Next day's assignment.

Detentions

Detentions for tardies and/or disciplinary purposes other than those assigned for class reasons will be supervised on a weekly basis by the faculty. Detentions will be served on Wednesdays after school and Fridays before school. All detentions and disciplinary actions take precedent over all meetings, practices, and/or activities. See the Student Handbook for more details.

School Equipment

No school equipment is to be removed from the school without permission from the administrator.

Faculty Parking

Both sides of the street on the west side of school and the north side of Broadway Street (on the southside of the building) are reserved for faculty. On days of funerals, no one is allowed to park on the West side of the school until after the funeral has concluded.

Field Trips

The administrator shall determine the validity of all field trips. Once approval has been granted, **(at least 2 weeks in advance)** the teacher/supervisor is responsible for distributing assignment slips for the students, filling out the Archdiocesan Field Trip form, distributing the form to the students and getting it returned on time. If the field trip group will be missing lunch the sponsor must notify the cafeteria.

A list of the students going will be distributed to the faculty for their information.

Note: In all situations of students being gone for a field trip or student activity, the slip needs to be turned in to the sponsor prior to attending. If it is not turned in to the sponsor at that time, the student(s) will not be allowed to go.

Sycamore

Each staff member is required to post assignments and grades each week. Parents check their students' progress on a regular basis and expect their child(s) assignments and grades to be current.

Confidentiality

Employees of Cedar Catholic Jr.-Sr. High School who have access to confidential information concerning students, their families, other employees, and the internal operation of the organization, will not discuss such information with any person, internally or externally, other than what is pertinent course of business operation. Any employee discussing confidential information other than in the normal course of business may be subject to disciplinary actions, up to and including the discharge of employment.

Loyalty

Loyalty to your educational institution is necessary for all staff members. Professionals in any line of work realize that all decisions made will not be popular, and positive staff support always makes an institution run smoothly and effectively.

Always portray a sense of loyalty to the school and community. Refrain from pointing out all the negative, destructive aspects of school, but on the other hand try to portray your school in the most positive manner possible.

When we judge or criticize another person, it says nothing about that person; it merely says something about our own need to be critical.

Of course, problems will arise and will always need to be worked out. Please remember that the proper forum for expressing concerns is within the school environment according to proper channels – not in public, with friends, or in front of students.

Guest Speakers

The administration encourages the use of guest speakers. Approval must be obtained from the administrator before arrangements are made with the speakers.

Fire Drills

Fire drills will be held on a monthly basis according to state requirements. Teachers will instruct pupils on the procedure regarding these drills. Instructions for fire drill routes are posted near the door of each classroom. Following is a list of general guidelines to be followed during these drills.

1. Windows must be closed.
2. Follow route posted in the room.
3. Keep silence and order during the drill.
4. Walk fast but do not run during the drill.

5. Walk in a single file.
6. The last one out of the door puts out the lights and closes the door.
7. Everyone must leave the building during the fire drill or go to the assembly room for a tornado disaster drill.
8. Teachers take class lists with them during the drill.
9. Each teacher should have a red and green card. When a teacher has all of their students they should hold up the green card indicating all students are present or a red card indicating they are missing students.

Tornado Drills

Tornado drills will be conducted at times prior to the spring tornado season. CCHS does participate in the State sponsored Mock Tornado Drills.

1. Follow route posted in room.
2. Move quickly, quietly and orderly.
3. Move to the Assembly Room at the Southeast corner.
4. Once there, sit down on the floor and do the following:
 - a. Pull knees up to chest;
 - b. Place head on knees
 - c. Cover head with hands and arms; and
 - d. Remain quiet so as to allow yourself the opportunity to hear any instruction given.
5. Teachers need to bring their record book to ensure that everyone is present.

Bomb Threat

In case of a bomb threat, the students, faculty and staff will be notified in a calm manner to exit the building (teachers will stay with their class) and file over to Holy Trinity gym. Teachers will seat their students in the gym. Class roll must be taken upon arrival at the gym. Students and teachers will remain there until a decision to either return to school or school dismissal is given.

Administrative responsibility is to evacuate the school immediately upon receiving the phone call. Once the evacuation call is given, the local fire department and the County Sheriff's department will be called. The decision as to the continuance of school or not for the day will be made once the Fire Department and the County Sheriff's department has completed their investigation.

Recommendation – if school is called off for the day, school should be held the following Saturday. This would be a required day. This will stop the prank calls and hopefully eliminate the whole issue.

Purchase Orders

Staff members should follow these procedures regarding purchases:

1. Contact the office for a purchase order.
2. Fill out purchase order and give to the administrator. Allow at least one day for approval or otherwise.
3. When approved, the staff member will receive the signed purchase order and may proceed.
4. All orders will be placed by the central office.
5. Return sales receipt and/or purchase order to the office.

NO PERSON IS ALLOWED TO PURCHASE ITEMS USING SCHOOL FUNDS WITHOUT THE APPROVAL OF THE ADMINISTRATOR. A student is never allowed to purchase an item without the sponsor and the administrator's approval. All items purchased without approval will be paid by the individual doing the purchasing.

More Money Management

No bills, reimbursements, etc., will be conducted without the approval of the administrator. All athletic requests and purchases must go through the Activities Director first and then the administrator. Purchase orders will also be used for athletic purchases.

Parties in the Classroom

From time to time, a classroom celebration may need to occur. Approval by the administrator must be acquired.

Hallways

During passing periods, the faculty is responsible for supervision of the area of hallway by your room. Stand visibly in your doorway and observe the student traffic during that time.

Office and Hallway Traffic

Please keep this to an extreme minimum. Students should not be allowed to leave class or study hall to go to the office unless they are called, or it is an emergency. This includes faculty, as well. The office is not a place to come and simply visit. The office personnel have work that needs to be done.

Lunchroom Supervision

Certain faculty will be asked to supervise the lunchroom. This means supervision of lobby area before and after students eat, including the restrooms used. Once students are finished eating and go to the lobby, a faculty member in lunch duty needs to be in that area. Do not remain sitting at the lunch tables visiting while students are in the lobby, in the restrooms or outside.

Keys

Faculty members are to be extremely careful in safeguarding school keys and in securing the building if they are working during evening or weekend hours. Keys may not be duplicated by anyone other than the administrator. **KEYS ARE NEVER GIVEN TO STUDENTS!**

Gym Use

No student is allowed in the gym (or anywhere else for that matter) unless they are under the direct supervision of a staff member.

Securing the Building

All inside and outside doors will be secured and locked at an appropriate time by the custodian. If you or students need to be in the buildings at other times, make sure the doors are locked, windows closed, and all lights are turned off.

Teacher Supervision & Evaluation

One important aspect in the over-all area of staff development is that of evaluation. Teacher evaluation should be looked upon in a positive manner. The main objective of teacher evaluations must be the improvement of instruction. There are two types of evaluation: formal and informal. The formal evaluation procedure that is used will have two (2) parts: Part I – the principal will formally observe each teacher at least once per year. More will be set up if needed and first year teachers will be observed at least twice per year. A specific evaluation form will be used. Part II – a post-observation conference between the administrator and the teacher will take place (the teacher will receive a copy of the results of the observation). The informal evaluations will be at random. Comments and suggestions for improvement will be noted on the formal evaluation sheets.

Teacher Evaluation Cycle

Learning for Life

Cedar Catholic Jr. Sr. High School Teacher Evaluation Process

Overview

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

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

Generally, veteran teachers spend one year in The Formal Phase and two years in The Self-Directed Phase. New or probationary teachers are in the formal phase until moved to the Self-Directed Phase at the discretion of the administration. The administration always has final say in which phase a teacher will be placed. The initial rotation will be established randomly for veteran teachers. The rotation of an individual teacher may be changed at the discretion of the principal or supervisor.

Principals and supervisors who serve as evaluators must hold valid Nebraska administrative certificates. Each certified staff member will be provided with a copy of the teacher evaluation document annually.

Formal Phase

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

- The teacher plans for delivery of the lesson relative to short-term and long-term objectives.
- The teacher uses minimum class time for noninstructional routines, thus maximizing time on task.
- The teacher clearly defines expected behavior (encourages positive behavior and controls negative behavior).
- The teacher establishes rapport with students and provides a pleasant and orderly climate conducive to learning.
- The teacher communicates the instructional objectives to students.
- The teacher shows how the present topic is related to those topics that have been taught or that will be taught.
- The teacher relates subject topics to existing student experiences.
- The teacher uses signaling responses questioning techniques or guided practice to involve all students.
- The teacher teaches the objectives through a variety of methods.
- The teacher gives directions that are clearly stated and related to the learning objectives.
- The teacher demonstrates the desired objectives.
- The teacher checks to determine if students are progressing toward stated objectives.
- The teacher changes instruction based on the results of monitoring.
- The teacher requires students to practice new learning while under the direct supervision of the teacher.
- The teacher requires students to practice a skill without the direct supervision of the teacher.
- The teacher summarizes and fits into context what has been taught.
- The teacher writes daily lesson plans designed to achieve the identified objectives.

It is essential that teachers review the indicators and their defining attributes to develop a clear understanding of the criteria, which serve as the basis of the teacher evaluation process. The indicators and defining attributes used to evaluate teaching in the Holy Trinity School include a broad range of behaviors. They are intended to guide teacher growth and development and measure teacher performance.

Self-Directed Phase

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

Formal Phase

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

Observations for the Formal Phase

The evaluators will be looking for evidence of performance based on the *Indicators Of Effective Teaching Behavior*, which are included in this handbook. Veteran teachers will be observed in at least one announced or unannounced formal observation.

New or probationary teachers will be observed in at least two observations - one announced formal observation in the first semester and at least one unannounced formal observation in the second semester.

Formal Observations may be announced or unannounced. These observations are to be for the duration of a complete lesson. Performance in the formal phase is reported on the **Formal Phase Summary**. The evaluator will summarize the teacher's performance on each of the *Indicators of Effective Teaching Behavior*. The **Formal Phase Summary** contains areas to indicate the next phase of the process for the teacher and a recommendation for continued or not continued employment. The form provides for a written teacher response (optional), and the teacher's signature is required.

Timeline for Formal Phase

New or Probationary Teacher

Semester OneConduct an announced formal observation
Within 1 week after observation Meet with teacher to discuss observation and goals
Semester Two (by March 15).....Conduct one unannounced formal observation
Within 1 week after observation Meet with teacher to discuss observation
By March 15.....Conduct walk through observations
By April 1..... Submit completed Formal Phase Summary

Veteran Teacher

By March 15..... Conduct two walk-through observations and one observation.
Within 1 week after observation Meet with teacher to discuss observation
By April 1..... Submit completed Formal Phase Summary
By September 1 Teacher develops a Self- Plan – if moving to this phase

Indicators of Effective Teaching Behavior

The teacher plans for delivery of the lesson relative to short-term and long-term objectives:

- Makes lesson plans that are compatible with the academic goals of the school.
- Writes lesson plans that are for the yearlong instructional period. (consistently handed in on time)
- Ensures that lesson plans have continuity and are in proper sequence.
- Ensures that lessons are designed in a clear, logical, and sequential format.
- Uses time preparing efficiently.
- Has evidence of personal organization.
- Uses information about individual students in planning.
- Selects activities to meet individual and group needs.

The teacher uses minimum class time for noninstructional routines, thus maximizing time on task: (on the clock).

- Begins lessons promptly.
- Avoids distractions and unnecessary delays during the lesson.
- Ensures that academic engaged time continues until the end of the period.
- Uses a maximum of 15 percent of the class time for noninstructional activities.
- Uses a minimum of time for attendance, student records, and other routine matters.

The teacher clearly defines expected behavior (encourages positive behavior and controls negative behavior).

- Actively monitors student conduct in the class.
- Promotes self-discipline among students.
- Constructively corrects disruptive behavior.
- Maintains appropriate behavior with positive reinforcement techniques.
- Posts classroom rules that are clearly defined and understood by all students.
- Manages discipline problems in accordance with administrative regulations and school board policies.

The teacher establishes rapport with students and provides a pleasant and orderly climate conducive to learning:

- Maintains a businesslike atmosphere.
- Engages in patterns and practices that convey a sense of importance for learning and teaching.
- Establishes a warm, accepting climate in which students are valued and respected.
- Maintains a classroom that is functional, attractive, and orderly.
- Displays a belief system that conveys the concept that all children can learn.
- Reinforces learning efforts of students.
- Creates an atmosphere that is conducive to all instructional methods.

The teacher communicates the instructional objectives to students:

- Establishes focus of the lesson.
- Justifies the selection of the learning content to the students.
- Ensures that the school's academic goals are translated into common lesson objectives.
- Displays a thorough knowledge of the subject matter.
- Communicates learning objectives in a logical way.
- Ensures that the lesson's objectives reflect the readiness of the students.

The teacher shows how the present topic is related to those topics that have been taught or that will be taught: (anticipatory set)

- Reviews the learning objective relative to prior learning.
- Invokes recall of the most important concepts of previous learning.
- Relates prior learning to what is to be learned.

The teacher relates subject topics to existing student experiences:

- Associates learning objectives with the students' experiences.
- Shows relationships to students which now exist, and which are anticipated in the future.
- Uses current events to relate objectives.
- Uses newspapers, magazines, and other material to relate objectives to the students' world of experience.

Involves all learners

- Uses random recitation.
- Demonstrates ability to work with individuals
- Plans questions for specific students resulting in correct learner responses.
- Diagnoses student learning as part of the presentation of the lesson to actively involve all students.
- Attempts to ensure that all students have been involved.
- Responds to student questions in a positive way.
- Allows for appropriate wait time after questioning.

The teacher teaches the objectives through a variety of methods:

- Conducts the lesson using a variety of teaching methods that reinforce the learning objectives.
- Uses a variety of visual and audio media to teach the objectives (multi-sensory approach).
- Structures the presentation comments to enhance the learning (divides complex tasks into steps).
- Emphasizes the importance of the concepts being taught.
- Presents ideas logically.

The teacher gives directions that are clearly stated and related to the learning objectives:

- Clearly states directions on how to proceed in the lesson material.
- Gives clear directions on what to do in the lesson.
- Directs the students to the proper seating arrangement.
- Gives clear directions about the use of equipment to be used in the learning process.
- Explains organization related to content.
- Explains grouping or individual assignments clearly.

The teacher demonstrates the desired objectives: (modeling)

- Verbalizes the content to be learned in clear and understandable terms.
- Uses versatility in the demonstration process (visual, kinesthetic, tactual, and auditory methods).
- Reinforces learning objectives through modeling.
- Uses objects as well as printed matter to demonstrate lesson objectives.
- Uses reinforcement techniques to enhance learning.

The teacher checks to determine if students are progressing toward stated objectives: (check for understanding)

- Checks for comprehension through questioning. (Product Question)
- Encourages students to elaborate on responses. (Process Question)
- Checks for understanding at the application level of learning. (Process Evaluation)
- Checks for understanding at other levels of learning (“How” and “Why” of the answer).
- Provides written feedback on student work.
- Uses student activity and participation to check and analyze the progress of students.

The teacher changes instruction based on the results of monitoring: (wait time)

- Changes teaching techniques as the situation requires, responding to the learner in terms of the learning.
- Stimulates critical thinking and decision making during the lesson as higher order thinking is needed.
- Uses lower-order thinking skills with students as needed in adjustment.
- Accommodates students’ learning styles as needed.
- Accommodates different learning rates. (wait time)
- Uses a variety of evaluation techniques that measure the types of adjustments needed.

The teacher requires students to practice new learning while under the direct supervision of the teacher: (practice/reinforce)

- Moves around the classroom to assist individual students as they practice.
- Provides student with immediate feedback (correctives).
- Encourages individual students to ask questions concerning the new learning objectives.
- Groups students according to practice needs when applicable.
- Reminds students that work will be checked.

The teacher requires students to practice a skill without the direct supervision of the teacher:

- Sets and maintains clear and reasonable independent work standards and due dates.
- Provides practice of new skills without supervision after guided practice (assigns work using higher cognitive levels).
- Checks independent work as a diagnosis tool.

The teacher summarizes and fits into context what has been taught: (closure)

- Summarizes the lesson.
- Ties the current lesson to yesterday’s, today’s and tomorrow’s.
- Places the lesson in perspective.
- Uses the last minutes productively to close the lesson.
- Uses review, feedback, and homework assignments as closure techniques.

The teacher writes daily lesson plans designed to achieve the identified objectives:

- Describes how the lesson objectives will be delivered.
- Describes how the lesson objectives will be mastered.
- Shows how the lesson objectives are consistent with the school’s objectives and mission.
- Shows a variety of evaluation activities for students.
- Describes the lesson in clear terms.
- Shows how the lesson objectives are consistent with archdiocesan and state standards.

Christian Uniqueness

- Classroom environment displays Catholicity.
- Teacher incorporates prayer into the classroom routine.
- Teacher models Christian behavior.
- Teacher promotes Christian behavior between all students.
- Catholicism is incorporated into all curricular areas.

Self- Directed Phase

A Professional Growth
Process

Self-Directed Phase

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

A written summary will describe the teacher's progress in the Self-Directed phase of the district's evaluation process. The **Self-Directed Evaluation** contains areas to indicate the next phase of the process for the teacher. The form provides for a written teacher response (optional), and the teacher's signature is (required).

Step 1: The teacher assesses his/her needs and establishes goals for growth. The goals should be based upon ***Indicators of Effective Teaching Behavior***, school goals, and/or previous evaluations.

Step 2: The teacher discusses his/her goals for Self-Directed growth with the supervisor to obtain approval. Once the teacher and supervisor agree on the plan, the teacher should complete the **Self-Directed Plan**.

Step 3: The teacher implements his/her plan.

Step 4: The teacher submits documentation, which summarizes growth plan activities and accomplishments. The teacher should use the **Self-Directed Summary** or other appropriate documents.

Step 5: A conference with the principal or supervisor is held to review the teacher's documentation and the teacher's progress on the **Self-Directed Plan**.

Step 6: The principal completes the **Self-Directed Evaluation** for the teacher to sign.

Time Line for Self-Directed Phase:

By November 1 Submit **Self-Directed Plan**.

By May 1 Complete **Self-Directed Evaluation**.

Self-Directed Plan

Completed By November 1

Name _____
School _____

School Year _____
Grade/Position _____

List your Self-Directed goals(s):

Why have you chosen this Self-Directed goal(s):

What models or strategies do you plan to use to achieve your Self-Directed goal(s):

Self-Directed Action Plan:

Activities:

Evaluation Criteria:

Comments:

Approved:

Teacher/Date

Principal/Date

Cc: Principal, Teacher

Self-Directed Summary

Name _____ School Year _____

School _____ Grade/Position _____

Self-Directed Evaluation

Name _____ School Year _____

School _____ Grade/Position _____

Performance:

Comments:

Performance in the Growth Model:

Met or surpassed Partially attained Not attained

The teacher will move to/remain in:

Formal Phase Growth Phase

Teacher Comments:

Signature of Employee Date Signature of Evaluator

The signature of the employee indicates that the employee has reviewed and received a copy of the document. The employee may add comments to this document.

Plan of Assistance

Assistance Overview

A major focus of the Cedar Catholic Jr. Sr. High School teacher evaluation process is to ensure that only effective teaching practices continue in the classroom. The **Indicators of Effective Teaching Behavior** have been developed to define these effective teaching practices. If it is determined that a teacher in the Cedar Catholic Jr. Sr. Hih School system is not meeting these standards, the **Plan of Assistance** will be used to assist the teacher in improving teaching practices to ensure that the standards are met.

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

While on the **Plan of Assistance**, the teacher will be informed of the concerns with his/her performance and become an active participant in the development and implementation of a plan for improvement. The **Plan of Assistance** will consist of a plan for improvement that is developed by the evaluator and the teacher with optional participation by a team. The plan will include the objective(s) to be accomplished, action steps for achieving the objectives, a description of the assistance that will be provided, a time line for implementation, the type and frequency of feedback, and the evaluation criteria and date of evaluation.

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

- The **Plan of Assistance** will be initiated when it has been determined that a teacher is not performing satisfactorily with respect to the **Indicators of Effective Teaching Behavior**. A problem can be identified in a variety of ways including but not limited to: concerns expressed by students, parents or peers, student assessment data, formal or informal observations.
- The evaluator will investigate any concerns. The evaluator will complete observations and collect data to document concerns with performance that relate to the **Indicators of Effective Teaching Behavior**. The evaluator may consult with other evaluators and support personnel as appropriate to determine the significance of all concerns.

Concerns with performance must be verbally shared and discussed with the teacher. Prior to initiating a formal plan of assistance, the evaluator(s) must confer with the President of the school about the teacher's performance.

- The evaluator(s) and President of the school will consider the evidence collected and make a determination regarding whether the teacher satisfactorily meets the **Indicators of Effective Teaching Behavior**.
- If the determination is made that the teacher is satisfactorily meeting the **Indicators of Effective Behavior**, there will be no further action. The teacher will continue to be evaluated in his/her current phase of the evaluation process.
- If the determination is made that the teacher is not satisfactorily meeting the **Indicators of Effective Teaching Behavior**, a **Recommendation for Plan of Assistance** will be completed.

Formal Evaluation

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

Self-Directed Phase

- If the teacher is currently in the Self-Directed Phase, the teacher must be moved to Formal Evaluation Phase. The recommendation for assistance should be completed. Indicators that are not being met must be specified and documentation provided. Direct classroom observations and conferences should be re-initiated and should focus on the concerns with the specified indicators.
- The evaluator will share the Recommendation for Assistance with the teacher. A conference will be held to discuss the recommendation and the teacher will receive and sign the Plan of Assistance.
- At the initial assistance conference the possible involvement of a team to assist in developing and implementing a plan for improvement will be determined. Both the teacher and evaluator must reach consensus about the involvement and make-up of a team. Team membership should include educators with expertise in the areas needing improvement. If a team is utilized, expectations for team members, including confidentiality, will be emphasized.
- A written **Plan of Assistance** must be developed by the evaluator and teacher and team (if one is utilized). The plan must include the objective(s) to be accomplished, action steps for achieving the objectives, a description of the assistance that will be provided (what, who, when), a time line for implementation, the type and frequency of feedback that will be provided to the teacher, and the evaluation criteria and date. This plan must be shared with the President of the school.
- A conference will be held to review the completed plan of improvement. Both teacher and evaluator will sign and date the **Plan of Assistance**.
- The plan of improvement will be implemented following the time line and recommended action steps making sure that the specified assistance is provided. Regular feedback to

the teacher is expected. Observations, visits, conferences or other contact with the evaluator and teacher should occur approximately one time per week or as specified in the plan.

- Adhering to the elements of a plan of improvement and monitoring those elements constitutes a **Plan of Assistance** being in place.
- When the evaluation date specified in the **Plan of Assistance** is reached, a determination will be made by the evaluator regarding whether the teacher is meeting specified **Indicators of Effective Teaching Behavior**. Evaluation criteria as specified in the plan should be a major part of this determination.
- If the teacher is meeting the standards, the placement on the **Plan of Assistance** program is completed. The teacher will remain in the **Formal Evaluation Phase** of the evaluation cycle for the current year and the following year. Placement on a **Plan of Assistance** will be re-initiated if concerns resurface.
- If the teacher is not meeting standards, the Principal and other evaluators will determine if there is sufficient documentation for dismissal.
- If teacher is not meeting the standards and sufficient documentation for dismissal does not exist, the evaluator will re-examine the **Recommendation for Assistance** and a **Plan of Assistance** will be rewritten. Care will be taken to align the concerns with the most appropriate indicators and to develop specificity in the plan and the evaluation criteria.
- IF sufficient documentation for dismissal exists, due process will be followed with involvement of the President of the school, the administration, and legal representation.

Recommendation for Assistance

Teacher Name Date School

1. List the **Indicators of Effective Teaching Behavior** which are not being met:

2. Documentation:

3. Team Warranted: Yes _____ No _____

Evaluator's Signature Position Date

Teacher's Signature Date

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

Plan for Assistance

Teacher

Position

School

Date

1. Objective(s) to be accomplished:

2. Action steps for achieving the objectives:

3. Assistance that will be provided (who, what, when, how):

4. Time line for achieving objectives:

5. Type and frequency of feedback:

6. Evaluation Criteria:

Evaluator's Signature

Position

Date

Teacher's Signature

Date

Summary & Location of Forms

Summary of Forms

Formal Phase Summary- is used to document the formal phase of the evaluation process and is a summary of the teacher's performance. The form is available in the central office. Signed copies will become a part of the teacher's personnel file.

Self-Directed Plan- is used to clearly articulate the teacher's plan to improve his/her instruction. Both the teacher and the supervisor should sign the form. The Self-Directed Plan does not generally become a part of the teacher's personnel file.

Self-Directed Summary- may be used to document the self-directed phase of the process. The supervisor may accept other documentation if it is more appropriate. This form is for use by the supervisor and the teacher will not become a part of the teacher's personnel file.

Self-Directed Evaluation- is used by the supervisor to document the teacher's performance during the self-directed phase and to recommend which phase the teacher will be in for the subsequent year. The form is available in the central office. Signed copies will become a part of the teacher's personnel file.

Recommendation for Assistance – is used by the supervisor to notify a teacher of specific and serious concerns about the teacher's performance. The form will become a part of the teacher's personnel file.

Plan of Assistance – is used by the teacher and supervisor to design a plan to correct the specific and serious concerns identified in the **Recommendations for Assistance**. The form will become a part of the teacher's personnel file.

Formal Phase Summary

Indicators of Effective Teaching Behavior Observation Sheet

Teacher's Name _____

I observed you today. During this time, I observed the following teaching characteristics.

Administrator _____

An "O" indicates the characteristic was positively demonstrated.

Class _____

An "I" indicates the characteristic needs improvement.

Date _____ Time _____

No mark indicates the characteristic was not observed at this time.



Preparation

____ Lesson plans are compatible with the academic goals of the school.

____ Lesson plans are for the year-long instructional period.

____ Lesson plans have continuity and are in proper sequence.

____ Lessons are designed in a clear, logical, and sequential format.

____ Uses time preparing efficiently.

____ Has evidence of personal organization.

____ Uses information about individual students in planning.

____ Selects activities to meet individual and group needs.

Comments:

Routine

____ Begins lessons promptly.

____ Avoids distractions and unnecessary delays during the lesson.

____ Ensures that academic engaged time continues until the end of the period.

____ Uses a maximum of 15 percent of the class time for noninstructional activities.

____ Uses a minimum of time for attendance, student records, and other routine matters.

Comments:

Discipline

____ Actively monitors student conduct in the class.

____ Promotes self-discipline among students.

____ Constructively corrects disruptive behavior.

____ Maintains appropriate behavior with positive reinforcement techniques.

____ Posts classroom rules that are clearly defined and understood by all students.

____ Manages discipline problems in accordance with administrative regulations and school board policies.

Comments:

Learning Environment

____ Maintains a businesslike atmosphere.

____ Engages in patterns and practices that convey a sense of importance for learning and teaching.

____ Establishes a warm, accepting climate in which students are valued and respected.

____ Maintains a classroom that is functional, attractive, and orderly.

____ Displays a belief system that conveys the concept that all children can learn.

____ Reinforces learning efforts of students.

____ Creates an atmosphere that is conducive to all instructional methods.

Comments:

Establishes Objectives

____ Establishes focus of the lesson.

____ Justifies the selection of the learning content to the students.

____ Ensures that the school's academic goals are translated into common lesson objectives.

____ Displays a thorough knowledge of the subject matter.

____ Communicates learning objectives in a logical way.

____ Ensures that the lesson's objectives reflect the readiness of the students.

Comments:

Stresses Sequences

____ Reviews the learning objective relative to prior learning.

____ Invokes recall of the most important concepts of previous learning.

____ Relates prior learning to what is to be learned.

Comments:

Relates Objectives

___ Associates learning objectives with the students' experiences.

___ Shows relationships to students which now exist, and which are anticipated in the future.

___ Uses current events to relate objectives.

___ Uses newspapers, magazines, and other material to relate objectives to the students' world of experience.

Comments:

Involves All Learners

___ Uses random recitation.

___ Demonstrates ability to work with individuals.

___ Plans questions for specific students resulting in correct learner responses.

___ Diagnoses student learning as part of the presentation of the lesson to actively involve all students.

___ Attempts to ensure that all students have been involved.

___ Responds to student questions in a positive way.

Comments:

Explains Content

___ Conducts the lesson using a variety of teaching methods that reinforce the learning objectives.

___ Uses a variety of visual and audio media to teach the objectives (multi-sensory approach).

___ Structures the presentation comments to enhance the learning (divides complex tasks into steps).

___ Emphasizes the importance of the concepts being taught.

___ Presents ideas logically.

Comments:

Models

___ Verbalizes the content to be learned in clear and understandable terms.

___ Uses versatility in the demonstration process (visual, kinesthetic, tactual, and auditory methods).

___ Reinforces learning objectives through modeling.

___ Uses objects as well as printed matter to demonstrate lesson objectives.

___ Uses reinforcement techniques to enhance learning.

Comments:

Monitors

___ Checks for comprehension through questioning. (Product Question)

___ Encourages students to elaborate on responses. (Process Question)

___ Checks for understanding at the application level of learning. (Process Evaluation)

___ Checks for understanding at other levels of learning ("How" and "Why" of the answer).

___ Provides written feedback on student work.

___ Uses student activity and participation to check and analyze the progress of students.

Comments:

Explains Directions

___ Clearly states directions on how to proceed in the lesson material.

___ Gives clear directions on what to do in the lesson.

___ Directs the students to the proper seating arrangement.

___ Gives clear directions about the use of equipment to be used in the learning process.

___ Explains organization related to content.

___ Explains grouping or individual assignments clearly.

Comments:

Adjusts based on monitoring

___ Changes teaching techniques as the situation requires, responding to the learner in terms of the learning.

___ Stimulates critical thinking and decision making during the lesson as higher order thinking is needed.

___ Uses lower-order thinking skills with students as needed in adjustment.

___ Accommodates students' learning styles as needed.

___ Accommodates different learning rates. (wait time)

___ Uses a variety of evaluation techniques that measure the types of adjustments needed.

Comments:

Guides Practice

___ Moves around the classroom to assist individual students as they practice.

___ Provides student with immediate feedback (correctives).

___ Encourages individual students to ask questions concerning the new learning objectives.

___ Groups students according to practice needs when applicable.

___ Reminds students that work will be checked.

Comments:

Provides for independent practice

___ Sets and maintains clear and reasonable independent work standards and due dates.

___ Provides practice of new skills without supervision after guided practice (assigns work using higher cognitive levels).

___ Checks independent work as a diagnosis tool.

Comments:

Establishes Closure

___ Summarizes the lesson.

___ Ties the current lesson to yesterday's, today's and tomorrow's.

___ Places the lesson in perspective.

___ Uses the last minutes productively to close the lesson.

___ Uses review, feedback, and homework assignments as closure techniques.

Comments:

Lesson Plans

___ Describes how the lesson objectives will be delivered.

___ Describes how the lesson objectives will be mastered.

___ Shows how the lesson objectives are consistent with the school's objectives and mission.

___ Shows a variety of evaluation activities for students.

___ Describes the lesson in clear terms.

Comments:

Christian Uniqueness

___ Classroom environment displays Catholicity

___ Incorporates prayer into the classroom routine.

___ Models Christian behavior.

___ Promotes Christian behavior between all students.

___ Catholicism is incorporated into all curricular areas.

Comments

Archdiocese of Omaha
Safe Environment Code of Conduct for Lay Persons
Employee, Volunteer and Religious Men and Women
Standards of Obligation, Responsibility and Accountability for Care, Contact and Conduct
with Children, Young People and Vulnerable Adults
(Effective Date: July 1, 2020)

The Safe Environment policy of the Archdiocese of Omaha defines ‘Church personnel’ to include Clergy. Because there is a separate Code of Conduct for Clergy, for the purpose of this Code of Conduct, the term “All” or “Church personnel” refers to all lay persons (employee, volunteer and religious men and women, age 19 and over) who have contact with children/youth/vulnerable adults on behalf of the Church.

The term “Minors” refers to all children and youth who have not reached the age of 19. This age is determined by Nebraska statute, and is a higher standard than that determined by canon law. Employed and volunteer Church personnel will be held to the same standards and expectations.

EXPECTATIONS

Mission

- **One Church, encountering Christ, equipping disciples and living mercy**
 - All must represent and respect the Church’s teachings. All must bear witness to the mission of the Church through their conduct. They are to be faithful and merciful disciples of Christ whose actions are consistent with the moral law and teachings of our Catholic Church.
- **As ambassadors for Christ, it is up to every one of us to care for and protect the most vulnerable**
 - We are called to be the eyes and ears of the Church and to keep our minors/vulnerable adults safe. If you see something that doesn’t feel or look right, it should be reported. It is only when the authorities and others have the necessary information that we can establish a truly safe environment for all.

Conduct/Relationships

- **Present oneself with dignity and integrity**
 - All must exhibit high ethical standards and personal integrity. They must be aware of the responsibilities and positions of trust that accompany their work and exhibit this awareness by maintaining appropriate boundaries and exercising caution against all harm.
- **Relationships are at the foundation of ministry and are central to Catholic life.**
 - Healthy and safe relationships/boundaries reflect sincere love, respect and compassion, which can foster a closer relationship with God for others. A safe environment is created through mutual respect for the dignity of each person, who is made in the image and likeness of God.
- **Recognize that the role of Church personnel as an employee/volunteer is to serve other’s needs rather than one’s own.**
 - All will strive to make a positive difference in the lives of minors/vulnerable adults. We can never have an equal/peer relationship with a minor. Working or volunteering with them is a privilege and should not be used to satisfy personal desires or needs.

- **Physical contact with a minor must be nonsexual and appropriate**
 - Examples of appropriate contact include: verbal praise, handshakes, “high-fives”, pats on the shoulder from the front, brief hugs, holding hands while walking with small children, sitting beside small children, kneeling or bending down for hugs from small children, holding hands during prayer, pats on the head. We should always take into account the culture and personal preferences of the receiver.
- **Church personnel will not use physical force or use profane, lewd, demeaning, physically threatening, or abusive language in interactions with minors/vulnerable adults or any other person when representing the Church.**
 - An exception would be that proportional physical force may be used as necessary in situations of self-defense or when the minor/vulnerable adult is a danger to self or others.
- **Conduct oneself in accordance with the law and in a professional and prudent manner**
 - All must not illegally purchase, possess, use, or distribute tobacco, alcohol, or other drugs for minors/vulnerable adults. All may never be under the influence of alcohol, illegal drugs, or medications that impair stable functioning or sound judgment in the course of their volunteer or paid work as Church personnel.
- **Avoid inappropriate relationships with other Church personnel, clergy or parishioners**
 - In order to model positive and appropriate relationships, all will relate to others respectfully and professionally and will work collaboratively and cooperatively together. All must not engage in physical, psychological, spiritual or sexual harassment of, or misconduct with, any person and must not tolerate such harassment by others serving the Church.
- **Additionally, Church personnel should be careful to maintain appropriate boundaries when working or volunteering with young adults, those age 19 through their early twenties, and those with whom there is a substantial difference in age.**

Safe Environment Boundaries

- **Church personnel assume full responsibility for establishing and maintaining clear, appropriate boundaries and will be open to feedback or redirection regarding any concern.**

Appropriate personal and pastoral boundaries are maintained by following the policies and guidelines put in place by the Archdiocese, as well as following Catholic morals and virtues. Intimate/physical/sexual relationships with those entrusted to our care are never permissible. Maintaining appropriate boundaries would also include being aware of all adults, minors and vulnerable adults who are present and taking action if necessary.
- **Implement procedures, guidelines and practices that ensure safeguards for minors/vulnerable adults**

Church personnel are fully responsible for knowing and implementing clear, appropriate boundaries in personal and technological interactions with minors and vulnerable adults. These should be communicated to participants/families prior to involvement. All must be aware of the responsibilities and positions of trust that accompany their work and exhibit this awareness by maintaining appropriate boundaries and exercising caution against all harm. Any violation of policies, practices, procedures and guidelines should be documented for any future reports/disclosures that may be required.
- **Understand and respect that our role as Church personnel comes with significant status/power.**

All should strive to use authority responsibly with integrity and exhibit this through their conduct with others. Church personnel may be perceived as having more psychological strength, control, spiritual authority, and leverage than those they serve and should be mindful of the power differential

that exists in relationships and endeavor to be mutually respectful. We should never use status to exploit another person for any purpose.

- **Church personnel should not accept expensive or excessive gifts from an unrelated minor/vulnerable adult, or give expensive, individual or personal gifts to an unrelated minor/vulnerable adult, without the permission of the parent or guardian** and only by way of the parent or guardian, such that a gift is given to a parent or guardian for a minor/vulnerable adult. Exchanges of modest, appropriate gifts between groups of minors/vulnerable adults and Church personnel in the ordinary course of parish programs and school settings is permissible (e.g., rosaries, prayer cards, holiday candy).
- **Church personnel must avoid behavior that has been used by adults to develop inappropriate relationships with minors/vulnerable adults.** Activities include singling out minors/vulnerable adults or showing them unusual attention. Some examples of this prohibited behavior may include: presenting gifts to a particular minor/vulnerable adult (relatives excluded) or giving special favors or tasks to a particular minor/vulnerable adult; allowing a minor/vulnerable adult to drive automobiles owned by Church personnel or by a parish or school, even though another adult may be present; singling out a particular minor/vulnerable adult for special dinners, trips, or outings; having unofficial or repeated private or other personally intimate conversations through text messaging, emailing, or contact through social media; or initiating intimate or sexual questions about a minor/vulnerable adult's boyfriend/girlfriend.
- **Church personnel must use prudent judgment and common sense when working with all minors/vulnerable adults.**

When acting as an employee or volunteer on behalf of the Church:

- **Church personnel must not travel in a vehicle with an unrelated minor/vulnerable adult** without another Safe-Environment certified adult present, except in documented emergencies or extenuating circumstances.
- **Church personnel should avoid being alone (without another Safe Environment certified adult) with any unrelated minor/vulnerable adult**, except for reasonable, common-sense, documented exceptions, such as emergency situations or where the interaction is incidental and not extended.
- **When necessary for your role in a parish and/or school setting, one-on-one meetings with an individual unrelated minor/vulnerable adult are best held in a public area;** or if that is not possible, maintain transparency by meeting in an area visible to others through an unrestricted window or open door, and let others know where you will be meeting.
- **Church personnel should not spend time alone with individual unrelated minors/vulnerable adults in other public locations** (e.g., parks, coffee shops, movie theaters). A common-sense exception would be carpooling unrelated minors/vulnerable adults along with their own children or grandchildren. Church personnel must have prior permission of the parents or guardians of the unrelated minors/vulnerable adults. In this case, another safe-environment certified person should be present, if possible.
- **Church personnel must not share private overnight accommodations (bedroom, hotel room, tent, camper, bed, etc.) with any unrelated minor/vulnerable adult.** In situations in which overnight accommodations are in open spaces (gymnasiums, classrooms, gathering spaces, etc.), actions should be taken to provide suitable supervision by two Safe Environment certified adults and create reasonable separation between sexes and between adults and minors/vulnerable adults.

- **Church personnel should not visit the private overnight accommodations of unrelated minors/vulnerable adults without another Safe-Environment certified adult present.** Common, visible areas (example: hallways) should be chosen whenever possible for meetings. If Church personnel need to enter or inspect a room or space, the door should be left open and minors/vulnerable adults may be asked to leave the space before two Safe Environment certified adults can enter. Church personnel with children should follow Safe Environment standards when traveling with unrelated minors/vulnerable adults.

Communication/Transparency

Electronic communication is never private. Emails, text messages, and web postings establish a permanent record, which can be obtained and accessed. These means of communication can also be saved, altered and forwarded. For copyright and trademark reasons, individual apps, websites, online services, etc., are not named in this document, even though they fall within its scope.

Avoid all conduct which would exploit the trust of minors/vulnerable adults

All will maintain appropriate boundaries and behaviors in professional and personal relationships whether in the presence of minors/vulnerable adults or not. Being transparent means that an open line of communication with parents/guardians/staff, etc. will be maintained that is clear, intelligible, observable and requires us to be open to the scrutiny of others in all actions with minors/vulnerable adults. Minors/vulnerable adults will never be put in any uncomfortable or compromising situation.

Respect confidentiality and practice sensitivity towards others

- All must exercise discretion and confidentiality in handling sensitive information and may not disclose confidential information to others not entitled to such information. **Confidentiality is not binding if the information that has been shared highlights serious risk and/or endangerment of others.**
- All are called to be sensitive to differences in culture, gender, age and those with special needs throughout the archdiocese. Be aware of those cultural factors which lead to additional vulnerability of certain persons (e.g., undocumented migrants, those who do not speak English, etc.).

Communications by Church personnel with unrelated minors/vulnerable adults must be for professional reasons only.

- All must maintain appropriate boundaries in all communications with an unrelated minor/vulnerable adult, including communications through the use of electronic devices or web-based media. Social media applications that time-out or automatically delete should not be used.
- All should make certain that the parents or guardians of an unrelated minor/vulnerable adult are aware of the content of private electronic or print communications sent to or received from that unrelated minor/vulnerable adult. In exceptional situations when a parent or guardian is not made aware of the content of a private communication, another safe-environment certified adult must be included on the communication or the communication must be shared with them.

Adhere to Archdiocesan Guidelines regarding Electronic/Technical Communications with Unrelated Minors/Vulnerable Adults

- Regardless of the manner or method, all communication with minors/vulnerable adults must be faithful to the teachings and values of the Catholic Church. As leaders and role models, our communication with minors/vulnerable adults must respect the psychological, physical and

behavioral boundaries of the minor/vulnerable adult and be appropriate to the ministerial and professional relationship.

- Reporting suspected child abuse regarding Electronic/Technological communications must adhere to the same standards set forth for reporting other types of suspected child abuse.
- Permission of the parent or guardian must be obtained, in writing, in order for any adult Church personnel to communicate with minors/vulnerable adults via telephone, cell phone, text messaging, email, social networks, or other electronic means.
- Church personnel should never consider typed conversations that take place via electronic means (emails, social networking sites, text message, etc.) to be private and confidential.
- Electronic communication between Church personnel and a minor/vulnerable adult should not be used to address/discuss confidential matters. These are to be discussed in a face to face meeting which is more appropriate and professional. Remember minors/vulnerable adults often believe that electronic communication is more private and gives them a sense of availability and anonymity. However, records of these conversations can be obtained and accessed. These means of communications can also be saved, altered and forwarded.
- In order to protect the privacy of minors/vulnerable adults, permission must also be obtained, in writing, from the parent or guardian before sharing/posting pictures or videos of minors/vulnerable adults, and before sharing email, telephone numbers, or other contact information with other minors/vulnerable adults or adults who are part of the class, group or organization. At no point should you record audio or video images without permission of the parents or guardians and making the person being recorded aware.
- If a minor/vulnerable adult sends an inappropriate message to Church personnel, the Church personnel should not reply to it. An unedited copy of the message should be saved and the Church personnel should notify their pastor, principal or program administrator. A minor/vulnerable adult may also send a message that causes the Church personnel to have concerns for the health and safety of the minor/vulnerable adult. The Church personnel should notify parents or guardians, authorities (as needed), and their pastor, principal or program administrator in these cases.
- Church personnel must set appropriate boundaries around the times when phone calls will be made and electronic communications will be sent. Communications should occur during the appropriate times for ministry.
- Church personnel should take time to review internet safety with minors/vulnerable adults as it refers to their group.

Specific Types of communications, including, but not limited to, the following:

- All will be transparent and professional in electronic/technical or written communication with minors/vulnerable adults and their families. It is expected that other adults (parents, guardians or supervisor) are included in all technological communication. Electronic/technical communication guidelines are located in the Archdiocesan Safe Environment Policy, which is available as a link on the Safe Environment page of the Archdiocesan website at www.archomaha.org.
- **Email, instant messaging, and text messaging**
 - Church personnel should only communicate with minors/vulnerable adults through the use of their archdiocesan, parish, or school email address or school-sponsored platforms and information systems. If this is not available, Church personnel should create an email address dedicated for the purpose of the ministry or activity, and copy the program administrator or supervisor on all communication.

- In order to protect the privacy of email addresses, the blind carbon copy (BCC) feature should be used when sending an email to more than one person, including minors/vulnerable adults.
- If a group of minors/vulnerable adults need to be in contact with each other via email, permission must be obtained from the parent or guardian before sharing a minor/vulnerable adults' email address with other members of the group. (A youth leadership team would be one example of a situation where Church personnel may seek permission to share email addresses among group members.)
- Church personnel should never consider email, texting, messaging and other electronic communications to be private. Church personnel should copy another responsible adult (parent, supervisor, athletic director, principal or alternate youth ministry leader) when sending an electronic message to a minor/vulnerable adult. This action demonstrates transparency and appropriateness when communicating with minors/vulnerable adults. All electronic messages should be relevant to the ministerial/professional relationship the Church personnel has with the minor/vulnerable adult with due consideration for the age of the minor/vulnerable adult.
- **Video and audio calls**
 - Church personnel should not initiate telephone or video conversations with unrelated minors/vulnerable adults. Conversations initiated by unrelated minors/vulnerable adults should be kept short and to the point by Church personnel, and related to the professional/ministerial relationship between the Church personnel and the minor/vulnerable adult. Parents, guardians or another responsible adult should be notified when communicating in this way.
- **All types of social networking**
 - Church personnel who use social networking sites to communicate with minors/vulnerable adults about their ministry should create a separate business or public profile, account and/or group for this specific use whenever possible.
 - Precautions should be taken to guard the privacy of anyone who has access to the page. The highest privacy settings must be used. In addition, Church personnel should encourage minors/vulnerable adults, parents and guardians who join the online community to set their privacy settings at the highest levels.
 - Written permission from a parent/guardian should be obtained prior to a minor/vulnerable adult's participation on a social networking site that is sponsored by a parish organization.
 - Minors/vulnerable adults should not be given access to the private or personal postings of Church personnel. All interactions should reflect their ministerial/professional role.
 - Church personnel should not post photos of minors/vulnerable adults they volunteer or work with on their personal social network pages.
 - Parents and guardians of minors/vulnerable adults that you volunteer or work with should not be friended on a personal social media account unless you had a prior personal relationship.
- **Blogs and microblogs**
 - Blogs and microblogs used for educational or ministerial purposes should be conducted in a professional manner and the content should reflect the purpose.
 - It is recommended that the blog or microblog be set up so that comments are not posted until they are reviewed and approved by the owner of the blog or microblog. The practice prevents inappropriate and hurtful comments from being posted.
 - Personal blogs or microblogs must not be shared with minors/vulnerable adults.

- **Websites**
 - Websites used to represent a parish, school or parish organizations must be owned and managed by the parish or school. Church personnel must obtain permission from the pastor, administrator or pastor's delegate to set up a web page that represents the parish or school, and include parish IT or parish/school administrators as owners of the website.
 - Websites may be linked to other sites. It is recommended that all persons add this statement to any site created: *"Links to other sites are provided on this site. These sites are provided for informational purposes only and are not necessarily sponsored by the parish, school or church organization."*
- **Videos, photographs, other images**
 - Church personnel must obtain written permission from a parent or guardian to share a photograph or video with another party for any reason. This may be done by a permission slip to join the group or before attending an event.
 - Videos and photographs which are posted by electronic means with the permission of the parent or guardian, should not give identifying information about the minor/vulnerable adult (i.e., full name, addresses, birth date, etc.).
- **Online gaming**
 - This recreational activity is used by peers to play games and socialize. Church personnel who work or volunteer with minors/vulnerable adults are not their peers. For this reason, Church personnel should never be involved in online gaming with unrelated minors/vulnerable adults, or engage in any personal, in-game communications with an unrelated minor/vulnerable adult.
- **Illegal or immoral materials**
 - Church personnel should never access, transmit, or create materials that are illegal or immoral. These include but are not limited to pornographic, stolen, sexist or discriminatory materials. Illegal activity such as "sexting" or the transmission of illegal material must be reported immediately to the proper authorities.

All expectations regarding the reporting of suspected child abuse are in effect regardless of the method by which the information reaches Church personnel who volunteer or work with minors/vulnerable adults.

Legal/Reporting

- **Adhere to Nebraska state law and Archdiocesan Safe Environment policy on child abuse and neglect and mandatory reporting as presented in the Circle of Care training.**

When there is reasonable cause to believe that a child has been subjected to abuse or neglect, or this activity has been observed, all shall immediately report the incident or cause a report to be made to the proper law enforcement agency.

Notify supervisor /administrator immediately. Only reasonable cause is needed to report abuse/neglect. Toll free number for the Adult & Child Abuse & Neglect Hotline: 1-800-652-1999.

- **Understand Pornography (legal/ illegal) is against moral teachings of the Church and is prohibited.**

All are prohibited from the viewing of pornographic materials on, or taking pornographic materials onto, the property of the Archdiocese, a Parish or a School. Church personnel must not create or distribute any pornographic images. Any discovery of illegal material (child pornography) or showing pornographic images to a minor/vulnerable adult must be reported to the authorities.

- **Know where to find the Archdiocese's Safe Environment policies as they pertain to working with minors/vulnerable adults in the name of the Church.**

All Safe Environment policies are on the Archdiocese website at www.archomaha.org. From the archdiocesan home page, click on 'Safe Environment', then on 'Safe Environment Policy'. A hard copy of the policies should also be available in parish/school offices.

DECLINING OF HEPATITIS B VACCINE (MANDATORY)

I understand that due to my occupational exposure to blood and 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 charge to myself. However, I decline Hepatitis B vaccination at this time. I understand that by declining the 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 and other potentially infectious materials and I want to be vaccinated with Hepatitis B vaccine, I can receive the vaccination series at no charge to me.

Employee Signature

Date

Printed Employee's Name

Witness

Title

Witness

Title

School Board President

Administrator

EMPLOYEE EXPOSURE INCIDENT REPORT FORM

(Completed by employee at the time of the incident)

Name _____ Date/Time of Incident ____/____ a.m./p.m.
Address _____
Phone – Work _____ Home _____
Treating Physician’s Name _____ Phone _____
Hospital/Clinic Name and Address _____

EXPOSURE DESCRIPTION:

Blood or bodily fluids:

- _____ Blood or body fluids into natural body openings (nose, mouth, eyes).
- _____ Blood or body fluids into cut or wound less than 24 hours old.
- _____ Blood or body fluids on intact skin.
- _____ Needlestick with contaminated needle
- _____ Other (describe) _____

Respiratory:

- _____ Mouth-to-Mouth resuscitation
- _____ Resuscitation using airway
- _____ Other (describe) _____

Type of fluid to which you were exposed:

_____ Blood _____ Vomit _____ Saliva _____ Feces _____ Urine _____ Other

Describe any action taken in response to the exposure to remove the contamination (e.g. handwashing):

What protective measures were being taken at the time of exposure (e.g. wearing gloves, goggles):

Any other information related to the incident: _____

SOURCE OF EXPOSURE: Name _____ Sex: M F

Health care facility receiving patient _____

Address _____

Transported patient’s physician _____

I hereby consent to the release of this information to the patient’s physician and to the health care facility.

Signature _____ Date _____

ARCHDIOCESE OF OMAHA
PARENT PERMISSION FORM FOR FIELD TRIP PARTICIPATION

Date:

School Name/Address: *Cedar Catholic Jr.-Sr. High School*
Hartington, NE 68739

Dear Parent/Guardian:

Your son/daughter is eligible to attend a school sponsored activity requiring transportation to a location away from the school grounds. This activity will take place under the guidance and supervision of employees from Cedar Catholic Jr.-Sr. High School. A brief description of the activity follows:

8TH GRADE TRIP TO WAYNE PLANETARIUM

- Destination:**
- Designated Supervisor of Activity:**
- Date and Time of Departure:**
- Date and anticipated time of return:**
- Method of transportation:**
- Student Cost to the School:**

The completion of this form and your signature allows consent and release of liability for your child's participation in this event. As parent or legal guardian, you remain fully responsible for any legal responsibility which may result from personal actions taken by your child.

We hereby consent to participation by our child, _____, in the event described above. We understand that this event will take place away from school grounds and that our child will be under the supervision of the designated Diocesan/school employee on the stated dates. We further consent to the conditions stated above on participation in this event, including the method of transportation.

Parent/Guardian Signature Date

Address

Emergency Phone Number

Please return this form by:

2022-2023 EMPLOYEE ACKNOWLEDGEMENT FORM

I, _____, as a faculty member of Cedar Catholic Jr.-Sr. High School, have read the information in the **Faculty Handbook** concerning school policy. I agree to abide by the rules and regulations concerning the policies of the school.

Employee Signature

Date

I _____, received the “**Policy on Professional Boundaries Between School Employees and Students**” and understand its contents.

Employee Signature

Date

I, _____, acknowledge receipt of the “**Internet Acceptable Use Policy**” and I further acknowledge that I have read the document, understand my obligations as outlined in the document, and agree to abide by the terms of the document while employed by Cedar Catholic Jr.-Sr. High School.

Employee Signature

Date

I, _____, acknowledge receipt of the “**Archdiocese of Omaha Safe Environment Code of Conduct**” and I further acknowledge that I have read the document, understand my obligations as outlined in the document, and agree to abide by the terms of the document while employed by Cedar Catholic Jr.-Sr. High School.

Employee Signature

Date