

**Board of Education Regular Meeting  
Monday, July 13, 2020 7:00 PM**

**Bayard High School Library  
726 4th Ave.  
Bayard, NE 69334**

Notice is hereby given that a Board of Education Regular Meeting of the School District of Bayard in the Counties of Morrill, Scotts Bluff, Box Butte, and Banner in the State of Nebraska will be held on Monday, July 13, 2020 at 7:00 PM in the Bayard High School Library located at 726 4<sup>th</sup> Avenue, Bayard, NE 69334, which meeting shall be open to the public. An agenda for such meeting, kept continuously current is available for public inspection during normal business hours at the office of the Superintendent, located at 726 4<sup>th</sup> Avenue, Bayard, NE 69334.

**AGENDA**

- I. Opening the Meeting
  - A. Call to Order
  - B. Open Meetings Act
  - C. Notice of Meeting
  - D. Roll Call
  - E. Status of Absent Board Members
- II. Approval of Agenda
- III. Introduction of Guests
- IV. Public Comments
- V. Invited Presentations and Discussions with Presenters
  - A. Strategic Plan Progress Presentation and Discussion
- VI. Board Committee Reports and Recommendations
  - A. Curriculum Committee Meeting Report and Recommendations
- VII. Action Items
  - A. Consent Agenda
    1. Minutes of Previous Meeting
    2. Bills
    3. Board Member Reports
    4. Reports and Correspondence Requiring No Action
      - a. General Reports and Financial Reports
      - b. Reports for Information Only
    5. Approval of Contracts within Policy Guidelines
  - B. Discuss, Consider, and Take All Necessary Action in Regards to Reaffirmation of Vision Statement, Mission Statement, and Core Covenants
  - C. Discuss, Consider, and Take All Necessary Action in Regard to Approval of the Certificated Staff Handbook, and the Substitute Teacher Handbook
  - D. Hold Public Hearing to Review, Discuss, Consider, and Receive Input on the Following Policies: Student Fee Policy, Parental Engagement Policy, Student Anti-Bullying Policy, School Wellness Policy
  - E. Discuss, Consider and Take All Necessary Action in Regard to Reaffirmation of the following policies: Policy #5121 - Student Fees, Policy #1413 - Parental Engagement, Policy #5416 - School Wellness Policy, and Policy #5800 Student Anti-Bullying
  - F. Discuss, Consider and Take All Necessary Action with Regard to Establishing Prices for Athletic Admission and Activity Tickets for the 2020-2021 School Term

- G. Discuss, Consider and Take All Necessary Action in Regard to Establishing Prices for the School Lunch Program and School Breakfast Program for the 2020-2021 School Term
- H. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Purchase of Digital Curriculum for K-12 Social Science and 7-12 English Language Arts
  - I. Discuss, Consider, and Take All Necessary Action in Regard to Providing Authorization and Direction Regarding a Nebraska Emergency Management Agency Funding Opportunity to Construct a Safe Room at Bayard Elementary
  - J. Discuss, Consider, and Take All Necessary Action in Regards to Approval of Updates to the Valley Alternative Learning and Transitioning School (VALTS) Interlocal Agreement with ESU#13 and Member Schools.
  - K. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Extra Duty Assignments
  - L. Discuss, Consider, and Take All Necessary Action in Regards to Initiating a Student Board Representative Program to Increase Positive Student Civics Participation in the Bayard Public Schools Community.
  - M. Discuss, Consider, and Take All Necessary Action in Regard to Adoption of the Superintendent's Goals for the 2020-2021 School Term.
- VIII. Discussion Items
  - A. Review and Discussion of Policies 5077 through 5088 in the 5000 series.
- IX. Reports
  - A. Principals and District Administrators
  - B. Superintendent
- X. Set Next Meeting Date
- XI. Adjournment

**The Bayard Public Schools Board of Education reserves the right to convene a Closed Session for purposes in accordance with 84-1410(1). The Board of Education also reserves the right to change the order of agenda items at the discretion of the Presiding Officer of the Board of Education.**

**Board of Education – REGULAR MEETING**  
**Bayard Public Schools**  
**High School Library**

Notice is hereby given that a regular meeting of the School District of Bayard in the Counties of Morrill, Scotts Bluff, Box Butte, and Banner in the State of Nebraska will be held at **7:00 p.m. Monday, July 13, 2020** in the Bayard High School Library located at 726 4<sup>th</sup> Avenue, Bayard, NE 69334, which meeting shall be open to the public. An agenda for such meeting, kept continuously current is available for public inspection during normal business hours at the office of the Superintendent, located at 726 4<sup>th</sup> Avenue, Bayard, NE 69334.

AGENDA

- I. Opening the Meeting
  - I.A. Call to Order
  - I.B. Open Meetings Act
  - I.C. Notice of Meeting
  - I.D. Roll Call
  - I.E. Status of Absent Board Members
- II. Approval of Agenda
- III. Introduction of Guests
- IV. Public Comments
- V. Invited Presentations and Discussions with Presenters
  - V.A. Strategic Plan Progress Presentation and Discussion
- VI. Board Committee Reports and Recommendations
  - VI.A. Curriculum Committee Meeting Report and Recommendations
- VII. Action Items
  - VII.A. Consent Agenda
    - VII.A.1. Minutes of Previous Meeting
    - VII.A.2. Bills
    - VII.A.3. Board Member Reports
    - VII.A.4. Reports and Correspondence Requiring No Action
      - VII.A.4.a. General Reports and Financial Reports
      - VII.A.4.b. Reports for Information Only
    - VII.A.5. Approval of Contracts within Policy Guidelines
  - VII.B. Discuss, Consider, and Take All Necessary Action in Regards to Reaffirmation of Vision Statement, Mission Statement, and Core Covenants
  - VII.C. Discuss, Consider, and Take All Necessary Action in Regard to Approval of the Certificated Staff Handbook, and the Substitute Teacher Handbook
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  - VII.F. Discuss, Consider and Take All Necessary Action with Regard to Establishing Prices for Athletic Admission and Activity Tickets for the 2020-2021 School Term
  - VII.G. Discuss, Consider and Take All Necessary Action in Regard to Establishing Prices for the School Lunch Program and School Breakfast Program for the 2020-2021 School Term
  - VII.H. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Purchase of Digital Curriculum for K-12 Social Science and 7-12 English Language Arts
  - VII.I. Discuss, Consider, and Take All Necessary Action in Regard to Providing Authorization and Direction Regarding a Nebraska Emergency Management Agency Funding Opportunity to Construct a Safe Room at Bayard Elementary
  - VII.J. Discuss, Consider, and Take All Necessary Action in Regards to Approval of Updates to the Valley Alternative Learning and Transitioning School (VALTS) Interlocal Agreement with ESU#13 and Member Schools.
  - VII.K. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Extra Duty Assignments
  - VII.L. Discuss, Consider, and Take All Necessary Action in Regards to Initiating a Student Board Representative Program to Increase Positive Student Civics Participation in the Bayard Public Schools Community.
  - VII.M. Discuss, Consider, and Take All Necessary Action in Regard to Adoption of the Superintendent's Goals for the 2020-2021 School Term.
- VIII. Discussion Items
  - VIII.A. Review and Discussion of Policies 5077 through 5088 in the 5000 series.
- IX. Reports
  - IX.A. Principals and District Administrators
  - IX.B. Superintendent
- X. Set Next Meeting Date
- XI. Adjournment

**The Bayard Public Schools Board of Education reserves the right to convene a Closed Session for purposes in accordance with § 84-1410(1). The Board of Education also reserves the right to change the order of agenda items at the discretion of the Presiding Officer of the Board of Education.**

## **Board of Education Regular Meeting**

Monday, June 8, 2020 7:00 PM

Zoom Meeting at the Following Link: <https://zoom.us/j/99779881396>

726 4th Ave.

Bayard, NE 69334

### **I. Opening the Meeting**

#### **I.A. Call to Order**

The regular meeting of Bayard Public Schools Board of Education was called to order by President Kildow at 07:00p.m. President Kildow noted a copy of the Board Member Code of Ethics and the Annual Calendar of the Board of Education were included with the meeting materials for board members' reference.

#### **I.B. Open Meetings Act**

The Board President informed the audience that the Open Meetings Act was posted on Sparq Data Solutions.

#### **I.C. Notice of Meeting**

The public notice of the regular meeting of the Bayard Board of Education, Morrill County School District No. 21 was posted at the main entrance to the high school and the main entrance to the elementary school in accordance with Board Policy No. 9238. The agenda remained on file at the office of the superintendent and was open for public inspection.

#### **I.D. Roll Call**

The following members were present: Carolyn Applegate, Kim Burry, Becky Henkel, Kim Kildow, Lisa Ouderkirk, Donna Stuart Administrators present: Superintendent Miller, Principals McLaughlin and Rice, Directors Miller and Foreman

#### **I.E. Status of Absent Board Members**

### **II. Approval of Agenda**

Motion Passed: Motion to approve the agenda passed with a motion by Kim Burry and a second by Donna Stuart.

Votes: Carolyn Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Lisa Ouderkirk: Yea, Donna Stuart: Yea

### **III. Recognition of Student Achievements**

Mr. McLaughlin recognized Zach Zeimer for reading one million words. Josh Miller was recognized for his reading as well for reading one million words!

### **IV. Invited Presentations and Discussions with Presenters**

#### **IV.A. Presentation and Review of the Pathfinders Program (21st Century Community Learning Center) by Mrs. Kristin Maag**

Mrs. Maag presented her report on the Pathfinders Program: We had a total of 123 students K-6 attend Pathfinders at least one day this year. For the 21 CCLC grant, students who attend 30 days or more are considered regular attendees. Our goal for this year was to have 80 regular attending students. Due to COVID-19 cutting the number of school days this year, the number of students was adjusted to 70% of the original total so our goal was adjusted to 56 students. Pathfinders surpassed the adjusted goal with 77 students considered regular attendees. For the first hour of Pathfinders the students have a snack, recess, and about 30 minutes of time to work on homework. When the students don't have homework they use that time to read, do MobyMax, Leader in Me lessons, and financial literacy. Monday - Wednesday from 4:30 - 5:30 the students get to choose a club activity. We try to have 4 or 5 activities for the students to pick from. On Thursdays, we do 4-H meetings, team building activities, community service projects, and 4-H activities from 4:30 to 5:30. On Fridays we don't have homework time so we start clubs at 4:00 and we switch clubs at 4:45 so the students can choose two club activities. Pathfinder's most popular club activities are sports, cooking, and Legos. These clubs are offered a couple of times a week to accommodate the number of participants. Crafts, venture lab (entrepreneur), and science clubs are offered weekly. We offer other activities based on student interests and instructor interests that usually last about 6 weeks. Some of these clubs include gardening, sign language, go noodle (Dance), Be Kind, strategy games, comic book club, Elk trunk, photography, boys club, and girls club. This year we started utilizing community partners more regularly. Wildcat Hill educator Amanda Filipi provided clubs once a month along with helping out with other activities. Students started visiting the Chimney Rock Villa weekly where they played cards and made crafts. Due to the flu we had to suspend this activity; the participating students were

asking me frequently about when they could go back. 4-H Extension also provided programming. Their programming works in 6 week blocks where they provided nutrition/gardening club and Digital Storytelling. Program Highlights were the following: students planned the holiday celebrations, we started a Pathfinders 4-H club and elected officers, schedule was on Facebook regularly, participated in the Pioneer Days Parade, Wildcat Hill's educator came monthly, staff worked on their club planning skills, observed the older student being more helpful and working with the younger students, students volunteered to help at their tables and with clubs, some students also lead clubs, started a club called Venture Lab to help students learn entrepreneur skills, Pathfinders Continuation Grant was approved, students were excited about visiting The Chimney Rock Villa, received a Think Make Create Trailer to be shared with Kimball and Minatare, we still are working on licensing and completing the buildout, submitted a One Year Opportunity Grant with the goal of helping our students build lifelong healthy habits and we will know if we received this grant in the next few weeks, Pathfinders has a page in the yearbook

#### **IV.B. Interim Transportation Director's Presentation and Report by Mr. James Miller**

Mr. Miller presented his report to the board: **Fleet:** Impala – 43,029 - 5 passengers, 2013 Suburban – 120,408 - 7 passengers, 2009 Suburban – 147,497 miles - 7 passengers, Charter Bus – 460,241 miles – 54 passengers, Bus 03A – 160, 100 miles – 52 passengers, Bus 21 – 4,409 – 65 passengers, Bus 03 – 132,999 miles – 35 passengers, Bus 09 – 133,487 miles – 65 passengers, Bus 09A – 15,757 – 14 passengers, Bus 11 – 9,022 – 14 passengers, Bus 05 – 72,945 miles – 24 passengers, Bus 14 – 97,350 miles – 47 passengers, Bus 20 – 12,441 miles – 53 passengers **Drivers Contracted for Routes in 2020 – 2021** 1. Crystal Hopkins 2. Linda Safford 3. Connie Leever 4. Alvin Salazar 5. Open – currently advertising Vehicle **Maintenance/Inspections** Our fleet is in the final stages of inspections and needed maintenance for the summer of 2020. A. These concerns have been addressed by Matt Rockwell, Darrell Dean, Bayard Auto and Mark Hiegel **Summer Project:** Transfer maintenance information to our online database.

#### **V. Board Committee Reports and Recommendations**

##### **VI. Action Items**

##### **VI.A. Consent Agenda**

**Motion Passed:** Motion to approve the Consent Agenda Passed with a motion by Donna Stuart and a second by Lisa Ouderkirk.

Votes: Carolyn Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Lisa Ouderkirk: Yea, Donna Stuart: Yea

##### **VI.A.1. Minutes of Previous Meeting**

## **VI.A.2. Bills**

### **VI.A.3. Board Member Reports**

### **VI.A.4. Reports and Correspondence Requiring No Action**

#### **VI.A.4.a. General Reports and Financial Reports**

#### **VI.A.4.b. Reports for Information Only**

**VI.A.5. Adoption of the Following Policies on Second Reading: Revised Policy No, 3202.1 FISCAL MANAGEMENT FOR PURCHASING AND PROCUREMENT USING FEDERAL FUNDS, Revised Policy No. 5111 POLICIES AND PROCEDURES FOR MOBILE DEVICE PROGRAM, and Revised Policy NO 5114 NETWORK ACCEPTABLE USE AND INTERNET SAFETY POLICY**

### **VI.A.6. Approval of Contracts within Policy Guidelines**

#### **VI.B. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Employment of Vicky Grote as an Elementary Teacher for the 2020-2021 School Term**

**Motion Passed:** Motion to approve the employment of Vicky Grote as an Elementary Teacher for the 2020-2021 school term passed with a motion by Kim Burry and a second by Lisa Ouderkirk.

Votes: Carolyn Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Lisa Ouderkirk: Yea, Donna Stuart: Yea

#### **VI.C. Discuss, Consider, and Take All Necessary Action with Regard to Approval of the NSAA-Related Activities Budget for the 2020-2021 School Term**

**Motion Passed:** Motion to approve the NSAA-Related Activities Budget for the 2020 -2021 school term passed with a motion by Donna Stuart and a second by Kim Burry.

Votes: Carolyn Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Lisa Ouderkirk: Yea, Donna Stuart: Yea

#### **VI.D. Discuss, Consider, and Take All Necessary Action in Regard to Approval of the Following Handbooks for the 2020-2021 School Year: Student-Parent Handbook, Activities Sponsors Handbook, Activities Handbook**

**Motion Passed:** Motion to approve the 2020-2021 Student-Parent Handbook, Activities Sponsor Handbook, and the Activities Handbook passed with a motion by Kim Burry and a second by Donna Stuart.

Votes: Carolyn Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Lisa Ouderkirk: Yea, Donna Stuart: Yea

#### **VI.E. Discuss, Consider, and Take All Necessary Action in Evaluation of the Superintendent**

**Motion Passed:** Motion to approve the Evaluation of the Superintendent passed with a motion by Donna Stuart and a second by Lisa Ouderkirk.

Votes: Carolyn Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Lisa Ouderkirk: Yea, Donna Stuart: Yea

#### **VI.F. Discuss, Consider, and Take All Necessary Action in Regard to Establishing Compensation of the Superintendent for the 2020-2021 Term.**

**Motion Passed:** Motion Passed with a motion by Donna Stuart and a second by Lisa Ouderkirk.

Carolyn Applegate: Nay-public comment citing the June 5th edition of the Star-Herald with the NDE Commissioner asking for a pay freeze- , Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Lisa Ouderkirk: Yea, Donna Stuart: Yea

## **VII. Discussion Items**

### **VIII. Reports**

#### **VIII.A. Principals and District Administrators**

Mr. McLaughlin provided his report to the board. Academics: Summer School is off and running. We are fortunate enough to be able to offer the experience online and are collaborating with the Bayard Library as well as Agate Fossil Beds, and ESU 13 Migrant Education. Several changes will be made to the grade-level configuration next fall. Jessica Nesbitt will be spending time in Preschool-1st grade teaching core

academics in Kindergarten and first-grade reading and math and spending time with Preschool students who we anticipate moving to Kindergarten. Grade levels with 1 section of students (1 teacher for the grade level) will be Kindergarten, 1st, and 5th grade. In the 4-6th grade, we will be continuing to offer the same subjects as before with a new schedule that promotes common planning and better transitions. Mrs. Ehler (formerly Ms. Smith) was critical in arranging the schedule along with Mrs. Rafferty. Leadership: We completed our Coaching Day with Evett Barnham and our staff seems extremely excited to keep working toward the goal of becoming Nebraska's first Lighthouse School. Our staff finished the 5 Choices Book Study and there was a ton of great information along with the book. One of the best ways to show leadership is to practice leadership and the skills we have been learning about. Engagement: Our HAL program and STEAM Lab will be an exciting place to learn next year, Mrs. James is working hard to develop programming that will get all of our k-6 kids working towards proficiency with the new tools in the STEAM lab. We have been extremely fortunate to work with some great specialists this summer to meet the needs of our students with disabilities. Community: Food delivery has been going really well. We continue to try to recruit more and more people to sign up for Preschool and Kindergarten. Hopefully, we will have some good numbers but we will continue to need to advertise our programs as much as possible to ensure we have students signed up in the fall. Our family engagement liaison is also working this summer on how to best meet the needs of our students throughout the summer and into next year.

Mrs. Rice provided her report to the board. Academics: Summer school is progressing. I initially sent out 44 letters to students requiring them to attend summer school and ended the year with 30 students required to attend. We have averaged 10 students per day with 2 students attending summer school through Migrant/VALTS. I would like to commend Mr. Roberts and Mr. Nesbitt for logging in every day to help students complete assignments. Their help has been greatly appreciated. I would also like to commend Mrs. Nolte, Mrs. Barker, Mrs. Ferguson, and Ms. Pieper for continuing to grade completed assignments throughout summer school and giving our students increased opportunities to be successful. We are looking at a new English curriculum. Mrs. Nolte is to be commended for her research efforts and helping to select a curriculum that will meet the needs of our students. We ended the semester with 72% of our students passing all subjects, or 93% of all subjects taken were passed. Leadership: The secondary building met with Dr. Downing to work on our curriculum alignment process. Our educators are to be commended for the work they have done in this area. Evett Barham worked with our staff and then with our new lighthouse coordinators to plan for the Fall semester. I would like to commend Mrs. Rafferty and Mrs. Gier for taking on this responsibility. Engagement: We have been invited to Washington DC on August 4th to participate in the Green Ribbon Award Ceremony. Our district can have 5 individuals in attendance, so if any board member is interested, please let us know right away. The deadline is June 15th. I would like to commend our custodial staff for all of the painting and repair work they continue to do. Our building and grounds look amazing! Community: Several staff and students sent pictures of projects they completed during community cleanup day. While we were not able to work together, many made a huge impact in their neighborhood. ❖The CNA/BNA course is set to start at the Villa. Students have registered through WNCC and will follow the guidelines set forth by the college.

Mr. Miller provided his report to the board. Academics: Our CSI 4th Quarter presentation was made on May 27. This was a great way to visit with other schools to see what they were doing and I was able to have Matt McLaughlin and Dr. Julie Downing assist me in the presentation. OUR CSI FUNDS FOR YEAR 3 WERE FULLY APPROVED!!! Leadership: Renee Harter - and her kitchen staff have played a huge role in supporting the needs of our students during this unprecedented time. They continually support our students by providing them with the breakfast and lunch items that they need. Cortney Schuller - continues to play a huge role in assisting with items that need to be delivered home. She helps organize items to be delivered on meal routes along with items that need to go to other students in our district. Dr. Miller/Bobbie Stuart - we have the opportunity to apply for another grant through the School Bus Rebate Program. This would allow us to continue to update our current fleet! Engagement: Mrs. Gier - for continuing to supply online support for our website and social media sites. She has played a huge role in getting information out to our families about our summer programs. She also played a big role in designing the attendance app that we use to track students participating at our school. Coach Unzicker - for beginning to work with our volleyball players. She is going to offer two 1 hour sessions every Thursday night for our students to come in a practice. At this time, we will need to follow the same guidelines that we do for the weight room. The players will be assigned to a session and will need to attend that session only. Coach Ehler (Smith) - currently has 20 students tracking their mileage this summer. The Bayard XC team is participating in a mileage challenge during the month of June. Community: Lauren Himes - We currently have 52 individuals signed up to use the weight room. She has

played an important role in offering our students a safe place to better themselves. We currently offer 7 different time slots for students to participate in. The NSAA has approved Women's Wrestling as an emerging sport for the 2020-2021 season. I will continue to keep you informed of the status of this movement because I know there will be students interested in participating.

Mrs. Foreman provided her report to the board. Academics: By the end of our eLearning, several more parents became involved in supporting their child. Leadership: We have had several SPED Director meetings. Some of the discussion centers on regression. How will we measure that and what data will be used once we return to face to face learning. Engagement: With some families, it was better to mail information. Response was a little better. Community: Bayard families have to be appreciative of all that Bayard Schools did during the COVID-19 alternate learning environment with devices, internet, nutrition, graduations, and teacher contact. I think Bayard's offerings were top notch.

#### VIII.B. Superintendent

Dr. Miller provided his report to the board. I would like to commend our students and staff on the completion of the 2019-2020 school year. Our community demonstrated great resilience during the school closure and transition to an alternate learning environment. I am proud of the commitment of our parents, students, and staff to ensure that learning opportunities continued even though we couldn't work face-to-face. I would like to commend Mr. Asay on his leadership in our school helping to develop a quality virtual graduation ceremony. I would like to commend Mrs. Rice, Mrs. Rafferty on all of their work with the recent graduates and their families. Mrs. Rafferty and Mrs. Gier are commended for their work putting together a series of social media posts highlighting the scholarship accomplishments of the class of 2020.

We are scheduled to be eligible for \$100,454 under the Elementary Secondary School Emergency Relief (ESSER) Fund which was established by the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act. We are looking at digital social studies curriculum and digital English curriculum for grades 7-12 to ensure equitable access to quality curricular materials in the event we are doing some sort of remote learning (or combination of face-to-face and remote learning) as a possible utilization of these funds. The curriculum committee is scheduled to meet in early July regarding this possibility. We have the opportunity to apply for another grant for up to 50% of the purchase costs as a rebate for bus replacement again this year through the Nebraska School Bus Rebate Program funded by the Volkswagen Diesel Emissions Environmental Mitigation Trust. NRCSA has formed several committees of rural school administrators working through issues related to reopening of our schools. The goal is to have some tools for rural schools in early July. I am on a committee beginning to look at personnel issues for reopening. As you might imagine, the challenges vary greatly by school size, prevalence of the virus in communities, etc. We continue to operate in a state of regulatory uncertainty/flux. Recommendations continue to change on a regular basis. The insights and perspectives of the board are always helpful, but especially so in times of great uncertainty. In-person graduation is scheduled for 2:00 pm on June 27th. Board members are asked to report to the business office area at 1:45 pm that day. A copy of the school's COVID-19 Event and Gathering Safety Plan Submission (which has been approved by PPHD) is attached. Recent events highlight the importance of our efforts to provide high quality and equitable learning opportunities for every student in a welcoming and effective environment. I am attaching a letter from our Commissioner of Education to school administrators regarding these efforts. Partnerships with area entities including the City of Bayard, the Bayard Transcript, Steph's Studio, Sheep Creek Films, and local media have been much appreciated over the past couple of months. We appreciate the partnership with the Bayard City Library to provide a summer reading program virtually to our community. The opportunity for summer reading and learning is important for our students. Teachers continued to communicate at a high rate through Remind as we completed the school year. This month, 52,172 messages, including 21,974 conversations and reactions occurred.

**IX. Set Next Meeting Date**

Next meeting set for July 13, 2020.

**X. Adjournment**

**Motion Passed:** Motion for adjournment at 8:40p.m. passed by Lisa Ouderkirk and a second by Donna Stuart

Votes: Carolyn Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Lisa Ouderkirk: Yea, Donna Stuart: Yea

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Secretary

**Bayard Public Schools**  
**7/13/20**  
**GENERAL FUND**

<u>Vendor Name</u>	<u>GL Acct #</u>	<u>Description</u>	<u>Amount</u>
ALARM SECURITY TECHNICIANS	01 2620 352 002 002 2	jun 20 stmt	28.95
	01 2620 352 001 001 1	jun 20 stmt	28.95
	<b>Total</b>		<b>57.90</b>
APPLE INC.	01 1100 610 000 000 0	13-in MacBook Air: 1.8GHZ dual-core 5th	4,245.00
	<b>Total</b>		<b>4,245.00</b>
ATC GROUP SERVICE. LLC	01 2510 520 001 001 1	2020 asbestos inspections	462.50
	01 2510 520 002 002 2	2020 asbestos inspections	462.50
	<b>Total</b>		<b>925.00</b>
BAYARD AUTOMOTIVE	01 2610 610 001 001 1	Shear bolts for bush hog mower	5.28
	01 2610 610 002 002 2	coupling	4.67
	01 2710 610 000 000 0	Oil and oil filters	50.20
	<b>Total</b>		<b>60.15</b>
BAYARD GROCERY	01 2710 610 000 000 0	water softner salt	22.77
	<b>Total</b>		<b>22.77</b>
Bayard Tiger Paws	01 2710 626 000 000	jun 20 fuel discount	(6.02)
	01 2710 626 000 000	jun 20 fuel	300.89
	01 2610 626 001 001 1	june 20 fuel	97.30
	01 2610 626 001 001 1	jun 20 fuel discount	(1.95)
	<b>Total</b>		<b>390.22</b>
BAYARD TRANSCRIPT	01 2310 540 000 000 0	publications	195.21
	<b>Total</b>		<b>195.21</b>
BLACK HILLS ENERGY	01 2610 621 000 000 0	jun20 heating fuels #267959	42.40
	01 2610 621 002 002 2	jun20 heating fuels #462419	253.96
	01 2610 621 001 001 1	jun20 heating fuels #242155	363.58
	<b>Total</b>		<b>659.94</b>
BROWN INDUSTRIES, INC	01 2310 610 000 000 0	service pins	78.34
	<b>Total</b>		<b>78.34</b>
Cadwallader, Deb	01 1200 591 003 000	may 20 resource teacher	140.00
	<b>Total</b>		<b>140.00</b>
CANNON FINANCIAL SERVICES	01 1100 810 001 001 1	jun20 stmt copier rental	310.80
	01 1100 810 002 002 2	jun20 stmt copier rental	310.80
	01 1100 810 001 001 1	jun 20 copier rental	129.50
	01 1100 810 002 002 2	jun 20 copier rental	129.50
	<b>Total</b>		<b>880.60</b>
CENTURY LINK	01 2510 382 001 001 1	jun 20 stmt #1785	471.28
	01 2510 382 002 002 2	jun 20 stmt #7931	184.71
	01 2510 382 002 002 2	jun 20 stmt #1510	122.53
	01 2510 382 001 001 1	jun 20 stmt #0450	169.49
	<b>Total</b>		<b>948.01</b>
CITY OF BAYARD	01 2610 410 002 002 2	#75600 utilities	1,218.74
	01 2610 622 002 002 2	#75600 electric	1,268.01
	01 2610 622 000 000 0	#31200 electric	37.00
	01 2610 410 001 001 1	#75400 utilities	1,887.74
	01 2610 622 001 001 1	#75400 electric	4,359.09
	01 1100 610 002 002 2	Summer School and Library Coop	75.00
	<b>Total</b>		<b>8,845.58</b>
COGNIA INC	01 1100 330 002 002 2	ferrero training	171.00
	<b>Total</b>		<b>171.00</b>
COMPUTERS ETC.	01 1100 610 001 001 1	lighting cable	15.25
	<b>Total</b>		<b>15.25</b>
CONNECTING POINT	01 1100 610 001 001 1	jun20 stmt copier service contract	196.25
	01 1100 610 002 002 2	jun20 stmt copier service contract	196.25

	<b>Total</b>		<b>392.50</b>
CONTRACTORS MATERIALS	01 2620 610 000 000 0	Plastic for jump pits	392.90
	<b>Total</b>		<b>392.90</b>
CULLIGAN WATER CONDITION	01 2610 610 001 001 1	jun 20 r/o	23.50
	01 2610 610 002 002 2	jun 20 r/o	101.90
	<b>Total</b>		<b>125.40</b>
DAS STATE ACCOUNTING - CENTF	01 1100 382 000 000 0	may 20 network	229.32
	<b>Total</b>		<b>229.32</b>
DEAN'S ACCELERATED SERVICE	01 2730 430 000 000 0	trouble shoot codes	870.00
	<b>Total</b>		<b>870.00</b>
DENNIS SUPPLY CO.	01 2620 610 000 000 0	Air filters for AC units	159.84
	01 2620 610 000 000 0	Air filter	104.40
	<b>Total</b>		<b>264.24</b>
E3 DIAGNOSTICS	01 1160 610 000 000 0	tymp/audiometer calibration	195.00
	<b>Total</b>		<b>195.00</b>
EDUCATIONAL SERVICE UNIT #13	01 1200 591 003 000 0	jun20 therapeutic/mental health	300.00
	01 6212 591 053 002 2	jun20 school psych	2,850.00
	01 1200 591 003 000 0	20-21 student records system	1,162.91
	01 1100 382 000 000 0	jun20 dl	748.00
	01 1100 382 000 000 0	jun 20 erate	418.00
	01 1160 320 000 000 0	jun20 neva	708.33
	01 1160 320 000 000 0	3rd quarter valts	3,698.00
	01 2162 591 003 000 0	jun 20 3-5 ot	200.81
	01 2162 591 003 000 0	jun 20 3-5 ot sup	16.06
	01 2161 591 003 002 2	jun 20 elem ot	484.63
	01 2161 591 003 002 2	jun 20 elem ot sup	38.77
	01 2153 591 003 000 0	june 20 0-2 speech	676.98
	01 2152 591 003 000 0	jun 20 3-5 speech	1,205.02
	01 2141 591 003 000 0	jun 20 psych assessment	2,700.00
	01 2141 591 003 000 0	jun 20 psych counseling	786.00
	01 1200 591 003 000 0	jun 20 sped inservice	84.00
	01 1200 591 003 000 0	sup of esu programs school age	562.34
	01 1200 591 003 002 2	meridan jun 20	2,850.60
	01 1200 591 003 000 0	jun 20 lifelink	3,927.00
	01 2181 591 003 002 2	jun 20 lowvision	123.41
	01 2181 591 003 002 2	jun 20 lowvision sup	9.87
	01 2171 591 003 001 1	jun 20 pt	20.00
	01 2171 591 003 001 1	jun 20 pt sup	1.60
	01 2151 591 003 001 1	jun 20 hs speech	938.75
	01 2151 591 003 002 2	jun 20 elem speech	2,220.50
	01 1292 591 003 000 0	jun 20 0-2 sup of programs	54.16
	01 1291 591 003 000 0	jun 20 3-5 sup of programs	96.40
	01 2163 591 003 000 0	jun 20 0-2 ot	66.94
	01 2163 591 003 000 0	jun 20 0-2 ot sup	5.36
	01 2161 591 003 001 1	jun 20 hs ot	237.41
	01 2161 591 003 001 1	jun 20 hs ot sup	18.99
	<b>Total</b>		<b>27,210.84</b>
ESU COORDINATING COUNCIL	01 1100 610 001 001 1	annual movie site license	351.00
	<b>Total</b>		<b>351.00</b>
GoBe Robots US, Inc	01 6212 610 057 002 2	shipping to repair	262.00
	<b>Total</b>		<b>262.00</b>
IDEAL/BLUFFS FACILITY SOLUTIONS	01 6996 610 000 000 0	disinfectant	209.97
	01 2610 610 001 001 1	floor finish pads	1,065.93
	01 2610 610 001 001 1	Floor Wax	1,119.93
	<b>Total</b>		<b>2,395.83</b>
INNOVATIVE OFFICE SOLUTIONS L	01 1100 610 000 000 0	magnets marker paper folders cups	2,466.47
	01 1100 610 000 000 0	portfolio tags tape folders	186.60

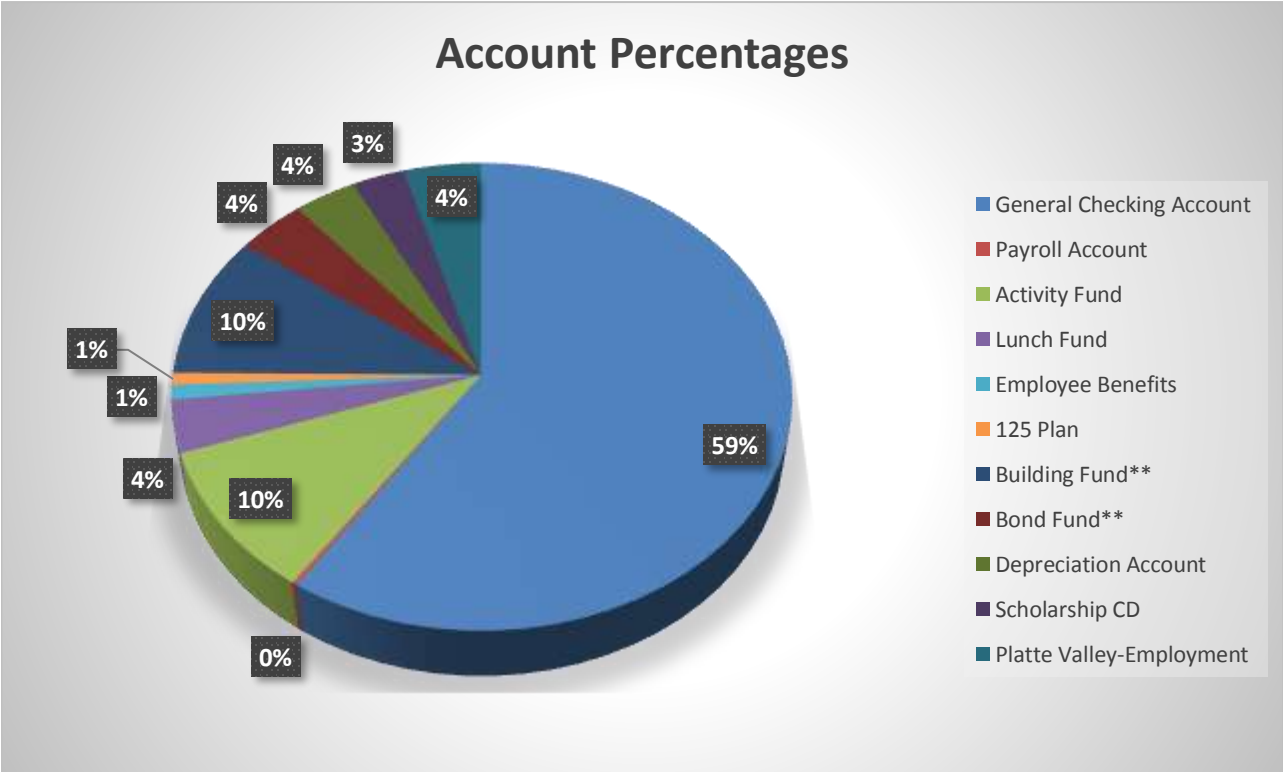
	01 1100 610 000 000 0	paper tag board calculator easel	1,233.68
	01 1100 610 000 000 0	label file portfolio cable cleaner calcu	1,801.16
	01 1100 610 000 000 0	5700 series task pneu swivel tilt lock	126.75
	<b>Total</b>		<b>5,814.66</b>
KANSAS CITY AUDIO-VISUAL INC	01 1100 610 001 001 1	ink cartridges	205.94
	<b>Total</b>		<b>205.94</b>
KUSKIE OIL CO.	01 2710 626 000 000	JUN 20 FUEL	126.41
	<b>Total</b>		<b>126.41</b>
LIFETRACK SERVICES	01 2410 610 001 001 1	senior exit surveys	435.00
	<b>Total</b>		<b>435.00</b>
LINGO COMMUNICATIONS	01 2510 382 000 000 0	jun 20 long distance	133.16
	<b>Total</b>		<b>133.16</b>
MCI COMM SERVICE	01 2510 382 000 000 0	jun 20 stmt bb	32.79
	<b>Total</b>		<b>32.79</b>
MENARDS	01 2610 610 002 002 2	mulch concrete mix	40.00
	<b>Total</b>		<b>40.00</b>
MIDWEST TECHNOLOGY PRODUC	01 1100 610 001 001 1	ball pein hammers	90.18
	<b>Total</b>		<b>90.18</b>
NATIONAL ART & SCHOOLS SUPPLI	01 1100 610 001 001 1	tab dividers markers stapler glue sticks	423.57
	01 1100 610 002 002 2	sharpies markers cleaner glue sticks cra	999.83
	01 1100 610 002 002 2	pens crayons dry erase	82.31
	01 1100 610 001 001 1	markers post its dry erase staples	362.55
	<b>Total</b>		<b>1,868.26</b>
NEBRASKA ASSOCIATION OF SCH	01 2310 330 000 000 0	burry-2020 buckle up finance workshop	25.00
	<b>Total</b>		<b>25.00</b>
NEBRASKA CENTRAL EQUIPMENT	01 2730 430 000 000 0	rear mount bearing	42.76
	01 2710 610 000 000 0	brake handle	137.34
	<b>Total</b>		<b>180.10</b>
ONE SOURCE	01 2710 810 000 000 0	background check	16.00
	<b>Total</b>		<b>16.00</b>
QUADIENT FINANCE USA, INC	01 2510 531 000 000 0	may 20 postage	220.61
	01 6996 531 000 000 0	may 20 postage	220.61
	<b>Total</b>		<b>441.22</b>
S & S WORLDWIDE, INC.	01 1100 610 001 001 1	color splash chenille stem	8.89
	<b>Total</b>		<b>8.89</b>
SCHOOL HEALTH CORPORATION	01 1100 610 001 001 1	safety goggles	17.52
	<b>Total</b>		<b>17.52</b>
SCHOOL NURSE SUPPLY, INC	01 1160 610 000 000	Reusable 4x6 Ice pk 10 ct	21.00
	01 1160 610 000 000	Reusable 4x9 Ice pk 10 ct	34.00
	01 1160 610 000 000	Disposable Ice pk covers 4x6 100 ct	190.00
	01 1160 610 000 000	Disposable Ice pk covers 4x9 100 ct	52.00
	01 1160 610 000 000	Steri Strips 1/4"x11/2" 6 ct	4.18
	01 1160 610 000 000	ST 37 mouth antiseptic	35.90
	01 1160 610 000 000	Hydrogen Peroxide	9.54
	01 1160 610 000 000	Isopropyl Alcohol	30.00
	01 1160 610 000 000	Bacitracin Indiv Pk 144 ct	33.50
	01 1160 610 000 000	Bacitracin tube 1 oz	10.47
	01 1160 610 000 000	Dynarex Sensi-wrap latex free 1" 30 ct	51.90
	01 1160 610 000 000	Dynarex Sensi-wrap latex free 2" 36 ct	49.00
	01 1160 610 000 000	Dynarex Sensi-wrap latex free 3" 24 ct	47.50
	01 1160 610 000 000	ShurBand elastic bandage 2"x5' latex fre	15.90
	01 1160 610 000 000	ShurBand elastic bandage latex free 3"x5	20.90
	01 1160 610 000 000	ShurBand elastic bandage latex free 4"x5	23.90
	01 1160 610 000 000	Paper souffle cups 1/2 oz 250 ct	3.65
	01 1160 610 000 000	Plastic graduated med cup 100ct	3.58
	01 1160 610 000 000	Probe covers for Thermoscan	42.00
	01 1160 610 000 000	Proscope portable otoscope	81.90

	01 1160 610 000 000	Aspirin 100 ct	4.38
	01 1160 610 000 000	Childrens chewable Tylenol 24 ct	14.94
	01 1160 610 000 000	Jr Str chewable tylenol 24 ct	20.34
	01 1160 610 000 000	2 gal Infectious waste container	7.99
	01 1160 610 000 000	Allergy relief capsules 24 ct	10.50
	01 1160 610 000 000	Childrens Allergy relief liquid 4 oz	6.98
	01 1160 610 000 000	Ibuprofen 500 ct	74.94
	01 1160 610 000 000	Calcium Antacid tabs 150 ct	12.64
	01 1160 610 000 000	Petroleum jelly 3.75 oz	2.96
	01 1160 610 000 000	Acetaminophen 1000ct	23.90
	01 1160 610 000 000	Hydrocortisone 1 oz tube	7.00
	01 1160 610 000 000	Hydrocortisone Individual 144 ct	12.95
	01 1160 610 000 000	Callergy clear 6 oz	8.78
	01 1160 610 000 000	Sterile Isotonic buffered eye wash 1 oz	25.00
	01 1160 610 000 000	Non sterile plastic eye wash cups	3.90
	01 1160 610 000 000	Refresh eye drops indiv 30 ct	57.80
	01 1160 610 000 000	Bausch & Lomb sensitive eye solution 12	11.90
	01 1160 610 000 000	Splinter out 20 ct	15.95
	01 1160 610 000 000	replacement Nebulizer kits	18.90
	01 1160 610 000 000	Ward school nurse plan & record	23.90
	01 1160 610 000 000	School nurse sticker I'm special 120 ct	5.99
	01 1160 610 000 000	School nurse sticker I bumped my head	5.99
	01 1160 610 000 000	Goggles	6.38
	01 1160 610 000 000	Equipment wipe towelettes 100 ct	41.10
	01 1160 610 000 000	Med Alcohol prep pads 200 ct	5.38
	01 1160 610 000 000	Plastic lined paper pillow cases disposa	43.50
	<b>Total</b>		<b>1,234.81</b>
SCHOOL SPECIALTY SUPPLY	01 1100 610 002 002 2	reward stickers pencils name plates magn	69.54
	01 3540 610 002 002 2	Quartet Bulletin Bar Cork Strip, 1 x 48	110.84
	01 1100 610 000 000 0	dissection kit tubing dialysis staple re	198.26
	<b>Total</b>		<b>378.64</b>
SHERWIN WILLIAMS	01 2620 610 001 001 1	paint	112.11
	01 2620 610 002 002 2	paint	626.71
	<b>Total</b>		<b>738.82</b>
SHOUTPOINT INC.	01 1100 735 001 001 1	enhanced messaging services	345.00
	01 1100 735 002 002 2	enhanced messaging services	345.00
	<b>Total</b>		<b>690.00</b>
SIMMONS OLSEN LAW FIRM P.C.	01 2330 317 000 000 0	legal services	104.50
	01 6996 317 000 000 0	legal services	247.00
	01 2330 317 000 000 0	legal fees	351.50
	01 2330 317 000 000 0	legal fees	1,244.50
	<b>Total</b>		<b>1,947.50</b>
SOAR PEDIATRIC THERAPY, LLC	01 2173 591 003 000 0	jun 20 pt	66.00
	<b>Total</b>		<b>66.00</b>
SOCS	01 1100 810 001 001 1	school website 20-21	900.00
	01 1100 810 002 002 2	school website 20-21	900.00
	<b>Total</b>		<b>1,800.00</b>
SOFTWARE UNLIMITED INC.	01 2510 735 000 000 0	20-21 software annual fees	7,500.00
	<b>Total</b>		<b>7,500.00</b>
STAPLES ADVANTAGE	01 2610 610 002 002 2	trash bags	964.40
	01 1100 610 002 002 2	crayons	22.82
	<b>Total</b>		<b>987.22</b>
STAPLES	01 2610 610 001 001 1	932xl ink cartridge	36.49
	01 2610 610 001 001 1	hp ink cartridge	20.99
	01 2410 610 002 002 2	planners	63.85
	01 3540 610 002 002 2	long reach stapler	38.49
	<b>Total</b>		<b>159.82</b>

STAR-HERALD	01 2220 640 001 001 1	hs sub renewal	353.60
	<b>Total</b>		<b>353.60</b>
Stuart, Bobbie	01 2510 580 000 000 0	mileage reimb	18.40
	<b>Total</b>		<b>18.40</b>
SYNCB/AMAZON	01 2410 610 002 002 2	Americanflat Poster Frame, 22x28, Black	35.95
	01 2310 610 000 000 0	PNY 16GB Attaché 3 USB 2.0 Flash	101.97
	<b>Total</b>		<b>137.92</b>
TEACHER INNOVATIONS, INC.	01 1100 610 001 001 1	20-21 subscription	324.00
	01 1100 610 002 002 2	20-21 subscription	324.00
	<b>Total</b>		<b>648.00</b>
TIME MANAGEMENT SYSTEMS	01 6996 310 000 000 0	timeclock mobile app	162.50
	01 6996 310 000 000 0	jun 20 online timeclock	162.50
	<b>Total</b>		<b>325.00</b>
TROXELL	01 1100 610 002 002 2	headphones	21.60
	01 1100 610 001 001 1	jetflashes	35.16
	<b>Total</b>		<b>56.76</b>
VERIZON	01 2710 610 000 000 0	may 20 stmt gps	213.85
	<b>Total</b>		<b>213.85</b>
WALMART COMMUNITY/GECRB	01 1100 610 000 000 0	june 20 stm	14.50
	<b>Total</b>		<b>14.50</b>
Ziegler, Herman	01 2610 580 002 002 2	mileage reimb	26.45
	<b>Total</b>		<b>26.45</b>
		<b>General Fund Total</b>	<b>\$77,056.42</b>
		<b>Building Fund</b>	<b>\$0.00</b>
		<b>Payroll</b>	<b>\$377,751.50</b>

BAYARD PUBLIC SCHOOL  
 TREASURER REPORT  
 BANK STATEMENT BALANCES as of June 30, 2020

General Checking Account	\$	1,571,784.86	
Payroll Account	\$	6,312.87	
Activity Fund	\$	269,617.95	
Lunch Fund	\$	96,516.14	
Employee Benefits	\$	26,603.87	
125 Plan	\$	21,688.64	
Building Fund**	\$	261,412.00	
Bond Fund**	\$	105,161.27	
Depreciation Account	\$	94,904.98	
Scholarship CD	\$	79,462.36	
Platte Valley-Employment	\$	118,217.70	
	\$		2,651,682.64

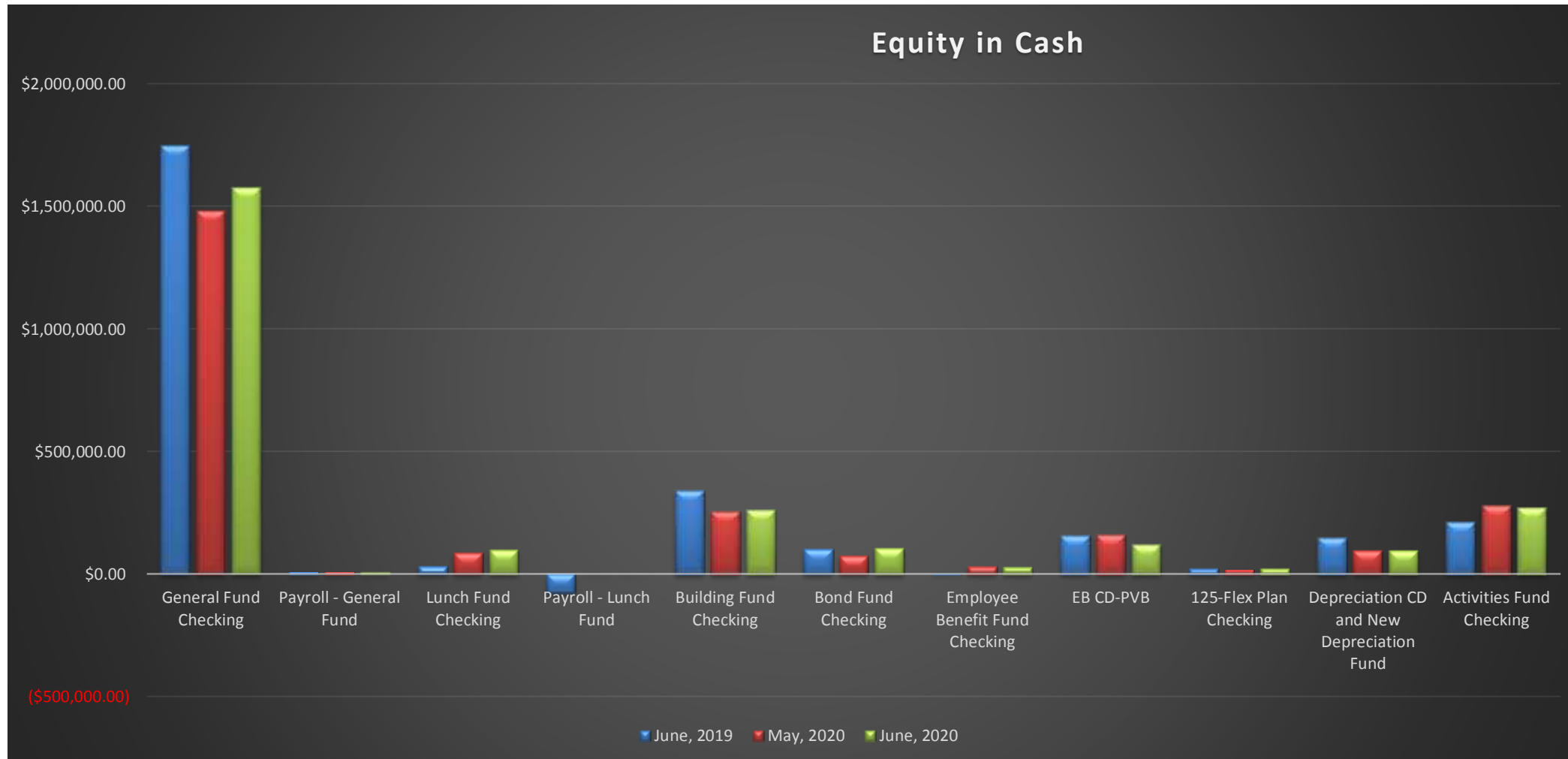


# Bayard Public Schools

## Equity in Cash

June 30th 2020

Fund	Fund #	June, 2019 PRIOR YEAR BALANCE	May, 2020 PRIOR MONTH BALANCE	June, 2020 REVENUES	June, 2020 EXPENSES	June, 2020 ENDING BALANCE
General Fund Checking	01-101	\$1,746,152.90	1,478,314.83	628,880.76	(535,410.73)	\$1,571,784.86
Payroll - General Fund	01-104	\$9,524.04	9,542.50	430,856.68	(434,086.31)	\$6,312.87
Lunch Fund Checking	02-101	\$32,135.24	86,859.08	33,091.60	(23,434.54)	\$96,516.14
Payroll - Lunch Fund	02-104	(\$77,705.05)	0.00	7,192.65	(7,192.65)	\$0.00
Building Fund Checking	03-101	\$337,110.03	256,017.72	14,719.96	(9,325.68)	\$261,412.00
Bond Fund Checking	04-101	\$99,121.39	74,124.79	31,036.48	0.00	\$105,161.27
Employee Benefit Fund Checking	05-101	\$4,160.19	28,816.01	6,287.03	(8,499.17)	\$26,603.87
EB CD-PVB	05-106-1000	\$158,067.29	160,450.73	0.00	(42,233.03)	\$118,217.70
125-Flex Plan Checking	05-107	\$21,664.88	17,156.98	4,531.66	0.00	\$21,688.64
Depreciation CD and New Depreciation Fund	06-101	\$147,353.18	94,759.60	145.38	0.00	\$94,904.98
Activities Fund Checking	07-101	\$210,525.01	276,744.15	1,717.60	(8,843.80)	\$269,617.95
Scholarship CD	07-114	\$84,228.57	79,462.36	0.00	0.00	\$79,462.36
<b>TOTAL</b>		<b>\$2,772,337.67</b>	<b>\$ 2,562,248.75</b>	<b>\$ 1,158,459.80</b>	<b>\$ (1,069,025.91)</b>	<b>\$2,651,682.64</b>



## NASB Monthly Update for Board Meetings - Agenda Item: JULY 2020

View the Monthly Update in video form now at:

<https://vimeo.com/434109116>

### “NASB Update”

As a board, some items you should be focused on during June include:

- Monitor progress of district goals, link goals to discussion and action items; Strategic Plan Progress Report
- Board/Administrators Budget Work Session; Certification of District’s Assessed Valuation; Public Budget Hearing / Adopt Budget due on or before September 20
- Review Alternative Education Program
- Learning Community attendance reports and budget due September 1
- Board/All Staff Gathering; Negotiations employee’s agent request recognition due September 1(year preceding contract year)
- Committee on American civics due beginning of school year; State school safety director is required to complete an assessment of the security of each school building no later than August 31, 2020.

### NASB COVID-19 LINKS

- <http://members.nasbonline.org/index.php/news-resources/covid-19-resources>
- We’ve added a TON of fresh items & updates including links to Contingency Planning; Info on Masks in Schools from the NMA, NAEP & NDE; a letter to Secretary DeVos; CARES letter to our federal delegation, YouTube updates & more!

### Networking, Events & SBM Networking Call Info:

- <http://members.nasbonline.org/index.php/events>
- ***NASB has hosted networking calls amongst school board members throughout March, April, May and June. We appreciate those of you have been able to participate.***
- The first of 3 **Candidate Webinars** will be July 27 from 6:00 to 7:30 PM CT
- Area Membership Meetings are currently scheduled for August & September ... more to come!
- Is this year’s Board Member of the Year on your Board? Nominations for the annual Ann Mactier Award are due Sept 30<sup>th</sup> at <http://members.nasbonline.org/index.php/board-leadership/ann-mactier-school-board-member-of-the-year-award>

### Advocacy/2020 Legislative Session:

- Thanks to all board who submitted a Legislative Proposals to the NASB Legislation Committee. The Committee meets later this month to go over everything.

- The 2020 legislative session is currently scheduled to resume July 20 and wrap up mid-August. During the pause, senators and their offices have continued their work.
- A priority for the reconvening session will be budget adjustments and bills that deal with the pandemic. Most other bills will likely be tabled. LB 1106, formerly LB 974, (the education funding reform/property tax bill) is still a priority for Sens. Linehan and the Revenue committee. We have shared our concerns with the committee, and with the press.
- Stay engaged during the Session and follow along with the bills NASB is tracking at: <https://nasb.envisiams.com/legislative-bills> and through NASB's **Legislative Notes** e-updates.

Follow NASB on twitter at [www.twitter.com/NASBOnline](http://www.twitter.com/NASBOnline) using the hashtag #liveNASB  
and on facebook at [www.facebook.com/NASBOnline](http://www.facebook.com/NASBOnline)

Watch all of the NASB videos at [www.vimeo.com/NASBOnline](http://www.vimeo.com/NASBOnline)

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the **Board Notes newsletter** for "This Month In ...". To access the latest newsletter, click here:

<http://members.nasbonline.org/index.php/news-resources/board-notes>



**AFFIDAVIT OF CLOSURE OF ATTENDANCE CENTERS 2019-2020**

County-District # 62-0021 (example: 00-0000)

School System Name: Bayard Public Schools

County of Morrill in the State of Nebraska

Becky Henkel being first duly sworn, deposes and says:

1. That (he or she) is the secretary of the school board/governing body of the Bayard Public school system in the County of Morrill

2. That due to the COVID-19 Pandemic and Directed Health Measure 2020-008, per *Neb. Rev. Stat. 79-213*, the school board or governing body deemed it advisable to close all schools with the district or system and that the school board/governing body then closed the attendance centers within the system beginning on March 16, 2020.

3. That this Affidavit is completed by the school system secretary of the school board/governing body to be filed with the State Board of Education in fulfillment of the requirements of Section 79-213 (R.R.S.).

School System Board / Governing Body Secretary's Signature

Becky A. Henkel

**NOTARY**

Subscribed in my presence and sworn to me before this 10 day of June, 2020.

Place Notary Seal Below

Notary Public or Other Acknowledging Officer

Heather C. Oliverius





# Certificate of Accreditation

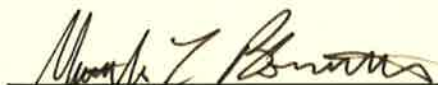
The Nebraska Department of Education

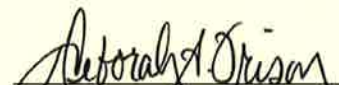
Recognizes

**Bayard Public Schools**

AS AN ACCREDITED SCHOOL  
FOR THE SCHOOL YEAR 2020-2021

BY THE OFFICIAL ACTION OF THE STATE BOARD OF EDUCATION

  
Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

  
Deborah A. Frison, Ed.D.  
Deputy Commissioner of Education



The purpose of this guidance is to support education, public health, local leadership, and pediatricians collaborating with schools in creating policies for school re-entry that foster the overall health of children, adolescents, staff, and communities and are based on available evidence. Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits. Beyond supporting the educational development of children and adolescents, schools play a critical role in addressing racial and social inequity. As such, it is critical to reflect on the differential impact SARS-CoV-2 and the associated school closures have had on different races, ethnic and vulnerable populations. These recommendations are provided acknowledging that our understanding of the SARS-CoV-2 pandemic is changing rapidly.

Any school re-entry policies should consider the following key principles:

- School policies must be flexible and nimble in responding to new information, and administrators must be willing to refine approaches when specific policies are not working.
- It is critically important to develop strategies that can be revised and adapted depending on the level of viral transmission in the school and throughout the community and done with close communication with state and/or local public health authorities and recognizing the differences between school districts, including urban, suburban, and rural districts.
- Policies should be practical, feasible, and appropriate for child and adolescent's developmental stage.
- Special considerations and accommodations to account for the diversity of youth should be made, especially for our vulnerable populations, including those who are medically fragile, live in poverty, have developmental challenges, or have special health care needs or disabilities, with the goal of safe return to school.
- No child or adolescents should be excluded from school unless required in order to adhere to local public health mandates or because of unique medical needs. Pediatricians, families, and schools should partner together to collaboratively identify and develop accommodations, when needed.
- School policies should be guided by supporting the overall health and well-being of all children, adolescents, their families, and their communities. These policies should be consistently

communicated in languages other than English, if needed, based on the languages spoken in the community, to avoid marginalization of parents/guardians who are of limited English proficiency or do not speak English at all.

With the above principles in mind, **the AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school.** The importance of in-person learning is well-documented, and there is already evidence of the negative impacts on children because of school closures in the spring of 2020. Lengthy time away from school and associated interruption of supportive services often results in social isolation, making it difficult for schools to identify and address important learning deficits as well as child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. This, in turn, places children and adolescents at considerable risk of morbidity and, in some cases, mortality. Beyond the educational impact and social impact of school closures, there has been substantial impact on food security and physical activity for children and families.

Policy makers must also consider the mounting evidence regarding COVID-19 in children and adolescents, including the role they may play in transmission of the infection. SARS-CoV-2 appears to behave differently in children and adolescents than other common respiratory viruses, such as influenza, on which much of the current guidance regarding school closures is based. Although children and adolescents play a major role in amplifying influenza outbreaks, to date, this does not appear to be the case with SARS-CoV-2. Although many questions remain, the preponderance of evidence indicates that children and adolescents are less likely to be symptomatic and less likely to have severe disease resulting from SARS-CoV-2 infection. In addition, children may be less likely to become infected and to spread infection. Policies to mitigate the spread of COVID-19 within schools must be balanced with the known harms to children, adolescents, families, and the community by keeping children at home.

Finally, policy makers should acknowledge that COVID-19 policies are intended to mitigate, not eliminate, risk. No single action or set of actions will completely eliminate the risk of SARS-CoV-2 transmission, but implementation of several coordinated interventions can greatly reduce that risk. For example, where physical distance cannot be maintained, students (over the age of 2 years) and staff can wear face coverings (when feasible). In the following sections, we review some general principles that policy makers should consider as they plan for the coming school year. For all of these, education for the entire school community regarding these measures should begin early, ideally at least several weeks before the start of the school year.

## **Physical Distancing Measures**

Physical distancing, sometimes referred to as social distancing, is simply the act of keeping people separated with the goal of limiting spread of contagion between individuals. It is fundamental to lowering the risk of spread of SARS-CoV-2, as the primary mode of transmission is through respiratory droplets by persons in close proximity. There is a conflict between optimal academic and social/emotional learning in schools and strict adherence to current physical distancing guidelines. For example, the Centers for Disease Control and Prevention (CDC) recommends that schools "space seating/desks at least 6 feet apart when feasible." In many school settings, 6 feet between students is not feasible without limiting the number of students. Evidence suggests that spacing as close as 3 feet may approach the benefits of 6 feet of space, particularly if students are wearing face coverings and are asymptomatic. Schools should weigh the benefits of strict adherence to a 6-foot spacing rule between students with the potential downside if remote learning is the only alternative. Strict adherence to a specific size of student groups (eg, 10 per classroom, 15 per classroom, etc) should be discouraged in favor of other risk mitigation strategies. Given what is known about transmission dynamics, adults and adult staff within schools should attempt to maintain a distance of 6 feet from other persons as much as possible, particularly around other adult staff. For all of the below settings, physical distancing by and among adults is strongly recommended, and meetings and curriculum planning should take place virtually if possible. In addition, other strategies to increase adult-adult physical distance in time and space should be implemented, such as staggered drop-offs and pickups, and drop-offs and pickups outside when weather allows. Parents should, in general, be discouraged from entering the school building. Physical barriers, such as plexiglass, should be considered in reception areas and employee workspaces where the environment does not accommodate physical distancing, and congregating in shared spaces, such as staff lounge areas, should be discouraged.

The recommendations in each of the age groups below are not instructional strategies but are strategies to optimize the return of students to schools in the context of physical distancing guidelines and the developmentally appropriate implementation of the strategies. Educational experts may have preference for one or another of the guidelines based on the instructional needs of the classes or schools in which they work.

## **Pre-Kindergarten (Pre-K)**

In Pre-K, the relative impact of physical distancing among children is likely small based on current evidence and certainly difficult to implement. Therefore, Pre-K should focus on more effective risk mitigation strategies for this population. These include hand hygiene, infection prevention education for staff and families, adult physical distancing from one another, adults wearing face coverings, cohorting, and spending time outdoors.

*Higher-priority strategies:*

- Cohort classes to minimize crossover among children and adults within the school; the exact size of the cohort may vary, often dependent on local or state health department guidance.
- Utilize outdoor spaces when possible.
- Limit unnecessary visitors into the building.

*Lower-priority strategies:*

- Face coverings(cloth) for children in the Pre-K setting may be difficult to implement.
- Reducing classmate interactions/play in Pre-K aged children may not provide substantial COVID-19 risk reduction.

## **Elementary Schools**

*Higher-priority strategies:*

- Children should wear face coverings when harms (eg, increasing hand-mouth/nose contact) do not outweigh benefits (potential COVID-19 risk reduction).
- Desks should be placed 3 to 6 feet apart when feasible (if this reduces the amount of time children are present in school, harm may outweigh potential benefits).
- Cohort classes to minimize crossover among children and adults within the school.
- Utilize outdoor spaces when possible.

*Lower-priority strategies:*

- The risk reduction of reducing class sizes in elementary school-aged children may be outweighed by the challenge of doing so.
- Similarly, reducing classmate interactions/play in elementary school-aged children may not provide enough COVID-19 risk reduction to justify potential harms.

## **Secondary Schools**

There is likely a greater impact of physical distancing on risk reduction of COVID in secondary schools than early childhood or elementary education. There are also different barriers to successful implementation of many of these measures in older age groups, as the structure of school is usually based on students changing classrooms. Suggestions for physical distancing risk mitigation strategies when feasible:

- Universal face coverings in middle and high schools when not able to maintain a 6-foot distance (students and adults).
- Particular avoidance of close physical proximity in cases of increased exhalation (singing, exercise); these activities are likely safest outdoors and spread out.
- Desks should be placed 3 to 6 feet apart when feasible.
- Cohort classes if possible, limit cross-over of students and teachers to the extent possible.
  - Ideas that may assist with cohorting:
    - Block schedule (much like colleges, intensive 1-month blocks).
    - Eliminate use of lockers or assign them by cohort to reduce need for hallway use across multiple areas of the building. (This strategy would need to be done in conjunction with planning to ensure students are not carrying home an unreasonable number of books on a daily basis and may vary depending on other cohorting and instructional decisions schools are making.)
    - Have teachers rotate instead of students when feasible.
    - Utilize outdoor spaces when possible.
    - Teachers should maintain 6 feet from students when possible and if not disruptive to educational process.
    - Restructure elective offerings to allow small groups within one classroom. This may not be possible in a small classroom.

## Special Education

Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

## Physical Distancing in Specific Enclosed Spaces

### Bussing

- Encourage alternative modes of transportation for students who have other options.

- Ideally, for students riding the bus, symptom screening would be performed prior to being dropped off at the bus. Having bus drivers or monitors perform these screenings is problematic, as they may face a situation in which a student screens positive yet the parent has left, and the driver would be faced with leaving the student alone or allowing the student on the bus.
- Assigned seating; if possible, assign seats by cohort (same students sit together each day).
- Tape marks showing students where to sit.
- When a 6-foot distance cannot be maintained between students, face coverings should be worn.
- Drivers should be a minimum of 6 feet from students; driver must wear face covering; consider physical barrier for driver (eg, plexiglass).
- Minimize number of people on the bus at one time within reason.
- Adults who do not need to be on the bus should not be on the bus.
- Have windows open if weather allows.

## Hallways

- Consider creating one-way hallways to reduce close contact.
- Place physical guides, such as tape, on floors or sidewalks to create one-way routes.
- Where feasible, keep students in the classroom and rotate teachers instead.
- Stagger class periods by cohorts for movement between classrooms if students must move between classrooms to limit the number of students in the hallway when changing classrooms.
- Assign lockers by cohort or eliminate lockers altogether.

## Playgrounds

Enforcing physical distancing in an outside playground is difficult and may not be the most effective method of risk mitigation. Emphasis should be placed on cohorting students and limiting the size of groups participating in playground time. Outdoor transmission of virus is known to be much lower than indoor transmission.

## Meals/Cafeteria

School meals play an important part in addressing food security for children and adolescents. Decisions about how to serve meals must take into account the fact that in many communities there may be more

students eligible for free and reduced meals than prior to the pandemic.

- Consider having students cohorted, potentially in their classrooms, especially if students remain in their classroom throughout the day.
- Create separate lunch periods to minimize the number of students in the cafeteria at one time.
- Utilize additional spaces for lunch/break times.
- Utilize outdoor spaces when possible.
- Create an environment that is as safe as possible from exposure to food allergens.
- Wash hands or use hand sanitizer before and after eating.

## Cleaning and Disinfection

The main mode of COVID-19 spread is from person to person, primarily via droplet transmission. For this reason, strategies for infection prevention should center around this form of spread, including physical distancing, face coverings, and hand hygiene. Given the challenges that may exist in children and adolescents in effectively adhering to recommendations, it is critical staff are setting a good example for students by modeling behaviors around physical distancing, face coverings and hand hygiene. Infection via aerosols and fomites is less likely. However, because the virus may survive in certain surfaces for some time, it is possible to get infected after touching a virus contaminated surface and then touching the mouth, eyes, or nose. Frequent handwashing as a modality of containment is vital.

Cleaning should be performed per established protocols followed by disinfection when appropriate. Normal cleaning with soap and water decreases the viral load and optimizes the efficacy of disinfectants. When using disinfectants, the manufacturers' instructions must be followed, including duration of dwell time, use of personal protective equipment (PPE), if indicated, and proper ventilation. The use of EPA approved disinfectants against COVID-19 is recommended ([EPA List N](#)). When possible, only products labeled as [safe for humans and the environment](#) (eg, Safer or Designed for the Environment), containing active ingredients such as hydrogen peroxide, ethanol, citric acid, should be selected from this list, because they are less toxic, are not strong respiratory irritants or asthma triggers, and have no known carcinogenic, reproductive, or developmental effects.

When EPA-approved disinfectants are not available, alternative disinfectants such as diluted bleach or 70% alcohol solutions can be used. Children should not be present when disinfectants are in use and should not participate in disinfecting activities. Most of these products are not safe for use by children, whose "hand-to-mouth" behaviors and frequent touching of their face and eyes put them at higher risk for toxic exposures. If disinfection is needed while children are in the classroom, adequate ventilation should be in place and nonirritating products should be used. Disinfectants such as bleach and those

containing quaternary ammonium compounds or “Quats” should not be used when children and adolescents are present, because these are known respiratory irritants.

In general, elimination of high-touch surfaces is preferable to frequent cleaning. For example, classroom doors can be left open rather than having students open the door when entering and leaving the classroom or the door can be closed once all students have entered followed by hand sanitizing. As part of increasing social distance between students and surfaces requiring regular cleaning, schools could also consider eliminating the use of lockers, particularly if they are located in shared spaces or hallways, making physical distancing more challenging. If schools decide to use this strategy, it should be done within the context of ensuring that students are not forced to transport unreasonable numbers of books back and forth from school on a regular basis.

When elimination is not possible, surfaces that are used frequently, such as drinking fountains, door handles, sinks and faucet handles, etc, should be cleaned and disinfected at least daily and as often as possible. Bathrooms, in particular, should receive frequent cleaning and disinfection. Shared equipment including computer equipment, keyboards, art supplies, and play or gym equipments should also be disinfected frequently. Hand washing should be promoted before and after touching shared equipment. Computer keyboard covers can be used to facilitate cleaning between users. [Routine cleaning practices](#) should be used for indoor areas that have not been used for 7 or more days or outdoor equipment. Surfaces that are not high touch, such as bookcases, cabinets, wall boards, or drapes should be cleaned following standard protocol. The same applies to floors or carpeted areas.

Outdoor playgrounds/natural play areas only need routine maintenance, and hand hygiene should be emphasized before and after use of these spaces. Outdoor play equipment with high-touch surfaces, such as railings, handles, etc, should be cleaned and disinfected regularly if used continuously.

UV light kills viruses and bacteria and is used in some controlled settings as a germicide. UV light-emitting devices should not be used in the school setting, because they are not safe for children and adults and can cause skin and eye damage.

## Testing and Screening

Virologic testing is an important part of the overall public health strategy to limit the spread of COVID-19. Virologic testing detects the viral RNA from a respiratory (usually nasal) swab specimen. Testing all students for acute SARS-CoV-2 infection prior to the start of school is not feasible in most settings at this time. Even in places where this is possible, it is not clear that such testing would reduce the likelihood of spread within schools. It is important to recognize that virologic testing only shows whether a person is infected at that specific moment in time. It is also possible that the nasal swab virologic test result can be negative during the early incubation period of the infection. So, although a negative virologic test result is reassuring, it does not mean that the student or school staff member is not going to

subsequently develop COVID-19. Stated another way, a student who is negative for COVID 19 on the first day of school may not remain negative throughout the school year.

If a student or school staff member has a known exposure to COVID-19 (eg, a household member with laboratory-confirmed SARS-CoV-2 infection or illness consistent with COVID-19) or has COVID-19 symptoms, having a negative virologic test result, according to [CDC guidelines](#), may be warranted for local health authorities to make recommendations regarding contact tracing and/ or school exclusion or school closure.

The other type of testing is serologic blood testing for antibodies to SARS-CoV-2. At the current time, serologic testing should not be used for individual decision-making and has no place in considerations for entrance to or exclusion from school. [CDC guidance](#) regarding antibody testing for COVID-19 is that serologic test results should not be used to make decisions about grouping people residing in or being admitted to congregate settings, such as schools, dormitories, or correctional facilities. Additionally, serologic test results should not be used to make decisions about returning people to the workplace. The CDC states that serologic testing should not be used to determine immune status in individuals until the presence, durability, and duration of immunity is established. The AAP recommends this guidance be applied to school settings as well.

Schools should have a policy regarding symptom screening and what to do if a student or school staff member becomes sick with COVID-19 symptoms. Temperature checks and symptom screening are a frequent part of many reopening processes to identify symptomatic persons to exclude them from entering buildings and business establishments. The list of symptoms of COVID-19 infection has grown since the start of the pandemic and the manifestations of COVID-19 infection in children, although similar, is often not the same as that for adults. **School policies regarding temperature screening and temperature checks must balance the practicality of performing these screening procedures for large numbers of students and staff with the information known about how children manifest COVID-19 infection, the risk of transmission in schools, and the possible lost instructional time to conduct the screenings.** Schools should develop plans for rapid response to a student or staff member with fever who is in the school regardless of the implementation of temperature checks or symptom screening prior to entering the school building. In many cases, it will not be practical for temperature checks to be performed prior to students arriving at school. **Parents should be instructed to keep their child at home if they are ill.** Any student or staff member with a fever of 100.4 degrees or greater or symptoms of possible COVID-19 virus infection should not be present in school.

In lieu of temperature checks and symptom screening being performed after arrival to school, **methods to allow parent report of temperature checks done at home may be considered.** Resources and time may necessitate this strategy at most schools. The epidemiology of disease in children along with evidence of the utility of temperature screenings in health systems may further justify this approach.

Procedures using texting apps, phone systems, or online reporting rely on parent report and may be most practical but possibly unreliable, depending on individual family's ability to use these communication processes, especially if not made available in their primary language. Although imperfect, these processes may be most practical and likely to identify the most ill children who should not be in school. School nurses or nurse aides should be equipped to measure temperatures for any student or staff member who may become ill during the school day and should have an identified area to separate or isolate students who may have COVID-19 symptoms.

COVID-19 infection manifests similarly to other respiratory illness in children. Although children manifest many of the same symptoms of COVID-19 infection as adults, some differences are noteworthy. [According to the CDC](#), children may be less likely to have fever, may be less likely to present with fever as an initial symptom, and may have only gastrointestinal tract symptoms. A student or staff member excluded because of symptoms of COVID-19 should be encouraged to contact their health care provider to discuss testing and medical care. In the absence of testing, students or staff should follow local health department guidance for exclusion.

## Face Coverings and PPE

Cloth face coverings protect others if the wearer is infected with SARS CoV-2 and is not aware. Cloth masks may offer some level of protection for the wearer. Evidence continues to mount on the importance of universal face coverings in interrupting the spread of SARS-CoV-2. Although ideal, universal face covering use is not always possible in the school setting for many reasons. Some students, or staff, may be unable to safely wear a cloth face covering because of certain medical conditions (eg, developmental, respiratory, tactile aversion, or other conditions) or may be uncomfortable, making the consistent use of cloth face coverings throughout the day challenging. For individuals who have difficulty with wearing a cloth face covering and it is not medically contraindicated to wear a face covering, behavior techniques and social skills stories (see resource section) can be used to assist in adapting to wearing a face covering. When developing policy regarding the use of cloth face coverings by students or school staff, school districts and health advisors should consider whether the use of cloth face coverings is developmentally appropriate and feasible and whether the policy can be instituted safely. If not developmentally feasible, which may be the case for younger students, and cannot be done safely (eg, the face covering makes wearers touch their face more than they otherwise would), schools may choose to not require their use when physical distancing measures can be effectively implemented. School staff and older students (middle or high school) may be able to wear cloth face coverings safely and consistently and should be encouraged to do so. Children under 2 years and anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance should not wear cloth face coverings.

For certain populations, the use of cloth face coverings by teachers may impede the education process. These include students who are deaf or hard of hearing, students receiving speech/language services, young students in early education programs, and English-language learners. Although there are products (eg, face coverings with clear panels in the front) to facilitate their use among these populations, these may not be available in all settings.

Students and families should be taught how to properly wear (cover nose and mouth) a cloth face covering, to maintain hand hygiene when removing for meals and physical activity, and for replacing and maintaining (washing regularly) a cloth face covering.

School health staff should be provided with appropriate medical PPE to use in health suites. This PPE should include N95 masks, surgical masks, gloves, disposable gowns, and face shields or other eye protection. School health staff should be aware of the [CDC guidance on infection control](#) measures. Asthma treatments using inhalers with spacers are preferred over nebulizer treatments whenever possible. The [CDC recommends](#) that nebulizer treatments at school should be reserved for children who cannot use or do not have access to an inhaler (with spacer or spacer with mask). Schools should work with families and health care providers to assist with obtaining an inhaler for students with limited access. In addition, schools should work to develop and implement asthma action plans, which may include directly observed controller medication administration in schools to promote optimal asthma control. If required while waiting for a student to be picked up to go home or for emergency personnel to arrive, when using nebulizer or a peak flow meter, school health staff should wear gloves, an N95 [facemask](#), and eye protection. Staff should be trained on proper donning and doffing procedures and follow the CDC guidance regarding precautions when performing [aerosol-generating procedures](#). Nebulizer treatments should be performed in a space that limits exposure to others and with minimal staff present. Rooms should be well ventilated or treatments should be performed outside. After the use of the nebulizer, the room should undergo routine [cleaning and disinfection](#).

School staff working with students who are unable to wear a cloth face covering and who must be in close proximity to them should ideally wear N95 masks. When access to N95 masks is limited, a surgical mask in combination with a face shield should be used. Face shields or other forms of eye protection should also be used when working with students unable to manage secretions.

## **On-site School Based Health Services**

On-site school health services should be supported if available, to complement the pediatric medical home and to provide pediatric acute and chronic care. Collaboration with [school nurses](#) will be essential, and school districts should involve School Health Services staff early in the planning phase for reopening and consider collaborative strategies that address and prioritize immunizations and other needed health services for students, including behavioral health and reproductive health services.

# Education

The impacts of lost instructional time and social emotional development on children and adolescents should be anticipated, and schools will need to be prepared to adjust curricula and instructional practices accordingly without the expectation that all lost academic progress can be caught up. Plans to make up for lost academic progress because of school closures and distress associated with the pandemic should be balanced by a recognition of the likely continued distress of educators and students that will persist when schools reopen. If the academic expectations are unrealistic, school will likely become a source of further distress for students (and educators) at a time when they need additional support. It is also critical to maintain a balanced curriculum with continued physical education and other learning experiences rather than an exclusive emphasis on core subject areas.

## Students With Disabilities

The impact of loss of instructional time and related services, including mental health services as well as occupational, physical, and speech/language therapy during the period of school closures is significant for students with disabilities. Students with disabilities may also have more difficulty with the social and emotional aspects of transitioning out of and back into the school setting. As schools prepare for reopening, school personnel should develop a plan to ensure a review of each child and adolescent with an IEP to determine the needs for compensatory education to adjust for lost instructional time as well as other related services. In addition, schools can expect a backlog in evaluations; therefore, plans to prioritize those for new referrals as opposed to re-evaluations will be important. = Many school districts require adequate instructional effort before determining eligibility for special education services. However, virtual instruction or lack of instruction should not be reasons to avoid starting services such as response-to-intervention (RTI) services, even if a final eligibility determination is postponed.

## Behavioral Health/Emotional Support for Children and Adolescents

Schools should anticipate and be prepared to address a wide range of mental health needs of children and staff when schools reopen. Preparation for [infection control](#) is vital and admittedly complex during an evolving pandemic. But the emotional impact of the pandemic, financial/employment concerns, social isolation, and growing concerns about systemic racial inequity — coupled with prolonged limited access to critical school-based mental health services and the support and assistance of school professionals — demands careful attention and planning as well. Schools should be prepared to adopt an approach for mental health support.

Schools should consider providing training to classroom teachers and other educators on how to talk to and support children during and after the COVID-19 pandemic. Students requiring mental health

support should be referred to school mental health professionals.

Suicide is the second leading cause of death among adolescents or youth 10 to 24 years of age in the United States. In the event distance learning is needed, schools should develop mechanisms to evaluate youth remotely if concerns are voiced by educators or family members and should be establishing policies, including referral mechanisms for students believed to be in need of in-person evaluation, even before schools reopen.

School mental health professionals should be involved in shaping messages to students and families about the response to the pandemic. Fear-based messages widely used to encourage strict physical distancing may cause problems when schools reopen, because the risk of exposure to COVID-19 may be mitigated but not eliminated.

When schools do reopen, plans should already be in place for outreach to students who do not return, given the high likelihood of separation anxiety and agoraphobia in students. Students may have difficulty with the social and emotional aspects of transitioning back into the school setting, especially given the unfamiliarity with the changed school environment and experience. Special considerations are warranted for students with pre-existing anxiety, depression, and other mental health conditions; children with a prior history of trauma or loss; and students in early education who may be particularly sensitive to disruptions in routine and caregivers. Students facing other challenges, such as poverty, food insecurity, and homelessness, and those subjected to ongoing racial inequities may benefit from additional support and assistance.

Schools need to incorporate academic accommodations and supports for all students who may still be having difficulty concentrating or learning new information because of stress associated with the pandemic. It is important that schools do not anticipate or attempt to catch up for lost academic time through accelerating curriculum delivery at a time when students and educators may find it difficult to even return to baseline rates. These expectations should be communicated to educators, students, and family members so that school does not become a source of further distress.

## **Mental Health of Staff**

The personal impact on educators and other school staff should be recognized. In the same way that students are going to need support to effectively return to school and to be prepared to be ready to process the information they are being taught, teachers cannot be expected to be successful at teaching children without having their mental health needs supported. The strain on teachers this year as they have been asked to teach differently while they support their own needs and those of their families has been significant, and they will be bringing that stress back to school as schools reopen. Resources such as Employee Assistance Programs and other means to provide support and mental health services should be established prior to reopening. The individual needs and concerns of school professionals

should be addressed with accommodations made as needed (eg, for a classroom educator who is pregnant, has a medical condition that confers a higher risk of serious illness with COVID-19, resides with a family member who is at higher risk, or has a mental health condition that compromises the ability to cope with the additional stress). Although schools should be prepared to be agile to meet evolving needs and respond to increasing knowledge related to the pandemic and may need to institute partial or complete closures when the public health need requires, they should recognize that staff, students, and families will benefit from sufficient time to understand and adjust to changes in routine and practices. During a crisis, people benefit from clear and regular communication from a trusted source of information and the opportunity to dialogue about concerns and needs and feel they are able to contribute in some way to the decision-making process. Change is more difficult in the context of crisis and when predictability is already severely compromised.

## Food Insecurity

In 2018, 11.8 million children and adolescents (1 in 7) in the United States lived in a food-insecure household. The coronavirus pandemic has led to increased unemployment and poverty for America's families, which in turn will likely increase even further the number of families who experience food insecurity. School re-entry planning must consider the many children and adolescents who experience food insecurity already (especially at-risk and low-income populations) and who will have limited access to routine meals through the school district if schools remain closed. The short- and long-term effects of food insecurity in children and adolescents are profound. **Plans should be made prior to the start of the school year for how students participating in free- and reduced- meal programs will receive food in the event of a school closure or if they are excluded from school because of illness or SARS-CoV-2 infection.**

## Immunizations

Existing school immunization requirements should be maintained and not deferred because of the current pandemic. In addition, although influenza vaccination is generally not required for school attendance, in the coming academic year, it should be highly encouraged for all students. School districts should consider requiring influenza vaccination for all staff members. Pediatricians should work with schools and local public health authorities to promote childhood vaccination messaging well before the start of the school year. It is vital that all children receive recommend vaccinations on time and get caught up if they are behind as a result of the pandemic. The capacity of the health care system to support increased demand for vaccinations should be addressed through a multifaceted collaborative and coordinated approach among all child-serving agencies including schools.

## Organized Activities

It is likely that sporting events, practices, and conditioning sessions will be limited in many locations. Preparticipation evaluations should be conducted in alignment with the [AAP Preparticipation Physical Evaluation Monograph](#), 5th ed, and state and local guidance.

## Resources

- [Coalition to Support Grieving Students](#)
- [Using Social Stories to Support People with I/DD During the COVID-19 Emergency](#)
- [Social Stories for Young and Old on COVID-19](#)

## Additional Information

If you need a print version of this guidance, use the Print icon at the top of the page or download a pdf [here](#).

- Information for Parents on HealthyChildren.org: [Returning to School During COVID-19](#)
- [Guidance Related to Childcare During COVID-19](#)
- [Guidance on Providing Pediatric Well-Care During COVID-19](#)
- [List of latest AAP News articles on COVID-19](#)
- [Pediatrics COVID-19 Collection](#)
- [COVID-19 Advocacy Resources](#)(Login required)
- [Centers for Disease Control and Prevention: Considerations for Schools](#)
- [Centers for Disease Control and Prevention: School Decision Tree](#)
- [Centers for Disease Control and Prevention: Activities and Initiatives Supporting the COVID Response](#)

**Interim Guidance Disclaimer:** The COVID-19 clinical interim guidance provided here has been updated based on current evidence and information available at the time of publishing. Guidance will be regularly reviewed with regards to the evolving nature of the pandemic and emerging evidence. All interim guidance will be presumed to expire in December 2020 unless otherwise specified.

**Last Updated** 06/25/2020

**Source** American Academy of Pediatrics



We thank you for your time spent taking this survey.  
Your response has been recorded.

Below is a summary of your  
responses

[Download PDF](#)

## 2020 COVID-19 TECHNOLOGY PROFILE UPDATE & LAUNCH NE TECHNOLOGY INITIATIVE APPLICATION

*(Responses submitted may be subject to a public records request or may be made public on the Nebraska Department of Education's website. Please do not provide any password information, zoom links, personally-identifiable information, or information that is sensitive in nature through the web form.)*

The COVID 19 disruption to education has provided unique challenges for Continuity of and Conditions for Learning.

The federal CARES Act includes specific funding sources for State Education Agencies (SEAs) and governors to support statewide priorities in addressing the COVID-19 pandemic. Specifically, section 18002 of the Act establishes the Governor Emergency Education Relief (GEER) fund, and section 18003 establishes the Elementary Secondary School Emergency Relief (ESSER) fund. The core purpose of these funds is to direct money to address areas most impacted by the disruption and closure of schools caused by COVID-19, which includes: continuing to provide educational services while schools are closed, such as remote learning; and developing and implementing plans for return to normal operations.

One of the priorities established in Nebraska is to support technology needs (e.g., broadband, devices, software, etc.). The purpose of this profile and plan collection is to better understand the current status and priority needs of schools. NDE is requesting that **each Public School District submit and Nonpublic School** complete the following **Digital Learning Profile and Plan by July 6, 2020** to be

**Nonpublic School** complete the following **Digital Learning Profile and Plan** by July 6, 2020 to be eligible for consideration of state level ESSER and GEER resources targeting technology supports.

**The results of the profile will inform statewide priorities and the local digital learning plans will serve as an application for consideration to participate in the CARES Act (ESSER and GEER) work over the coming months.**

The Framework of the Profile uses the Hierarchy of Digital Learning.

Guiding questions, details and options of emerging projects are available on the Launchne.com website that may assist with defining a number of the initiatives.

Please answer the questions that follow for your district or school. Here is a PDF of the Profile update you can download and review before you begin: [PDF of Profile](#)

If you have any questions regarding the information please send an email to [dorann.avey@nebraska.gov](mailto:dorann.avey@nebraska.gov).

This survey will close on July 6, 2020. Thank you for all you do for the students and families of Nebraska.

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## Section 0: Digital Planning Learning.

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0a. District/School Contact Information for this application.

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Non-public school (if applicable)	
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District/School Website:	(paste URL here)

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0b. Please briefly describe the planning process (e.g., team members, timing, meetings, etc.) used to address the digital learning for summer learning and returning to school in the fall.

Team members have included our special education director, principals, assistant principal/activities director, central office staff, instructional technology coordinator, and family liaison. During meetings held in April and May, plans were made to address summer school through virtual instruction in late May and June. Meetings to address returning to school in the fall will begin after the 4th of July weekend.

0c. Describe the planning approach and considerations pursued for ensuring accessibility in digital learning for students with disabilities

The district has access to aging MacBook Air laptops, iPads, and Chromebooks. The appropriate device was provided to each student based upon need. Special Education staff worked to convene meetings with a team for each student to ensure that learning needs were addressed to the greatest extent possible.

### Section 1: Current status of District/School technology hierarchy.

1. Has your district/school experienced any of the following barriers to the continuity of learning during the COVID-19 pandemic?

	Yes	No
a. <b>Lack of Student Access to Devices 24/7.</b> Students lack access to up-to-date devices outside of School.	<input checked="" type="radio"/>	<input type="radio"/>
b. <b>Lack of Student Access to the Internet 24/7.</b> Students lack access to the Internet outside of school.	<input checked="" type="radio"/>	<input type="radio"/>
c. <b>Lack of Student Access to a Learning Management System 24/7.</b> Teachers lack an accurate way to track digital attendance or digital time on task or sending/receiving learning resources for each student outside of school.	<input type="radio"/>	<input checked="" type="radio"/>
d. <b>Lack of High Quality Digital Content.</b> Teachers have little to no access to high quality digital resources for teaching and learning.	<input type="radio"/>	<input checked="" type="radio"/>
e. <b>Lack of Teacher Access to Professional Development:</b> Teachers lack access to timely remote professional development and training on teaching in a remote learning environment.	<input checked="" type="radio"/>	<input type="radio"/>
f. <b>Lack of Funding.</b> There is not room in our 2020-2021 district/school budget to expand our capacity in ALL of the above barriers.	<input checked="" type="radio"/>	<input type="radio"/>

### Section 2: Infrastructure Broadband

2a. Describe the process used to determine availability of broadband for students and teachers within the district/school.

Students and families were asked to complete a survey. The survey was distributed via the district Remind messaging service and social media. Further information was gathered by teachers as connection issues were identified.

2b. What are your plans to update and maintain information about home broadband and Internet

access for students and teachers this fall?

A new survey will be sent out to families. This survey will be distributed via the district's Remind messaging service, social media, available during a planned open house (restrictions allowing), and a paper copy will be mailed to families' homes with "back to school" packets.

2c. Would your school or district be interested in resources, approaches, or tools to assist with the process?

Yes

No

2d. Which of the following Infrastructure efforts were deployed between February-June 2020 to mitigate the lack of home internet access for students and teachers? (For more information on each technology, please see this [URL](#))? Please choose all that apply and indicate Yes/No as suitable.

	Deployed or Purchased in February-June	Interested in deploying or purchasing for 2020-2021 year (Yes/No)
a. Mobile Cellular Hotspots	Yes	Yes
b. Homework hotspots at Community Anchor Institutions	No	One at Library
c. Access through local Internet Providers	Yes	Yes
d. Rural TV White Space (TVWS) [470 - 698 MHz]	No	Yes
e. Wireless Education Broadband Services (EBS) [2.5 GHz]	No	Yes
f. Low Earth Orbiting (LEO) Satellite Service	No	Yes
g. Other: Please specify	N/A	

### Section 3: Current Device Data

3. Please choose from the following approaches to device or hardware acquisition used by your district/school? Please choose all that apply.

Direct Leasing of devices or other hardware

Direct purchasing of devices or other hardware

Bundling tech. support with direct device or hardware leases

- Bundling tech. support with direct device acquisition
- Direct purchasing of manufacturer "reconditioned" devices
- Other: Please specify

## Section 4: Current/Planned Device Count Status by grade level

4a. Current Status of Device Access (Current and Planned):

*Ensuring a device for all students/teachers.*

Please indicate the following in numbers for student enrollment, devices available, devices ordered/planned and devices needed as applicable. If one of these is not applicable for one or more grade levels, please indicate with a "X" against N/A.

Please view an example of how you can answer this question below:

Example	N/A	Enrollment	Devices Available	Devices Ordered/Planned	Devices Needed
Kindergarten	X				
First Grade		365	300	90	65
Second Grade		300	200	120	100
Third Grade					

	N/A	Enrollment	Devices Available	Devices Ordered/Planned	Devices Needed
Kindergarten				30	30
First Grade				30	30
Second Grade				30	30
Third Grade			40		
Fourth Grade			40		
Fifth Grade				30	30
Sixth Grade				30	30
Seventh Grade				37	
Eighth Grade				36	
Ninth Grade				33	
Tenth Grade					

Eleventh Grade	N/A	Enrollment	Devices Available	Devices Ordered/Planned 32 29	Devices Needed 29
Twelfth Grade				31	

4b. District Device Management System

Please select the device management system(s) in use within your district/school. Please select all that apply.

- Apple DEP
- Apple Mobile Device Management
- GoGuardian Fleet
- Google Suite
- Impero
- Jamf
- Microsoft Intune
- Securly
- Windows Autopilot
- Other: Please specify

Currently using Mosyle, but switching to Securely for all devices in the fall

- Don't have one or don't know and would like information

4c. Make and model of recent and prevalent devices available:

Please indicate the make, style and model of the most recent and prevalent devices as applicable. If one of these is not applicable for one or more grade levels, please indicate with a "X" against N/A.

Please view an example of how you can answer this question below:

Example	N/A	Make	Style	Model
Kindergarten	X			
First Grade		HP	Spectre	x360
Second Grade		Dell	0000	0000
Third Grade		Acer	0000	0000

	N/A	Make	Style	Model
Kindergarten		Apple	iPad	iPad2
First Grade		Apple	iPad	Air

Grade	Make	Style	Model
First Grade	N/A	Apple	Air
Second Grade		Apple	Air
Third Grade		Lenovo	Chromebook
Fourth Grade		Lenovo	Chromebook
Fifth Grade		Lenovo	Chromebook
Sixth Grade		Lenovo	Chromebook
Seventh Grade		Lenovo	Chromebook
Eighth Grade		Lenovo	Chromebook
Ninth Grade		Apple	iPad
Tenth Grade		Apple	iPad
Eleventh Grade		Apple	iPad
Twelfth Grade		Apple	iPad

4d. Does your school or district want assistance in configuring, deploying or supporting student and teacher devices?

- Yes
- No

### Section 5: Software

The purpose of this section is to describe software applications that your school/district has access to.

#### 5a. Collaborative Software

Collaborative Software is a resource that serves as a communication, connection, and coordination resource. In some cases that may include video conferencing, chat, discussion groups, planning and calendar and integration of applications. With this context, please indicate which software do you have in use, which is planned for purchase and for which do you require more information.

	In Use	Planned for purchase	Interested to get more information about
Microsoft Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoom	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
WebEx	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WebEX	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google Meet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skype	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: Please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

### 5b. Learning Management System

Please indicate the number of students and the learning management system by grade level. If one of these is not applicable for one or more grade levels, please indicate with a "X" against N/A.

Please view an example of how you can answer this question below:

	N/A	# of Students	Learning Management System name
Kindergarten	X		
First Grade		30	Canvas
Second Grade		45	Canvas

	N/A	# of Students	Learning Management System name
Kindergarten		20	Google Classroom
First Grade		20	Google Classroom
Second Grade		21	Google Classroom
Third Grade		26	Google Classroom
Fourth Grade		27	Google Classroom
Fifth Grade		22	Google Classroom
Sixth Grade		23	Google Classroom
Seventh Grade		28	Google Classroom
Eighth Grade		32	Google Classroom
Ninth Grade		33	Google Classroom
Tenth Grade		32	Google Classroom
Eleventh Grade		29	Google Classroom
Twelfth Grade		31	Google Classroom

### 5c. Learning Object Repository:

Please indicate which of the following learning object repository does your district/school have access to. Please choose all that apply.

- Equella
- Nebraska OER (Open Education Resources)
- Safari
- Other: Please specify

## Section 6: Digital Content

Digital Content takes many forms. Courses, curriculum, lessons, and other learning tasks or activities. Transitioning traditional curriculum into digital content and delivery is not as easy as scanning a paper document and placing in a Google Folder. With this context, please answer the following questions.

6a. There are several sources of digital content available. Please identify the areas currently used by your district/school. Please choose all that apply.

- Learn 360
- Ed Ready
- Hippocampus/NROC
- Worldbook Online
- Zearn
- Others: Please specify. If you have multiple options, please separate using commas.

6b. Instructional Materials:

Describe your district/school plan(s) to ensure the instructional materials are digitally enabled.

We are currently working with staff and the curriculum committee of the board to seek approval of funding for updated social science and English language arts materials with digital access. Current materials are outdated and/or do not have up-to-date digital content/access. Math, Science, and Agricultural Education materials currently have digital capabilities.

6c. Please suggest which "Digital Content" resources need to be provided and made available statewide to take advantage of cost savings.

A statewide identification of open educational resources aligned to the Nebraska standards would be very

helpful.

Characters remaining: 385

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## Section 7: Professional Development Needs

This section talks about the professional development needs that you might have over summer and fall of 2020.

7a. Please describe the professional development efforts undertaken by your district/school to support digital learning, including possible remote learning efforts for teachers, parents, and administrators.

Training for use of Zoom was provided by ESU#13 personnel before and immediately after the school closure was announced. Additional instructional training was provided for all teachers by an experienced distance learning teacher.

7b. Please prioritize/rank order the following list of state and regional ESU level professional development offerings.

- 1 Pedagogical training in remote or digital learning environments
- 2 Collaborative Software Training and resources
- 3 Accessibility supports for digital learning
- 4 High Quality Digital instructional materials
- 5 Assessment Management System
- 6 Creating courses using a Learning Management System
- 7 Delivering content within a Learning Management System

7c. What additional professional development priorities are still unmet?

District-wide pedagogical training in remote or digital learning environments. A particular need is strategies to effectively engage students in these environments.

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## Section 8: Privacy and Security

8a. Are you a member of the Nebraska Student Privacy Alliance?

- Yes
  - No
  - I am interested in receiving more information
- 

8b. Please describe briefly any student and staff "Cybersecurity" training that you have in place.

We have conducted limited training. We would like to receive additional information.

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8c. Please indicate if your district/school has conducted a security risk assessment?

- Yes
  - No
- 

8cc. Since you indicated that your district/school has not conducted a security risk assessment, please let us know if you are interested to get more information.

We have conducted a limited risk assessment, but would like to do something more comprehensive. We would like to receive more information.

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If you have any final thoughts or comments about this survey-based inquiry, including the process of submission, please provide them in the box below.

Otherwise, please hit the "Submit" button below to transmit your responses to the Nebraska Department of Education.

Thank you for your work with schools. This is an opportunity to improve educational access for students throughout the state.

## 2020 COVID-19 DIGITAL LEARNING PROFILE AND PLAN

#NDE 19-5775

For more information about this survey, please contact:  
Dorann Avey | Digital Learning | dorann.avey@nebraska.gov | 402-471-4366



Matthew L. Blomstedt, Ph.D., Commissioner

# NEBRASKA

## DEPARTMENT OF EDUCATION

[www.education.ne.gov](http://www.education.ne.gov)  
301 Centennial Mall South  
P.O. Box 94987  
Lincoln, NE 68509-4987  
TEL 402.471.2295  
FAX 402.471.0117

July 10, 2020

TO: Nebraska Public School Superintendents  
FROM: Exempt School Program Office  
RE: Rule 13 Exemption Filing Deadline

Our office has been receiving many calls & emails from parents/legal guardians with school re-opening concerns and the filing deadline of July 15 if they should choose to "home school" rather than sending their child to public or private school.

A Rule 13 exemption election filing applies only to traditional "homeschooling." If the student is schooling at home due to a school closure, or through remote learning, and is **still enrolled** in your school or an approved or accredited private school, a Rule 13 filing **does not apply**.

Exemption election submissions are due annually by July 15. For parents/legal guardians who are waiting for schools to announce re-opening plans, **there is an existing provision in Rule 13 to allow for filing after July 15, see section 003.02A on page 4 of Rule 13.** The parents/guardians must file **promptly** once a decision is made to "home school."

Schools will be able to access their district's 2020/21 "**Exempt Schools – School District Report**" by early August. More information will be provided in the August School Finance & Organization Services bulletin.

Please refer parents/legal guardians to the Exempt School Program website for further information.

### **Exempt School Contact Information:**

- **Exempt Schools – School District Report** (districts enter via the NDE Portal to view this report): <https://portal.education.ne.gov>
- **Exempt School Program website:**  
<https://www.education.ne.gov/fos/exempt-schools/>
- **Exempt School Program contacts:**
  - Beth Bolte: [beth.bolte@nebraska.gov](mailto:beth.bolte@nebraska.gov) or 402/471-2795 or
  - Micki Iverson: [micki.iverson@nebraska.gov](mailto:micki.iverson@nebraska.gov) or 402/471-1894

## COVID-19 RESPONSE

# Working with Schools

Below are shared core principles that local health departments (LHDs) in Nebraska consider when making recommendations and advising our local schools about how to safely reopen and stay open during the COVID-19 pandemic.

- **LHDs statewide are monitoring and evaluating public health data related to COVID-19 in our local jurisdictions daily.**
- **LHDs want Nebraska schools to open and stay open.** We recognize the unique nature of schools and the education system's role in the economic and mental wellbeing of children and adults.
- **LHDs work closely with our local schools and ESUs to develop reasonable plans for social distancing and masking in school facilities to reduce the spread of COVID-19.** These plans need to be locally-responsive and aim to create school environments that will minimize the impact on the school community and the student learning experience when students or staff test positive for COVID-19. **Key recommendations that these plans will include** when community spread is occurring include:
  - All staff and students wear cloth face coverings over their nose and mouth whenever possible.
  - General physical distancing of 6 feet between individuals whenever possible.
  - Frequent hand washing and/or hand sanitizing.
- **When a positive COVID-19 case is confirmed in a school, that individual will be excluded and allowed to return based upon current guidance from CDC at the time. LHDs will work with schools to consider the following questions when determining how that case will impact others in their classroom and/or school building.**
  - What is the level of community spread outside the school building?
  - Was the individual with COVID-19 wearing a mask most of the time?
  - Were other students and staff who were within 6 feet of the individual with COVID-19 for more than 15 minutes masked?
  - Was the individual with COVID-19 part of a cohort within the building or did they interact with a large number of students and staff throughout their day?
  - To what extent is the school community implementing other non-pharmaceutical interventions (hand washing, hand sanitizers, etc.)?
- The answers to these questions will determine 1) the number of close contacts, 2) if the close contacts who are not symptomatic may stay in the classroom, and 3) the number of other students and staff who will need to be quarantined.

BEFORE THE NEBRASKA STATE BOARD OF EDUCATION

IN THE MATTER OF  
THE COVID-19 PANDEMIC

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)  
)  
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NDE Case No. 20-06  
  
DECLARATORY  
ORDER

This matter comes before the Board as a result of a Petition for Declaratory Order filed on May 4, 2020, by Dr. Kraig J. Lofquist, Executive Director of the Educational Service Unit Coordinating Council.

On May 8, 2020, the Board determined the matter was properly filed in accordance with 92 NAC 62, the Department of Education's regulations governing declaratory orders, and entered an order directing the Commissioner of Education to prepare an order for the Board to consider in this matter under the provisions of said Rule.

NAMES OF ALL PARTIES TO THE PROCEEDINGS

The Petitioner is Dr. Lofquist, and upon request of the Commissioner, Petitioner's Counsel supplied documentation of serving a copy of the Petition by electronic means, (emails), through the various ESUs to school districts and private schools within their geographic boundaries. This documentation is attached to this Order as Exhibit 1, and contains the names of such entities. Petitioner has indicated to the Department that this method of service was used in large part due to the COVID Pandemic.

THE FACTS UPON WHICH THE PETITION IS BASED

- i. On March 13, 2020, President Trump declared a national emergency and Governor Ricketts declared a state emergency over the COVID-19 pandemic.
- ii. On March 13, 2020, Chief Medical Officer/Director of Public Health Dr. Gary Anthonie entered "Directed Health Measure Order 2020-001" that prohibited "gatherings" at schools in Cass, Douglas, Sarpy and Washington Counties.
- iii. Between March 13, 2020 and the date of filing this petition, Dr. Anthonie and Governor Ricketts entered various other Executive Orders and Directed Health Measures that either limited "gatherings" in schools or closed precluded in-person student instruction and other activities.
- iv. On April 1, 2020, Dr. Anthonie issued Directed Health Measure 2020-008, which ordered all schools "to cease all in-person instruction through May 31, 2020 . . ."
- v. On April 3, 2020, the State Board adopted a resolution supporting and authorizing the Commissioner of Education, as the executive officer of the Board, and as administrative head of the Department, to facilitate broad flexibility for the operation of schools during this emergency that is effective for one year from adoption by the Board.

vi. On April 20, 2020, Governor Ricketts issued “Executive Order No. 20-20,” which waives certain assessment, accountability, and Reading Improvement Act requirements.

vii. At the time of the filing of this Petition, Nebraska school districts and Educational Service Units have been prevented from having students physically present in attendance centers and have shifted to remote or distance learning or enrichment activities for the remainder of the 2019-2020 school year, and may similarly have such arrangements for at least some of the 2020-2021 school year.

#### GENERAL AUTHORITY OF THE STATE DEPARTMENT OF EDUCATION

The State Board, Commissioner of Education, and the Department are created and provided with the general supervision and administration of the school system of this state by sections 2, 3, and 4 of Article VII of the Nebraska Constitution, and assigned duties by the Legislature generally found in Article 3 of Chapter 79 of the Reissue Revised Statutes of Nebraska.

The intent of . . . the Constitution, was to confer powers upon the state board, which it did not and could not previously have. If this is not so there would have been no purpose in adopting it as an amendment to the Constitution in 1952. The Legislature was already authorized to delegate administrative authority to the state board and the constitutional grant of the general supervision and administration of the school system of the state, and such other activities as the Legislature may direct, necessarily included authority by the Legislature to grant purely legislative power if it was to have any added meaning at all. School Dist No. 8. v. State Board of Education, 176 Neb. 722, 723, 127 N.W.2d 458, 460, (1964).

Generally, for purposes of construction, a rule or order of an administrative agency or political subdivision is treated like a statute. Absent a statutory or regulatory indication to the contrary, language contained in a rule or regulation is to be given its plain and ordinary meaning. A rule is open for construction only when the language used requires interpretation or may reasonably be considered ambiguous. Deference is accorded to an agency or political subdivision's interpretation of its own rules unless plainly erroneous or inconsistent. Prokop v. Lower Loup Nat. Res. Dist., 302 Neb. 10, 13, 921 N.W.2d 375, 383, (2019).

In certain circumstances, administrative agencies are permitted to depart from their own regulations. It is within the discretion of an administrative agency to relax or modify its procedural rules adopted for the orderly transaction of business before it when in a given case the ends of justice require it. Jantzen v. Diller Tel. Co. (In re Application of Jantzen), 245 Neb. 81, 83, 511 N.W.2d 504, 508, (1994). An agency must have sufficient latitude in its operations and in matters under its jurisdiction to exercise that jurisdiction fairly. *Id.*

The Board issues this Order consistent with the purpose of its existing emergency authority resolution conferring authority to the Commissioner and his delegees, and the Board remains

committed to using the full scope of its constitutional authority whether executive, legislative, or judicial, to ensure access to quality educational opportunities by providing relief, flexibility, and clarity to schools, school districts, and educational service units, to the maximum extent permitted by law. In addition to the items contained in this Order and including those contained in this Order, the Board and Commissioner intend to provide flexibility to the fullest extent permitted by law, pursuant to sections 79-305, 79-703, 79-318 & 79-319 and other laws, regulations, and rules, provided that such flexibility will be a benefit to students as well as any Nebraska school, ESU, and ESUCC impacted by COVID-19, unless such school, ESU, or ESUCC has evidenced bad faith as determined by the Commissioner and the Board.

The Board finds that the Commissioner has exercised proper authority in considering the petition, requesting additional information, and presenting recommendations to the Board. The Board desires for this Order to be wholly severable, such that any specific words, clauses, sentences, or provisions deemed unenforceable do not render the entire Order unenforceable.

#### CONCLUSIONS AND ORDER

Consistent with the authority to issue this Order declaring the “applicability,” as described in sec. 003.03 of Rule 62, of existing statutes, rules and regulations in light of COVID-19 emergency, the Board finds, orders, and declares as follows:

1. With respect to 92 NAC 3 (Rule 3) Secs. 004.04 and 004.06 are “procedural rules” adopted by the Board intended to provide timely information that can be accomplished electronically by schools, and the Commissioner shall encourage innovation and provide reasonable flexibility to any school demonstrating the need for such flexibility in these rules during the 2019-20, and 2020-2021 school years. The Board will consider requests for waivers under Rule 10, Sec, 013 regarding any noncompliance with requirements in Rule 3 due to COVID-19 since noncompliance with Rule 3 constitutes a violation of a mandatory provision of Rule 10;
2. With regard to 92 NAC 4 (Rule 4), these are duties of school districts under *Neb. Rev. Stat*, Sec. 79-734 and Rule 4 itself, and can be accomplished during the 2020-2021 school year without unreasonable impediment. Districts may provide flexibility to parents/guardians concerning the return of textbooks within 15 days after the end of the 2019-2020 school year for the return of textbooks without penalty from NDE.
3. With respect to 92 NAC 10, (Rule 10), and 92 NAC 14 (Rule 14), the Board has already granted accreditation to school districts and school systems for the 2020-21 school year, and granted approval of schools for the 2020-21 school year, under the provisions of these Rules with knowledge that *Neb. Rev. Stat*, Sec. 79-213 already provides these school districts with a means to have the Board accredit the schools due to “epidemic sickness”. The Board directs the Commissioner to promote innovation and provide reasonable flexibility and guidance on the provisions of Rule 10 and Rule 14 for the 2020-21 school year to school systems and school districts.
4. With respect to 92 NAC 11 (Rule 11) which permits school systems to utilize the same affidavit process contained in *Neb. Rev. Stat*, Sec. 79-213 for epidemic sickness, the Commissioner shall provide similar relief as provided under Rules 10 and 14. The Commissioner shall provide reasonable flexibility to any school demonstrating the need for such flexibility in this rule during the 2019-20, and 2020-2021 school years.

5. With respect to 92 NAC 15 (Rule 15), the Commissioner will provide as much flexibility as authorized by law in implementing the Rule for the 2019-2020 and 2020-2021 school years which includes electronic communications accomplishing any of the requirements. The federal requirement for participation in the State ELP assessment was waived for the 2019-2020 school year by the U.S. Department of Education. The Board will consider requests for waivers under Rule 10, Sec. 013 regarding any noncompliance with requirements in Rule 15 due to COVID-19 since noncompliance with Rule 15 constitutes a violation of a mandatory provision of Rule 10;

6. With respect to 92 NAC 47 (Rule 47), the curriculum requirements related to work-based learning and career exploration opportunities do not require physical presence, and may be accomplished anywhere along the workplace experiences continuum, including awareness, exploration, and/or work-based learning activities. Advisory Board meetings may be delayed as long as necessary to prevent the continued spread of COVID-19, and all prior work and guidance provided by the Advisory Board may be utilized during the 2020-2021 school year if the Advisory Board does not meet prior to the conclusion of the 2020-2021 school year. No Career Academy Program will be subjected to a loss of approval for continued operation based on disruptions and/or limitations due to COVID-19, and the Commissioner is encouraged to utilize maximum flexibility under section 005.03 of the Rule.

7. With respect to special education and any rule adopted by the Board, the Board recognizes the regulations in these rules adopted by the Board are governed by federal laws for which any rights must not be prejudiced. The Board reaffirms the work of the Commissioner to date and expects the Commissioner to permit innovation and flexibility in compliance to the extent required by Congress or the U.S. Department of Education considering the impact of COVID-19 on any Complaints made pursuant to Rules 51 or 52. The right of the person or entity to file such a Complaint shall not be infringed.

8. With respect to 92 NAC 84 (Rule 84), the Board has already accredited educational service units for the 2020-21 school year, and Sec. 004 of Rule 84 provides a process allowing for future correction of any prior non-compliance before any recommendation is considered by the Commissioner on accreditation. The Commissioner shall provide reasonable flexibility and guidance on the provisions of Rule 84 for the 2020-21 school year, and the Board will not consider any noncompliance of this rule due to COVID-19 to constitute a violation resulting in the loss of accreditation;

9. With respect to 92 NAC 91 (Rule 91), the Commissioner has already issued guidance on the topic of driver training requirements which the Board supports. The Commissioner shall continue to provide reasonable flexibility and guidance on the provisions of this rule.

10. With respect to state statutory provisions identified in the petition, the Board to the maximum extent permitted by law will not pursue adverse action with regard to any provision of the law that cannot be reasonably addressed due to disruptions caused by the pandemic. However, provisions of the law that can reasonably be addressed by a Nebraska school, school district, ESU, and ESUCC should be addressed. The Commissioner shall continue to provide reasonable flexibility and guidance and may proceed with requests for executive orders from the Governor or changes in statutes from the Legislature as appropriate.

11. With respect to all other matters not expressly addressed in this order or under the express authority of the Commissioner of Education, whether raised in the Petition in this matter or otherwise, the Board declines to address by way of a Declaratory Order all such matters for the reason such matters do not require a response by the Board at this time.

12. The Commissioner shall from time to time during the pandemic and as appropriate continue to address matters presented through guidance in accordance with this order and publish such guidance on the Department's web site.

Signed this 17<sup>th</sup> day of June 2020.

  
\_\_\_\_\_  
President, State Board of Education

Petition to NDE - Notice to schools  
May 4, 2020

Master Petition Letter  
Petition 050420

ESU 01

ESU 02      ESU 02 2

ESU 03

ESU 04

ESU 05      ESU 05 2      ESU 05 3      ESU 05 4      ESU 05 5      ESU 05 6  
ESU 05 7      ESU 05 8      ESU 05 9      ESU 05 10      ESU 05 11      ESU 05 12  
ESU 05 13

ESU 06

ESU 07

ESU 08

ESU 09

ESU 10

ESU 11

ESU 13      ESU 13 2

ESU 15

ESU 16

ESU 17

ESU 18 Parochial      ESU 18 2

ESU 19      ESU 19 2      ESU 19/Perkins      ESU 19/Perkins2

Bobby Truhe <[bobby@ksbschoollaw.com](mailto:bobby@ksbschoollaw.com)>  
Fri 5/15/2020 10:39 AM

To: Summers, Scott  
Cc: Blomstedt, Matt

Scott,

ESU 15 has now been added to the document, which should complete the distribution documentation. If the link did not work or if you need anything else, please just let me know.

Thanks,  
Bobby

**Bobby Truhe**  
[KSB School Law](#), PC, LLO  
Cornhusker Plaza  
301 South 13th Street, Suite 210  
Lincoln, NE 68508  
Office: (402) 804-8000  
Cell: (605) 670-2968

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**From:** Bobby Truhe <[bobby@ksbschoollaw.com](mailto:bobby@ksbschoollaw.com)>  
**Sent:** Thursday, May 14, 2020 3:47 PM  
**To:** Summers, Scott <[Scott.Summers@nebraska.gov](mailto:Scott.Summers@nebraska.gov)>  
**Cc:** Blomstedt, Matt <[Matt.Blomstedt@nebraska.gov](mailto:Matt.Blomstedt@nebraska.gov)>  
**Subject:** Re: Rule 62 Declaratory Order Petition - ESUCC

Scott,

Every ESU except ESU 15 has sent in its confirmation of delivering the Petition to all member schools. Mostly, this was done by email rather than certified mail due to the pandemic and preferences of the administrators. We are working on getting that confirmation from ESU 15, as well. If that is an issue, please let me know.

Right now, the information from each ESU is linked in a handy Google Doc that ESUCC has put together. Would you like us to simply give you viewing access to that document, so that you can retrieve the information as needed? Or would you prefer that we send it all to you in PDF form?

Thanks,  
Bobby

**Bobby Truhe**  
[KSB School Law](#), PC, LLO  
Cornhusker Plaza  
301 South 13th Street, Suite 210  
Lincoln, NE 68508  
Office: (402) 804-8000  
Cell: (605) 670-2968

**CERTIFICATE OF SERVICE**

The undersigned hereby certifies that a copy of the foregoing Declaratory Order was served upon Dr. Kraig J. Lofquist, Executive Director, Educational Service Unit Coordinating Council (ESUCC), 6949 S. 110th Street, LaVista, NE 68128 , and Bobby Truhe, Esq/, KSB School Law, PC, LLO, Cornhusker Plaza, 301 South 13th Street, Suite 210, Lincoln, NE 68508 via United States mail, certified mail, return receipt requested, and provided electronically to all necessary parties that the Petitioner indicated were similarly provided a copy of the petition.

Dated this 19<sup>th</sup> of June, 2020.

Brenda L. Wid

# Considerations for Developing Re-Opening Plans for Nebraska's Schools

Nebraska Rural Community Schools Association

Jack Moles, Executive Director



INTRODUCTION

➔ Member Superintendents and Educational Service Unit Administrators of the Nebraska Rural Community Schools Association (NRCSA) have developed ideas for consideration to support districts and communities in determining their plans and strategies for reopening schools. NRCSA's Considerations for Developing Re-opening Plans for Nebraska's Schools provides a tiered approach of ideas that schools may choose to consider before students and employees return to school buildings, along with considerations that may be applicable throughout the school year. It is designed to help districts prioritize the health and safety of students and teachers as they open school buildings and deliver instruction for the 2020-2021 school year.

➔ This document is not intended to provide prescriptive or restrictive guidelines to districts. It is simply a framework for districts as they build their re-opening plans. NRCSA recommends school districts continue to monitor CDC, state agency, and local and district health department guidance and comply with directives as these are issued. The Nebraska Department of Education's "Launch Nebraska" → <https://www.launchne.com/> will be especially important for the district as it develops its local plan. It may also be advisable to confer with the school district's attorneys on some issues. The information provided in this document is not mandated, or state required. Local school districts have the authority and flexibility to meet their individual needs and be responsive to their communities.

➔ Nothing in this document should be construed as a mandate, and the committees which compiled these considerations did so with an intent to always provide room for, and respect for, the latitude of local control. Superintendents, school officials and local Boards of Education are the best determinants of decision making at the local level. They know their communities best.

**Each committee was chaired by a Nebraska School District Superintendent or ESU Administrator and co-chaired or assisted by a colleague. Committees included diverse membership representing predominantly superintendents, but also ESU administrators and specialists.**

MODEL

While state decisions may decide the general format that school takes in the fall, it will fall to the local administration and Board of Education to decide the fine details of any format. Basically, the general formats that may be utilized with the opening of the new school year will fall into one of three modes based on community spread of Covid-19. These modes are (1) low or no spread, (2) minimal or moderate spread, or (3) substantial spread. The general formats that the school year may take, based on these modes would appear to be as follows:

LOW/NO SPREAD	MINIMAL/MODERATE SPREAD	SUBSTANTIAL SPREAD
School buildings are open, with minimal restrictions. The district may choose to initiate preventative practices or additional proactive protocols.	School buildings are open, but use may be minimal, altered, or staggered. Such use may be based on social distancing directives.	School buildings are closed. The closure may be short-term or extended and will likely be based on state (NDE) or district health declaration.

# Considerations for Developing Re-Opening Plans for Nebraska's Schools

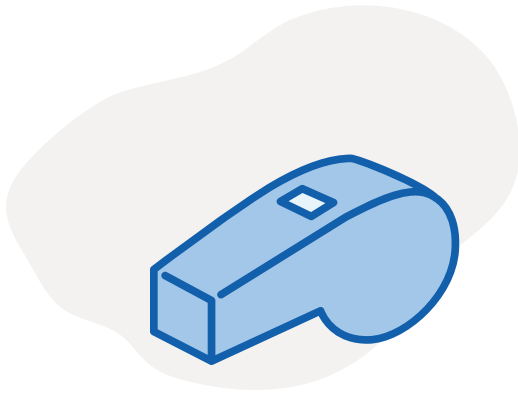
Nebraska Rural Community Schools Association  
*Jack Moles, Executive Director*



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➔ A committee chair and secretary were identified for each committee. These individuals served on a Steering Committee. Also serving on the Steering Committee were several Education Service Unit administrators, as well as Project Coordinators John Skretta (ESU 6 Administrator) and Jack Moles (NRCSA Executive Director). The committee chairs and secretaries were (first name listed is the Chair, second name is the Secretary/Co-Chair):

<b>CUSTODIAL/HEALTH:</b>	Mark Lenihan (Wayne Superintendent) Stephanie Kaczor (Riverside Superintendent)
<b>TRANSPORTATION:</b>	Brian Rottinghaus (Pawnee City Superintendent) Joe Sherwood (Morrill Superintendent)
<b>SPED/504:</b>	Heather Nebesniak (Ord Superintendent) Amy Shane (O'Neill Superintendent)
<b>CALENDAR/LOGISTICS:</b>	Brent Hollinger (Cross County Superintendent) Jim Widdifield (Minden Superintendent)
<b>INSTRUCTION/CLASS SIZE:</b>	Vern Fisher (Gibbon Superintendent) Deb Paulman (ESU 16 Administrator)
<b>ACTIVITIES:</b>	Alan Garey (Medicine Valley Superintendent) Jeff Edwards (Northwest Superintendent)
<b>FOOD SERVICE:</b>	Lori Liggett (Gordon-Rushville Superintendent) Curtis Cogswell (McCool Junction Superintendent)
<b>PERSONNEL:</b>	Shawn Scott (Adams Central Superintendent) Ginger Meyer (previously Scribner-Snyder Superintendent, now Chadron Superintendent)






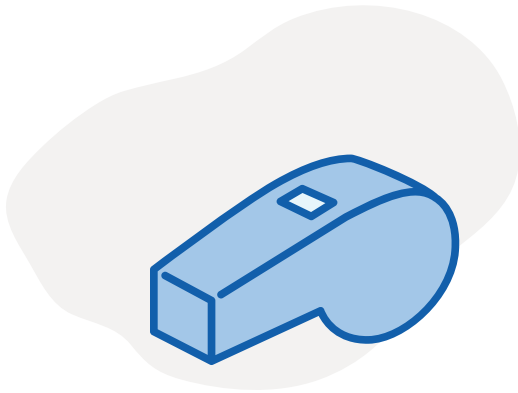
# ACTIVITIES

<b>LOW/NO SPREAD</b> Building open as usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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## NSAA ACTIVITIES ↘

The Nebraska School Activities Association’s (NSAA) [“Return to Activities” document](#) will provide guidance on high school NSAA-governed activities.

<b>MIDDLE SCHOOL/JR. HIGH ACTIVITIES ↘</b>	<b>District/School considerations:</b>	<b>District/School considerations:</b>	<b>District/School considerations:</b>
<p style="text-align: center;"><b>No contact Activities</b></p>  <p>(i.e. Cross Country, Track &amp; Field) Activities that can be done with physical distancing and no sharing of equipment.</p>	<ul style="list-style-type: none"> <li>• Full practice and competitions.</li> <li>• For away contests, Activities Director should contact host school district to determine local guidelines for competition. For any significant changes or special conditions that impact parents/visitors/spectators, communicate those to stakeholders in advance.</li> </ul>	<p>Refer to NSAA Return to Activities Information sheet.</p>	<p>Refer to NSAA Return to Activities Information sheet.</p>
<p style="text-align: center;"><b>Limited Contact Activities</b></p>  <p>(i.e. Volleyball, Baseball, Softball) Activities that involve close contact but with protective equipment in place.</p>	<ul style="list-style-type: none"> <li>• Full practice and competitions.</li> <li>• For away contests, Activities Director should contact host school district to determine local guidelines for competition. For any significant changes or special conditions that impact parents/visitors/spectators, communicate those to stakeholders in advance.</li> </ul>	<p>Refer to NSAA Return to Activities Information sheet.</p>	<p>Refer to NSAA Return to Activities Information sheet.</p>
<p style="text-align: center;"><b>Contact Activities</b></p>  <p>(i.e. Football, Wrestling, Basketball, Soccer, Music) Activities that involve close contact but lack significant protective barriers.</p>	<ul style="list-style-type: none"> <li>• Full practice and competitions.</li> <li>• For away contests, Activities Director should contact host school district to determine local guidelines for competition. For any significant changes or special conditions that impact parents/visitors/spectators, communicate those to stakeholders in advance.</li> </ul>	<p>Refer to NSAA Return to Activities Information sheet.</p>	<p>Refer to NSAA Return to Activities Information sheet.</p>



# ACTIVITIES *continued...*

<b>LOW/NO SPREAD</b> Building open as usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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## NSAA ACTIVITIES ↘

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## NDE ACTIVITIES ↘



(i.e. FFA, FCCLA, FBLA, SkillsUSA, DECA, HOSA, Educators Rising)

### District/School considerations:

#### Implement standard operating procedures while taking preventative measures such as:

- Providing hand sanitizer for students and staff.
- Allowing students and staff to wear face masks/coverings.
- Follow social distancing practices established.
- Each individual school or student chooses to attend an activity or not.

**Follow NSAA guidelines for sporting events and practices**

### District/School considerations:

- Abide by the maximum number of people allowed to congregate as defined.
- Identify and utilize large spaces.
- Stagger the schedule for large group gatherings.
- Discourage the congregation of students in parking lots and common areas
- Virtual conferences, workshops, meetings

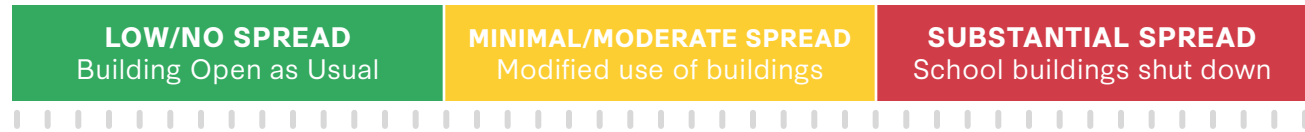
**Follow NSAA guidelines for sporting events and practices**

### District/School considerations:

School buildings are closed. Abide by the maximum number of people allowed to congregate as defined by the Governor’s current statewide Executive Order



# CALENDAR/LOGISTICS



	<b>LOW/NO SPREAD</b> Building Open as Usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
<b>PANDEMIC RESPONSE/ RETURN TO SCHOOL COMMITTEE</b> ↘	Admin, school board members, teachers, staff, school nurse, parents, community members, local health department	Admin, school board members, teachers, staff, school nurse, parents, community members, local health department	Admin, school board members, teachers, staff, school nurse, parents, community members, local health department
<b>Frequency</b>	No less than once per month	No less than once per week	No less than twice per week
<b>Purpose</b>	To provide a framework for communicating, preventing, responding to, and recovering from a pandemic outbreak and any resulting life-threatening complications that may impact the school. The development of the plan will include the local Public Health District as well as input from teachers, administration, parent representatives, and other members of the community as appropriate. The plan is part of the district’s school safety/crisis team plan. Parts of the plan may include but not limited to: District Team, Communication, Prevention Considerations, Response/Treatment Considerations, and Resources.		
<b>Plan</b>	<b>Reopening Plan from ESU 3</b> 📄		
<b>Communication</b>	Communication may include: frequent updates from leaders using multiple communication modalities; posters/infographics, web material, and social media; signage throughout facilities directing risk-minimizing behavior such as hand washing and surface sanitizing procedures, COVID-19 symptoms and how to stop the spread, screening and testing access, princess, and requirements		
<b>Prevention Consideration</b> <i>(including cold/flu season)</i>	<ul style="list-style-type: none"> <li>Prevention considerations may include: activities to reduce the spread of a virus, social distancing, school cleaning and disinfecting, educating students/staff/parents to eliminate concern, hygiene practices embedded in classroom and symptoms checks, increasing nursing staff utilizing nurse clerks.</li> <li><b>Consider School Nurse Clerk</b> 📄</li> </ul>		

- Committee responsible for communicating with each other. Frequency would be determined by color as stated above.
- Monitor restrictions and removal of restrictions based upon the changing dhms. Adjust the plan accordingly.
- Maintain consistent communication with local health department to ensure best practices.
- Adjust plans for the following aspects of school based upon the current color assigned to the district: length of school day, number of school days, transportation, food services, movement throughout the building, classroom arrangements.

➔ **What to do with staff/student** 📄   ➔ **What to do with staff/student** 📄   ➔ **What to do with staff/student** 📄  
**Staff with underlying health conditions** 📄



# CALENDAR/LOGISTICS *continued...*

<b>LOW/NO SPREAD</b> Building Open as Usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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## RESPONSE/TREATMENT CONSIDERATIONS ↴

### Develop standard operating procedures (SOPs) for the following:

- A learner, faculty, staff or visitor is symptomatic for COVID-19
- A learner, faculty, staff or visitor test positive for COVID-19
- A learner, faculty, staff or visitor is exposed to an individual positive for COVID-19

### The process should include:

- Processes to trace & contact relevant parties who may have been exposed
- Communication with environmental services to facilitate rapid cleaning and disinfecting surfaces to immediately limit learners, faculty and staff exposure
- Working with families and local authorities to take appropriate steps to prevent, diagnose and if necessary, quarantine/isolate or refer for treatment
- Working with public health authorities to make emerging antiviral therapy and/or vaccines available in a timely way as they become available.
- Develop and implement a return to school policy in coordination with local public health authorities for all recovering individuals, those returning from caring for an infected individual and those returning to the community from international and high-risk national locations
- Screening, list of support services available in the community for learners, faculty, and staff for loss of resilience, stress, depression and suicidal ideation
- Training for learners, faculty, and staff on the signs of mental health such as loss of resilience, stress, depression and suicidal ideation
- Learner access to mental health supports such as school counselors, school social workers, etc.
- Have available for staff, parents, and families educational materials on loss and grief and ways to cope with stress
- Identify a mental health team that among other things can identify students and families in need of emotional and psychological support and refer to school community services/supports if needed

## COMMUNICATION PLAN ↴

### Internal Communication

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Send out message about starting school on-time</li> <li>• <b>Safety protocols</b> <a href="#">↗</a></li> <li>• <b>Survey Staff</b> <a href="#">↗</a></li> <li>• Blackboard Connect</li> <li>• App notifications</li> <li>• <b>CDC - School Decision Tree</b> <a href="#">↗</a></li> <li>• <b>Teacher Checklist</b> <a href="#">↗</a></li> </ul> | <ul style="list-style-type: none"> <li>• Alternative Staff Procedures</li> <li>• <b>Additional Safety Protocols</b> <a href="#">↗</a></li> <li>• Post Safety Protocols</li> </ul> | <ul style="list-style-type: none"> <li>• Send out message of alternative start date</li> <li>• Remote Learning Procedures</li> <li>• Alternative Start Dates</li> <li>• Scheduling</li> <li>• Alternative Staff Procedures</li> </ul> |
|--|---|---|



# CALENDAR/LOGISTICS *continued...*

<b>LOW/NO SPREAD</b> Building Open as Usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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## COMMUNICATION PLAN *continued...* ↘

### External Communication

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• <a href="#">Parent Survey</a> ↗</li> <li>• Send Out Message</li> <li>• Start Dates</li> <li>• <a href="#">Safety Protocols</a> ↗</li> <li>• <a href="#">Parent Checklist</a> ↗</li> <li>• <a href="#">Fact Sheet - English</a> ↗</li> <li>• <a href="#">Fact Sheet - Spanish</a> ↗</li> </ul> | <ul style="list-style-type: none"> <li>• Additional Safety Protocols</li> <li>• Days out of school/duration</li> <li>• <a href="#">Cloth Face Covering - English</a> ↗</li> <li>• <a href="#">Cloth Face Covering - Spanish</a> ↗</li> <li>• Add Safety Protocols to Website</li> </ul> | <ul style="list-style-type: none"> <li>• Communication in the Fall</li> <li>• E-Learning procedures</li> <li>• Grading</li> <li>• Schedules for classes</li> </ul> |
|--|---|--|

### ENTERING THE BUILDING ↘

- |  |   |   |
|--|---|---|
| <p>Schools are open implementing standard operating procedures while taking preventative measures such as:</p> <p><b>District Considerations:</b></p> <ul style="list-style-type: none"> <li>• Provide hand sanitizer for students, staff, and visitors at all entryways</li> <li>• Limit unnecessary congregations of students and staff:                             <ul style="list-style-type: none"> <li>◊ Have students report directly to classrooms</li> <li>◊ Have multiple areas for smaller groupings</li> <li>◊ Separate groups in the gymnasium</li> </ul> </li> <li>• Post signage in classrooms, hallways and entrances to communicate how to minimize the spread. Covid-19 symptoms, preventative measures, good hygiene, and school specific protocols</li> </ul> | <p>School buildings are open with the potential for additional precautionary practices in place</p> <p><b>District Considerations:</b></p> <ul style="list-style-type: none"> <li>• Designate limited entrances to the building and provide hand sanitizing stations at each of those entrances</li> <li>• Post signage in classrooms, hallways and entrances to communicate how to minimize the spread. Covid-19 symptoms, preventative measures, good hygiene, and school specific protocols</li> <li>• Designate flow patterns for entering and exiting the building and mark spacing lines to assist with distancing</li> </ul> | <p>School buildings are closed: District/school leaders should require only essential staff to report in-person to carry out functions that are absolutely necessary</p> <p><b>District Considerations:</b></p> <ul style="list-style-type: none"> <li>• District/school leaders must remain purposeful in determining roles, responsibilities, and reporting requirements for staff, refraining from blanket reporting requirements</li> <li>• District/school leaders should leverage virtual tools and platforms whenever possible to conduct essential business and minimize in-person reporting</li> <li>• District/school leaders might consider splitting staff to attend on alternate days for limited collaboration, for example HS on one day, elementary staff on a different day, or subject level teachers attending one day, consider shortened days</li> </ul> |
|--|---|---|



# CALENDAR/LOGISTICS *continued...*

<b>LOW/NO SPREAD</b> Building Open as Usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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## ENTERING THE BUILDING *continued...* ↘

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Establish a protocol for what to do with students and staff who feel ill/experience symptoms after coming to school                             <ul style="list-style-type: none"> <li>◇ Create an isolation room or area, such as a cot in a corner of the classroom, a small office, or an empty classroom that can be used to isolate a sick student. Ensure proper adult supervision of an isolated child as needed</li> <li>◇ Follow CDC guidance on how to disinfect the building if someone is sick</li> <li>◇ If a sick child has been isolated in the facility, clean and disinfect surfaces in the isolation room or area after the sick child has gone home</li> <li>◇ Identify areas used by the person who is sick and restrict use of these areas until cleaned, if possible.</li> <li>◇ Communicate with other parents in that classroom or cohort group</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Establish a protocol for what to do with students and staff who feel ill/experience symptoms after coming to school                             <ul style="list-style-type: none"> <li>◇ Follow CDC guidance on how to disinfect the building if someone is sick</li> <li>◇ If a sick child has been isolated in the facility, clean and disinfect surfaces in the isolation room or area after the sick child has gone home</li> <li>◇ Identify areas used by the person who is sick and restrict use of these areas until cleaned, if possible.</li> <li>◇ Communicate with other parents in that classroom or cohort group</li> </ul> </li> </ul> |
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**NE Dept of Labor - Protecting Workers during the Pandemic** ↗

## POSITIVE CASE IN THE SCHOOL/SCHOOL CLOSURE ↘

### Remote Learning Plans

- |  |   |  |
|--|---|--|
| <p>Review/Update Remote Learning Plans in Summer of 2020 or Fall of 2020 based on Spring Remote Learning</p> | <p>Review/Update Remote Learning Plans in Summer of 2020 or Fall of 2020 based on Spring Remote Learning. Initiate/Start your Remote Learning Plan for 2020-2021 school year if you have students or staff quarantined at home with COVID19 while school is in session.</p> | <p>Initiate/Start your Remote Learning Plan for 2020-2021 School year if school is closed. Determine if remote learning or enrichment based on closure length.</p> |
|--|---|--|



# CALENDAR/LOGISTICS *continued...*

<b>LOW/NO SPREAD</b> Building Open as Usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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## POSITIVE CASE IN THE SCHOOL/SCHOOL CLOSURE *continued...* ↘

<p><b>Facility Usage</b></p>	<p>Work with school administrators, school nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms.</p>	<p>Schools consider alternative scheduling with certain grades attending (M, W, F) and others (T, TH) one week, then alternating to lower numbers in facility. Consider keeping K-6 or K-8 facilities operational with students attending during mandated closing and go with 100% remote learning with 9-12.</p>	<p>Consider keeping K-6 or K-8 facilities operational with students attending during mandated closing and go with 100% remote learning with 9-12? Can Schools receive a waiver from state allowing elementary students to continue receiving in-school education? Recommendation to NDE is to still allow small groups to attend school to work (Shop, SPED, 504)</p>
<p><b>Attendance</b></p>			<p>NDE/State School Board allow schools to teach remote learning and have those days “count” towards attendance if school chooses to do 100% remote learning.</p>
<p><b>Grading</b></p>			<p>NDE/State School Board allow schools to grade work and count towards GPA, class rank, etc. in remote learning environment if school chooses to do 100% remote learning.</p>
<p><b>Technology Needs</b></p>	<p>School may consider moving toward a 1:1 device:student for K-12 to provide assurance for district in the case of possible future shutdowns.</p>	<p>School may consider moving toward a 1:1 device:student for K-12 to provide assurance for district in the case of possible future shutdowns.</p>	<p>If school is required to go 100% remote learning, consideration of having a 1:1 device/student ratio for K-12.</p>
<p><b>Student Accessibility</b></p>			<p>100% wireless accessibility for ALL students in district? If not, implementing plan to provide 100% access. Perhaps purchasing iPads that have cellular service.</p>



# CALENDAR/LOGISTICS *continued...*

<b>LOW/NO SPREAD</b> Building Open as Usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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## POSITIVE CASE IN THE SCHOOL/SCHOOL CLOSURE *continued...* ↘

### Return to Work Agreements

Review/Update Return to Work Agreements with BOE and school attorneys to determine if they worked well for school district during spring of 2020

Possibly using Return to Work Agreements to keep some of workforce at home during a mild spread.

Initiate Return to Work Agreements for classified staff based on district philosophy on how to pay classified during closure.

### Last 1st Semester Closure

School district could consider moving the end of 1st semester to after January 1, initiate a new calendar option that would then have school go longer into spring than originally planned.

## CALENDAR OPTIONS ↘

- Consider various calendars
- Start on time
- Start, stop, then start again
- Start later than planned
- Start early
- Extend the school day to reduce the # of contact days
- **Reduced Calendar Day with Longer Hours** ☐

### Calendar Examples:

- **Minden Alternative Calendar-Late Start Before Labor Day** ☐

### Starting Early Calendar ideas:

- **August 4th Early Start** ☐
- **Thayer Central Alt Calendar** ☐



# CUSTODIAL/HEALTH

<b>LOW/NO SPREAD</b> Building Open as Usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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<b>EMPLOYEE &amp; STUDENT SAFETY</b> ↓	<b>District/School may consider:</b>	<b>District/School may consider:</b>	<b>District/School may consider:</b>
<b>Screening</b>	<ul style="list-style-type: none"> <li>Whether and which screenings will be used.</li> <li>Communication with parents to monitor student symptoms at home before school.</li> <li>Designated areas for students/staff who show or report symptoms.</li> <li>Sending students home from school and consider keeping home until they have tested negative or have completely recovered according to CDC guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Whether allowed visitors/vendors will be required to be screened before entering.</li> <li>Entering the building(s):                             <ul style="list-style-type: none"> <li>Health checks at entrances?</li> <li>Different entrances for different groups?</li> <li>Staggered start times/bus unloading-loading?</li> </ul> </li> <li>Designated areas for students/staff who show or report symptoms.</li> <li>Sending Students home from school and consider keeping home until they have tested negative or have completely recovered according to CDC guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Whether allowed visitors/vendors will be required to be screened before entering.</li> </ul>
<b>PPE - Face Masks/Shields</b>	<ul style="list-style-type: none"> <li>Consider if masks will be required.</li> <li>Students and staff may choose to wear masks.</li> </ul>	<ul style="list-style-type: none"> <li>Consider if masks will be required.</li> <li>Students and staff may choose to wear masks.</li> </ul>	<ul style="list-style-type: none"> <li>Students will not be allowed in buildings.</li> <li>Consider whether staff are required to wear masks.</li> </ul>
<b>Visitor Restrictions</b>	<ul style="list-style-type: none"> <li>If there will be restrictions on visitors/vendors.</li> <li>Consider whether school will allow parents in school building in designated areas only such as office for appropriate circumstances determined by district and school officials.</li> </ul>	<ul style="list-style-type: none"> <li>Which, if any, visitors will be limited?</li> <li>Are there alternate entrances which can be used by vendors?</li> <li>Consider working with vendors to require face coverings.</li> <li>Consider not allowing parents in building unless a circumstance is determined appropriate by district and school officials.</li> </ul>	<ul style="list-style-type: none"> <li>Identify which visitors/vendors are essential.</li> <li>Are there alternate entrances which can be used by vendors?</li> <li>Consider working with vendors to require face coverings.</li> <li>Alternate drop-off points for vendors to limit their entry into the buildings.</li> </ul>



# CUSTODIAL/HEALTH *continued...*

<b>LOW/NO SPREAD</b> Building Open as Usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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EMPLOYEE & STUDENT SAFETY <i>continued...</i> ↘	District/School may consider:	District/School may consider:	District/School may consider:
<p><b>School Nurse/Designated Symptom Monitor</b></p> <p><b>School Nurse Symptom Monitor Guide</b> <a href="#">📄</a></p>	<ul style="list-style-type: none"> <li>• Monitor students and staff who are reported with symptoms.</li> <li>• Monitor students and staff with health related issues.</li> <li>• Consider assigning a staff member in lieu of a school nurse.</li> <li>• Consider training bus drivers, secretaries, first point of contact for symptom monitoring.</li> </ul>	<p>Consider involving trained staff in more detailed symptom monitoring.</p>	<p>Consider monitoring everyone who enters building.</p>
<p><b>Health Guidance for Exposure</b></p>	<ul style="list-style-type: none"> <li>• Consider public health recommendations.</li> <li>• Assist public health in contact tracing.</li> <li>• Consider communication plan to students, staff, families, and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider public health recommendations.</li> <li>• Consider relaxing attendance for students whose parents aren't comfortable sending to school.</li> <li>• Consider concerns of staff who are in an at-risk category.</li> <li>• Consider hybrid/remote learning - and/or reducing number of students in classrooms and buildings.</li> <li>• Consider communication plan to students, staff, families, and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider public health recommendations.</li> <li>• Consider no or limited attendance in buildings until public health decision to move to yellow.</li> <li>• Consider communication plan to students, staff, families, and community.</li> </ul>
<p><b>Student/Staff Symptoms Check List</b> <a href="#">📄</a></p>	<p>Consider social distancing to the extent possible, especially in commons areas, busing, activities.</p>	<p>Consider staggering classes, limiting commons area usage, consider number of students in rooms/on buses, consider no use of lunch areas or stagger lunches to create more room.</p>	<p>Follow 6 foot social guidelines for anyone in the building.</p>
<p><b>Social Distancing</b></p>	<p>Consider social distancing to the extent possible, especially in commons areas, busing, activities.</p>	<p>Consider staggering classes, limiting commons area usage, consider number of students in rooms/on buses, consider no use of lunch areas or stagger lunches to create more room.</p>	<p>Follow 6 foot social guidelines for anyone in the building.</p>



# CUSTODIAL/HEALTH *continued...*

<b>LOW/NO SPREAD</b> Building Open as Usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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FACILITIES CLEANING ↘	District/School may consider:	District/School may consider:	District/School may consider:
Student Desks	Have cleaning supplies available to clean between classes. Designate who will be responsible for this cleaning.	Clean between classes by students entering. Clean their desk/seat.	
Teacher Workspace	Have cleaning supplies available to clean.	Consider cleaning area at least once a day.	Consider cleaning area at least twice a day.
Classrooms	Have cleaning supplies available to clean.	Clean in between classes by students.	Deep cleaning as needed.
Cafeteria/Commons Areas	Have cleaning supplies available to clean.	Arranged seating, scheduled lunch times. Consider expanding the commons area to classrooms and the gym. Clean or sanitize between groups of students.	
Buses	Have cleaning supplies available to clean.	Consider cleaning/fogging after each trip.	
Restrooms During Day	<ul style="list-style-type: none"> <li>Daily cleaning and supplies available for janitorial staff.</li> <li>Hand Sanitizer before and after entering the restroom.</li> <li>Signage, STRESS handwashing!</li> </ul>	<ul style="list-style-type: none"> <li>Consider more frequent cleaning and supplies available for janitorial staff.</li> <li>Hand Sanitizer before and after entering the restroom.</li> <li>Signage, STRESS handwashing!</li> </ul>	<ul style="list-style-type: none"> <li>Deep clean as needed.</li> <li>Signage, STRESS handwashing!</li> </ul>
Restrooms During Non-School Hours	<ul style="list-style-type: none"> <li>Signage, stress handwashing and hand sanitizer.</li> </ul>	<ul style="list-style-type: none"> <li>Signage, stress handwashing and hand sanitizer.</li> <li>Have janitors cleaning regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Signage, stress handwashing and hand sanitizer.</li> <li>Deep clean after events.</li> </ul>



# CUSTODIAL/HEALTH *continued...*

<b>LOW/NO SPREAD</b> Building Open as Usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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<b>FACILITIES CLEANING</b> <i>continued... ↘</i>	District/School may consider:	District/School may consider:	District/School may consider:
<b>Cleaning During the Day</b> - Water Fountains, Door Knobs, Handles, High Touch Surfaces	<ul style="list-style-type: none"> <li>Recommend everyone have their own water bottle.</li> <li>Have wipes/spray available to use on door knobs and handles when used.</li> </ul>	<ul style="list-style-type: none"> <li>Consider shutting down water fountains with everyone having their own water bottle.</li> <li>Clean water fountains frequently.</li> <li>Clean door knobs, handles when used.</li> </ul>	<ul style="list-style-type: none"> <li>Consider shutting down water fountains with everyone having their own water bottle. Allowing only staff to refill.</li> <li>Clean door knobs, handles when used.</li> </ul>
<b>Locker Rooms/Weight Room</b>	<ul style="list-style-type: none"> <li>Daily cleaning and supplies available for janitorial staff.</li> <li>Hand Sanitizer before and after entering the bathroom.</li> <li>Signage, STRESS handwashing!</li> <li>Educate students on social distancing in the locker rooms and proper sanitation. Clothes go home daily.</li> </ul>	<ul style="list-style-type: none"> <li>Supervised locker rooms by school staff to enforce social distancing, hand washing, and hand sanitizing.</li> <li>Continue to educate students on these guidelines.</li> <li>Clothes go home daily.</li> </ul>	
<b>Playgrounds</b>	<ul style="list-style-type: none"> <li>Have cleaning supplies available.</li> </ul>	<ul style="list-style-type: none"> <li>Consider cleaning playground equipment after each recess.</li> <li>No sharing of toys or equipment.</li> <li>Consider social distancing.</li> </ul>	<ul style="list-style-type: none"> <li>Consider shutting down playground equipment.</li> </ul>
<b>Signage</b>  <b>Bertrand Sample Signage</b>  <b>CDC COVID-19 Print Resources</b>	<ul style="list-style-type: none"> <li>Signage hung throughout all buildings on (social distancing, temperature checks, washing hands, hand sanitizer, and symptoms of COVID-19).</li> </ul>	<ul style="list-style-type: none"> <li>Signage hung throughout all building on (social distancing, temperature checks, washing hands, hand sanitizer, and symptoms of COVID-19).</li> </ul>	<ul style="list-style-type: none"> <li>Signage hung throughout all building on (social distancing, temperature checks, washing hands, hand sanitizer, and symptoms of COVID-19).</li> <li>Update signage as needed or as updates occur.</li> </ul>



# CUSTODIAL/HEALTH *continued...*

<b>LOW/NO SPREAD</b> Building Open as Usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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<b>PREVENTATIVE MATERIALS INVENTORY</b> ↓	<b>District/School may consider:</b>	<b>District/School may consider:</b>	<b>District/School may consider:</b>
<b>Chemicals Used by Maintenance</b>	<ul style="list-style-type: none"> <li>Organize MSD and Inventory sheets.</li> </ul>	<ul style="list-style-type: none"> <li>Re-Evaluate effectiveness of cleaning.</li> </ul>	<ul style="list-style-type: none"> <li>Increase inventory and cleaning process.</li> </ul>
<b>Chemicals Used by Staff/Students</b>	<ul style="list-style-type: none"> <li>Organize MSD and Inventory sheets.</li> </ul>	<ul style="list-style-type: none"> <li>Re-Evaluate effectiveness of cleaning.</li> </ul>	<ul style="list-style-type: none"> <li>Increase inventory and cleaning process.</li> </ul>
<b>Temperature Scanners</b>	<ul style="list-style-type: none"> <li>Use current on-hand devices.</li> <li>Follow normal protocol.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize screening questions to determine number of temperature checks.</li> </ul>	<ul style="list-style-type: none"> <li>Use screening questions and Increase number of devices to conduct numerous temperature checks</li> </ul>
<b>Foggers/Misters</b>	<ul style="list-style-type: none"> <li>Use normal maintenance procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Consider increasing the frequency of fogging in high touch areas.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the frequency of fogging in high touch areas.</li> </ul>
<b>Hand Sanitizer and Mask Acquisitions (Facial Coverings)</b>	<ul style="list-style-type: none"> <li>Few changes to necessary inventory. May consider a need to increase inventory</li> </ul>	<ul style="list-style-type: none"> <li>Consider increasing inventory to make sanitizer and masks available to students, staff, and guests as per request.</li> </ul>	<ul style="list-style-type: none"> <li>Increase inventory to ensure enough sanitizer and masks for everyone on school grounds.</li> </ul>
<b>Cleaning Equipment Needed Regularly/Daily</b>	<ul style="list-style-type: none"> <li>Use normal maintenance procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Consider increasing the frequency of cleaning in high touch areas.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the frequency of cleaning in high touch areas.</li> </ul>
<b>Storage of Equipment/ Access</b>	<ul style="list-style-type: none"> <li>Normal supply and access.</li> </ul>	<ul style="list-style-type: none"> <li>Consider increasing the availability in various areas in the building.</li> </ul>	<ul style="list-style-type: none"> <li>Increase storage capacity and ease of availability to students and staff.</li> </ul>
<b>Storage of Chemicals/MSD Sheets/Shelf Life</b>	<ul style="list-style-type: none"> <li>Normal supply and access.</li> <li>Use First in First Out supply guidelines under all conditions</li> </ul>	<ul style="list-style-type: none"> <li>When ordering increased supplies check life to ensure supplies do not lose effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Increase inventory and checking life of supplies more frequently to ensure supplies do not lose effectiveness.</li> </ul>



# CUSTODIAL/HEALTH *continued...*

<b>LOW/NO SPREAD</b> Building Open as Usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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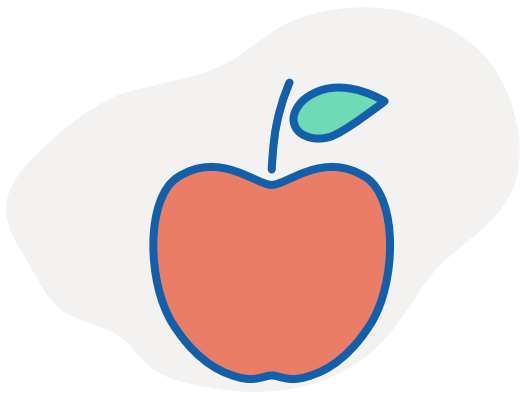
PREVENTATIVE MATERIALS INVENTORY <i>continued...</i> ↘	District/School may consider:	District/School may consider:	District/School may consider:
Inventory & Supply Needs	<ul style="list-style-type: none"> <li>Normal supply.</li> </ul>	<ul style="list-style-type: none"> <li>Increase supplies as necessary for cleaning and personal protection.</li> </ul>	<ul style="list-style-type: none"> <li>Consider substantial increases in inventory to ensure supplies are available according to need.</li> </ul>
HVAC/Filters	<ul style="list-style-type: none"> <li>Use existing inventory and maintenance procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Increase inventory and consider replacing filters more often.</li> </ul>	<ul style="list-style-type: none"> <li>Increase inventory and consider replacing filters weekly.</li> </ul>
SUPPORTS/TRAINING/CURRICULUM ↘	District/School may consider:	District/School may consider:	District/School may consider:
Social/Emotional Learning Supports & Resources - Students	<ul style="list-style-type: none"> <li>Counselor develops videos/resources for the first day for all students. General messaging promoting well-being and self-efficacy.</li> <li>See <a href="#">NE SCHOOL MENTAL HEALTH CONFERENCE 2020</a> ☐ handouts and videos for resources.</li> <li>See also <a href="#">National Center for School Crisis and Bereavement</a> ☐ resources.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor develops videos/resources that focus on: Wellness reminders for all</li> <li>Differentiated messaging for students identified as needing greater supports</li> </ul>	<ul style="list-style-type: none"> <li>Counselor works with students in small groups and/or individually address well-being needs on a weekly basis for an identified caseload. Work may need to be done remotely.</li> </ul>
Social/Emotional Learning Supports & Resources - Staff → <a href="#">EHA Wellness Resources</a>	<ul style="list-style-type: none"> <li>Counselor develops videos/resources for the first day or all staff, focusing on use of EHA wellness resources for member districts.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor and Admin continue to message EHA resources while also messaging any free EAP resources available to staff.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor and Admin may convene small groups and/or individually to address well-being needs on a weekly basis for key staff seeking more intensive collegial support.</li> </ul>
Crisis/Safety Pandemic Response Team	<ul style="list-style-type: none"> <li>Convene Pandemic Response Team quarterly or monthly.</li> </ul>	<ul style="list-style-type: none"> <li>Convene Pandemic Response Team weekly.</li> </ul>	<ul style="list-style-type: none"> <li>Convene Pandemic Response Team weekly and provide a daily email update from team coordinator.</li> </ul>



# CUSTODIAL/HEALTH *continued...*

<b>LOW/NO SPREAD</b> Building Open as Usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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SUPPORTS/TRAINING/ CURRICULUM <i>continued...</i> ↘	District/School may consider:	District/School may consider:	District/School may consider:
Training Staff - Building Protocols - Arrival, Passing Periods, Breakfast/Lunch, Dismissal	<ul style="list-style-type: none"> <li>Pre-return to school training/ orientation.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-return to school training/ orientation.</li> </ul>	
Training Substitute Staff (Teachers, Paras, Janitors, etc.)	<ul style="list-style-type: none"> <li>Pre-return to school training/ orientation required before start of school; mandatory to get on the approved substitute teacher list.</li> </ul>	<ul style="list-style-type: none"> <li>Review and reinforce classroom cleaning and social distancing for substitute teachers; if a substitute has not been on site for &gt;3 weeks, consider repeating basic "Clean Classrooms" checkoff before entering classroom.</li> </ul>	
Training Process, Pre-teach, Teach, Re-teach	<ul style="list-style-type: none"> <li>Monthly review in a checklist format w/ required self-report (can be done as a google form. See also standard one-pager on <a href="#">office cleaning procedures</a> for cleaning and disinfecting.</li> </ul>	<ul style="list-style-type: none"> <li>Biweekly review in a checklist format which serves as basic criteria to be adhered to for custodians, paraprofessionals, teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly review</li> <li>Daily classroom opening and closing procedures/checklist for teachers &amp; custodians</li> </ul>
Social/Emotional Supports & Resources - Parents	<ul style="list-style-type: none"> <li>Survey families on concerns prior to school year</li> <li>CASEL / Committee for Children guidance on <a href="#">Efforts To Promote Social and Emotional Learning During the Pandemic</a> resource is applicable to all levels.</li> </ul>	<ul style="list-style-type: none"> <li>Survey families and/or individual families monthly? (underlying conditions)</li> <li>Monthly communication sent home</li> </ul>	<ul style="list-style-type: none"> <li>Weekly communication sent home</li> <li>Survey</li> </ul>



# FOOD SERVICE

<b>LOW/NO SPREAD</b> Building Open as Usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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SERVING MEALS ↘	District/School may consider:	District/School may consider:	District/School may consider:
	<ul style="list-style-type: none"> <li>Districts will consult with NDE Food Service personnel for guidance.                             <ul style="list-style-type: none"> <li>◇ Shawn.Vondracek@nebraska.gov → <a href="https://www.education.ne.gov/ns/forms-resources/summer-food-service-program/">https://www.education.ne.gov/ns/forms-resources/summer-food-service-program/</a></li> </ul> </li> <li>Schools will serve in cafeterias, with no student self-service items.</li> </ul>	<ul style="list-style-type: none"> <li>Schools will serve in cafeterias, with no student self-service items.</li> <li>School districts will determine the differences between “Offer vs Serve” in regards to the wording in the current DHM or other health department guidelines. When needed schools will take steps to transition between Phase III and Phase IV guidelines in regards to food service.</li> </ul>	<ul style="list-style-type: none"> <li>Packaged meals will be distributed. The method would be at the district’s discretion.</li> <li>NDE will provide “guidance” (based on “best practices”) on safely reopening, but (3) it will ultimately be a local decision on how schools reopen this fall.</li> </ul>

**Schools will attempt to limit student interactions by practicing social distancing and the following if applicable.**

- Serve lunch in classrooms or other available spaces ie. gym.
- Expand lunch periods so fewer students are in a space at one time.
- Consider outside seating if possible.
- Consider open campus for high school students
- Eliminate student use of keypad for point of sale, instead assign one staff member or use remote scanning of ID card.

**In regards to the distribution of food schools may consider the following practices:**

- No use of salad bar, or self-serve fruit and vegetable bar; instead provide individually wrapped items.
- Use foam or disposable trays.
- No self-serving by students. Food items will be individually packaged or placed on trays by food service personnel. Students may pick up prepackaged items, but a space will be maintained between items to prevent students from touching the food of others.
- Food service staff will comply with NDE safety requirements and recommendations such as face shields, gloves, disinfecting, etc.

**NDE will provide “guidance” (based on “best practices”) on safely reopening, but it will ultimately be a local decision on how schools reopen this fall.**



# INSTRUCTION/CLASS SIZE

<b>LOW/NO SPREAD</b> Building open as usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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Professional Development (PD) on delivery of effective formative, interim and summative assessments both on-line and in the classroom; online/virtual delivery of instruction; social emotional supports for students & staff; Reach out to ESU for professional learning supports and supplemental mental health supports

- Consider limiting travel to in-state conferences only and to areas with low virus spread.
- Utilize internal district expertise for professional development. \*Consider holding virtual conferences, workshops, and meetings.

- Ensure all faculty and staff have remote access and device capability.
- Limit school district mass gatherings of staff for PD/ motivational speakers for 2020-2021.
- Schools should consider measures such as providing early retirement incentives and creating new roles for teachers and principals who are forced to remain at home due to their risk.

## CURRICULUM AND INSTRUCTION

<https://docs.google.com/document/d/1jgmkdyXPJ9eThz-QJLBwoRi-IrFdgVp2TPHAcxsbhUQ/edit>

## ASSESSMENT AND RESPONDING TO STUDENT NEEDS ↘

### General Considerations:

1. Keep students in grade level content and “spot” remediate unfinished learning,
2. Focus on [essential content-Math & ELA](#)
3. Ensure that all students have access to [HQIM](#) in core programming.

### Plan of Actions:

- [Summer Critical Actions](#)

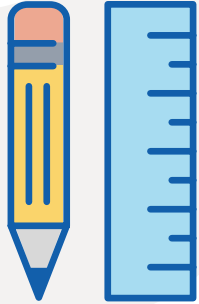
### General Considerations:

- Whether we enter the 2020-21 school year in green or yellow teachers may want to consider engaging in the same assessment protocols recommended in green. Refer to the green column.
- [Key Factors if Administering NWEA MAP Growth Remotely](#)
- PD on delivery of effective formative, interim and summative assessments both on-line and in the classroom.

### General Considerations:

- Assuming that the move to red occurs sometime after the on-site start of the 2020-21 school year, additional considerations could include:
- [Key Factors if Administering NWEA MAP Growth Remotely](#)
- PD on delivery of effective formative, interim and summative assessments both on-line and in the classroom.

# INSTRUCTION/CLASS SIZE *continued...*



**LOW/NO SPREAD**  
Building open as usual

**MINIMAL/MODERATE SPREAD**  
Modified use of buildings

**SUBSTANTIAL SPREAD**  
School buildings shut down

## ASSESSMENT AND RESPONDING TO STUDENT NEEDS *continued...* ↘

### How Do We Know What They Know?

- [Pre Assessment Strategies Examples](#) ▢
- For ELA:
  - ◊ [IRLA](#) ▢
  - ◊ IXL
  - ◊ Acadience
  - ◊ MAP Accelerator
- For Math:
  - ◊ [Zearn](#) ▢
  - ◊ IXL
  - ◊ MAP Accelerator

### What Do We Do if They Don't Know?

- Addressing Student Needs
  1. How can use all staff (music, PE, Art, SS) and creatively schedule to remediate unfinished (pre-requisite) learning.
  2. For ELA gaps consider building background knowledge of students. Ex. preparing to read on grade level complex text on WWII, provide video, interview w/vet, access news reels, prior to reading complex text
  3. [Scaffolding student learning resource](#) ▢
  4. Online re-teach
- For ELA:
  - ◊ EdReady
- For Math:
  - ◊ Zearn
  - ◊ Kahn Academy
- Use Learning Management System (LMS) to deliver online re-teach lessons
- Flipped classroom



# INSTRUCTION/CLASS SIZE *continued...*

<b>LOW/NO SPREAD</b> Building open as usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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## GRADING PRACTICES ▾

K-8: Standard Grading; 9-12: Standard Grading

K-8: Completion Grading; 9-12: Standard Grading

K-8: Pass/Fail; 9-12: Completion Grading

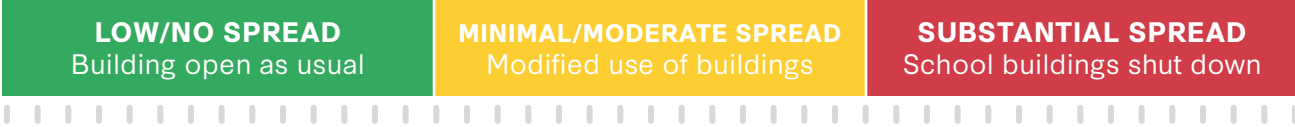
### Technology

[https://ies.ed.gov/ncee/edlabs/regions/central/pdf/RELCentral\\_Remote-Learning-QC-Handout.pdf](https://ies.ed.gov/ncee/edlabs/regions/central/pdf/RELCentral_Remote-Learning-QC-Handout.pdf)

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Get technology for students by grade level.</li> <li>• Plan for the future and not being in school.</li> <li>• Use technology when possible</li> <li>• Teachers trained and prepared for online learning.</li> <li>• Have technology in students hands when they leave school.</li> <li>• Teachers fully utilize technology.</li> <li>• School has a Learning Management System to teach -Schoology, Canvas, etc.</li> <li>• Training on Google Chat, Zoom, GoToMeeting, etc.</li> <li>• Check on Student network availability - have backup plan for students lacking internet access such as procuring hotspots or providing flash drive content updated weekly, etc.</li> <li>• Synchronous vs Asynchronous learning--Have a blend and always record (asynchronous).</li> <li>• Synchronous vs Asynchronous learning--Have a blend and always record (asynchronous)</li> <li>• Parent Professional Development is important-- Parent knowledge of technology use.</li> <li>• District expectations for teaching - discuss-set expectations</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers trained and prepared for online learning.</li> <li>• Have technology in students hands when leave school.</li> <li>• Teachers fully utilize technology.</li> <li>• School has a Learning Management System to teach -Schoology, Canvas, etc.</li> <li>• Implement Google Chat, Zoom, GoToMeeting, etc.</li> <li>• Synchronous vs Asynchronous learning--Have a blend and always record (asynchronous).</li> </ul> | <ul style="list-style-type: none"> <li>• Implement teacher expectations for teaching and learning, fully operational.</li> <li>• Communicate District expectations for teachers and students, follow through, etc.</li> </ul> |
|---|---|---|



# INSTRUCTION/CLASS SIZE *continued...*



## GRADING PRACTICES *continued...* ↘

### Rule 10/62

- Teach students how to use technology before alternate learning environment.
- **Student Enrollment, Attendance & Instructional Hours Considerations:** Assess and update student enrollment and attendance policies.
- **ATTENDANCE related:** Assess and update student enrollment and attendance policies. [reference NE 79-209 which states: (2) All school boards shall have a written policy on attendance developed and annually reviewed in collaboration with the county attorney of the county in which the principal office of the school district is located. The policy shall include a provision indicating how the school district will handle cases in which excessive absences are due to illness. The policy shall also state the circumstances and number of absences or the hourly equivalent upon which the school shall render all services to address barriers to attendance.]
- **Rule 62 Declaratory Order** ☐ authorized by Stated Board at June 17 meeting.
- **Rule 62 Petition** ☐ has a fairly comprehensive list.

## CLASS SIZE ↘

Schools by June 30 should indicate any concerns related to Rule waivers that may be needed for 2020-2021; See → <https://www.education.ne.gov/rule-10-eoy-waiver/>

Social Distancing to the extent possible in all contexts with class with classrooms operating at regular capacity.

Social Distancing with restrictions with potential reductions to classroom operating capacity.

Not in school /Working with local Health Department.



# PERSONNEL

<b>LOW/NO SPREAD</b> Building Open as Usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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PERSONNEL ↘	District/School may consider:	District/School may consider:	District/School may consider:
	<ul style="list-style-type: none"> <li>• Possibly survey the entire staff to gain insight into any ADA, FMLA or any concerns and issues staff may have concerning COVID-19.</li> <li>• Suggest doing this survey early (June or early July), as it may take some weeks to work through issues with individual staff members.</li> <li>• A sample staff survey can be viewed <a href="#">here</a>.</li> <li>• Every school should have the interactive process within board policy. If you do not, or have tough issues to deal with, involve your attorney early in the process.</li> <li>• <a href="#">A simple checklist for ADA and FMLA issues can be viewed here</a> □</li> <li>• <a href="#">A simple flowchart for ADA and FMLA issues can be viewed here</a> □</li> <li>• <a href="#">Additional information on ADA can be viewed here</a> □</li> <li>• <a href="#">Additional information on FMLA can be viewed here</a> □</li> <li>• <a href="#">Additional information on FFCRA can be viewed here</a> □</li> </ul>	<ul style="list-style-type: none"> <li>• Check in again with staff and address any legal or emotional concerns and issues. Follow similar process as outlined in low spread column.</li> </ul>	<ul style="list-style-type: none"> <li>• Check in again with staff and address any legal or emotional concerns and issues. Follow similar process as outlined in low spread column.</li> </ul>

# PERSONNEL *continued...*



**LOW/NO SPREAD**  
Building Open as Usual

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Modified use of buildings

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## PERSONNEL *continued...* ↘

### Start dialogue with your staff about the following:

(as level of spread increases, revisiting many of these topics is advised)

- The difference between a health condition and fear of returning to work (the checklist and processes above will help with this).
- Reminder that, due to COVID-19, duties may be assigned in which nobody is thinking about. For example, extra lunch room duty, extra cleaning, etc.
- Discuss with staff about extra duty pay if the sports season is partially or fully cancelled (education association/negotiations issue).
- Discuss how the negotiated agreement may apply to teaching and learning in a remote setting. Are there any anticipated issues, concerns, etc?
- Discuss with teachers about preparations and expectations to teach BOTH face-to-face and online.
- Discuss with teachers about the possible need to downsize the district (possibly RIF) because of COVID-19 in future years.
- Discuss with staff about the need and availability of mental health services for employees.
- Schedule time during the fall inservice for training of staff in safety protocol procedures with COVID-19 and document training.
- Review teacher certification endorsements for all teachers, as districts may need to be creative or change assignments to meet student/district/staff needs.
- Discuss with teachers about the possibility of reassignment. They are assured a position, but not a specific assignment.

### Convey to staff the expectations moving forward in regard to teaching:

- Discuss staff expectations and how this may be measured under alternative learning environments, i.e. will teacher evaluation look different under remote learning, wearing a mask, etc.
- Guidelines for working from home in a remote learning environment and expectations regarding hours, duties, etc.
- Use of personal/sick/bereavement leave under remote learning environment.
- Reasonable expectations of supervision in remote learning environments.



# SPED/504

<b>LOW/NO SPREAD</b> Building Open as Usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
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## SPED/504 ↘

The nature of this document is to provide suggestions, guidance, and considerations for a wide-variety of scenarios that school districts may encounter when planning for school opening in the fall in relation to SPED/504 Planning. It is imperative that each school district take into account the health status of the local community, the resources that are available to each school, and to remain flexible in meeting the educational, social, emotional, and health needs of each child. These practices and considerations are intended to be relevant for all stages of school operations.

### Best Practice for all Districts to follow in regards to students with Disabilities

Revisit IEP and determine if goals can be accomplished under current operating conditions.

- If **YES**, carry out services to support goals.
- If **NO**, bring together the IEP team to determine how services can be modified to reflect current operating systems. Schools may want to consider remote learning, teletherapy, small on-site learning, sending staff to student homes, or having one-to-one service delivery.

Schools should ask the following question to Parents and IEP Team Members when reviewing all IEP's and 504 Plans prior to school starting: "Have the student's needs changed based on lack of in-person instruction?" Include a written response to this question as a Covid Impact Statement in the Plan.

- If **NO**, carry out services to support goals. Document parent response to this.
- If **YES**, bring together the IEP team to determine how services can be modified to reflect current operating systems. Document parent concerns and response. Schools may want to consider remote learning, teletherapy, small on-site learning, sending staff to student homes, or having one-to-one service delivery.
- Suggestion is to include a COVID Impact Statement that details the answer to this question in the Notes of IEP or 504 Plan.

### Considerations for School Districts

- If there is a directive or mandate that in-person education is "banned" then that will trump the IEP. If the DHM or guidance is just a recommendation to cease in-person education, then schools can use best judgement about how to best serve the students.
- Schools should follow the guidelines put forth by the local Health Departments, such as social distancing and use of PPE devices. Therapists and service providers may encounter situations where work with PPE devices or social distancing is not possible. This should be addressed to determine the best way to still deliver services, but these barriers should not be an automatic reason to stop services.
- If there is a local outbreak, schools will need to make a decision on what services will look like if schools will move to a modified schedule or if schools need to close. If services can still be delivered to identified students in a small group or a one-to-one environment, continuation of services should still be a consideration. This is a local decision that will need to be addressed and determined. Considerations in this scenario are staffing, availability of rooms and spaces, number of students to be served, services to be provided, parental willingness to implement the plan, etc.
- Compensatory and recoupment of lost learning. If you have concerns or need guidance on this, please refer to Launch Nebraska Document.

## SPED/504 *continued...*



**LOW/NO SPREAD**  
Building Open as Usual

**MINIMAL/MODERATE SPREAD**  
Modified use of buildings

**SUBSTANTIAL SPREAD**  
School buildings shut down

### Considerations for School Districts *continued...*

- When making decisions regarding student services, school districts may want to consider putting all student services type considerations into one target area to ensure that no consideration area(s) get overlooked. This would include academic services, behavior services, OT services, PT services, SLP services, OHI services, and 504 Plans.
- Launch Nebraska Health Document currently recommends homogeneous grouping for small schools and sets static group sizes at 20 students. Students can leave the homogenous grouping for services and/or the SPED teacher/therapists are able to come into the homogeneous classroom. See Best Practice statement at top of document and be very mindful of Least Restrictive Environment (LRE) when grouping students. DO NOT just put all students that qualify for SPED services in a group for easier access. LRE is still required and expected.
- When budgeting, school administrators may want to consider that funding may need to be adjusted if it is necessary to provide a new level of services to students. This may be due to personnel, equipment, contracted services, etc.
- *If needing to make changes to IEP/504 Plans to address changes in instructional delivery (i.e. in-person to remote learning), a PWN should address this change until the IEP/504 plan is due for review/renewal. Districts do not have to hold an IEP/504 meeting for all students prior to the start of the school year. See Best Practice Section at top of document.*



# TRANSPORTATION

**LOW/NO SPREAD**  
Building open as usual

**MINIMAL/MODERATE SPREAD**  
Modified use of buildings

**SUBSTANTIAL SPREAD**  
School buildings shut down

## TRANSPORTATION ↴

### Alternatives for Districts to Consider for COVID-19 Safe Transportation if there is a Risk

*Note: NDE guidance indicates that school busing operations proceed normally when there is Low/No Spread. Therefore these considerations may be applicable to only Minimal/Moderate Spread depending on the desire of the district:*

- Bus drivers and monitors wear masks at all times while transporting students.
- Employ bus monitors on each bus to ensure that passengers are adhering to health and safety expectations and to conduct temperature screenings.
- Take the temperature of all students prior to entry on the bus in the morning and then again before afternoon routes and activity trips.
- Develop a protocol with parents such as: if students have temperature above 100.4 they may not ride the bus either morning or afternoon routes, or before activity trips (e.g. when the student has a fever during the school day, the parent/guardian must arrange transportation back home for their child).
- All students and staff apply hand sanitizer as they enter the vehicle.
- When doubling up is necessary, sit students together who are from the same household.
- Develop seating arrangements based on the order students get on and off the bus (e.g. for AM routes, the first student on, sits at the back of the bus, the last student on, sits at the front of the bus).
- Disembarking should happen from front to back to minimize exposure.
- Drivers stay home if they have a fever or other COVID-19 related symptoms.
- Sanitize all surfaces after every route or trip.

No transportation would be provided.



# TRANSPORTATION *continued...*

<b>LOW/NO SPREAD</b> Building open as usual	<b>MINIMAL/MODERATE SPREAD</b> Modified use of buildings	<b>SUBSTANTIAL SPREAD</b> School buildings shut down
--	---	---

## TRANSPORTATION *continued...* ↘

Bus routes and activity trips operate at full student capacity, with reasonable health measures implemented to prevent the spread of COVID-19, if deemed feasible by the district.

**Bus routes and activity trips operate at reduced student capacity, with reasonable health measures implemented to prevent the spread of COVID-19, if deemed feasible by the district.**

- Consider offering parents the option to bring their child(ren) to and from school rather than ride the bus.
- Consider whether passengers will wear masks, if feasible.
- Consider using multiple buses for activity trips to better space students for large activity groups, if feasible.
- If all certified drivers become suddenly unavailable due to COVID-19 related circumstances, consider utilizing clause 001.02A (iv) in NDE Rule 91 allowing for "...the operation of small vehicles in emergency situations when approved by the school administrator or person designated by the local governing school board."
- Consider increasing the number of bus routes for heavily populated routes, if feasible.

# Committee Roster

## Considerations for Developing Re-Opening Plans for Nebraska Schools | NRCSA

### → STEERING COMMITTEE

*Jack Moles, NRCSA, Chair*  
*John Skretta, ESU 6, Co-Chair*

<b>Curtis Cogswell</b>	McCool Junction
<b>Corey Dahl</b>	ESU 8
<b>Jeff Edwards</b>	Northwest
<b>Vern Fisher</b>	Gibbon
<b>Alan Garey</b>	Medicine Valley
<b>Drew Harris</b>	ESU 9
<b>Tim Heckenlively</b>	Falls City
<b>Brent Hollinger</b>	Cross County
<b>Stephanie Kaczor</b>	Riverside
<b>Mark Lenihan</b>	Wayne
<b>Lori Liggett</b>	Gordon-Rushville
<b>Ginger Meyer</b>	Chadron
<b>Brenda McNiff</b>	ESU 5
<b>Heather Nebesniak</b>	Ord
<b>Deb Paulman</b>	ESU 16
<b>Larriane Polk</b>	ESU 7
<b>Brian Rottinghaus</b>	Pawnee City
<b>Shawn Scott</b>	Adams Central
<b>Amy Shane</b>	O'Neill
<b>Joe Sherwood</b>	Morrill
<b>Melissa Wheelock</b>	ESU 10
<b>Jim Widdifield</b>	Minden

### → ACTIVITIES

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<b>Jeff Edwards</b>	Northwest
<b>Jon Davis</b>	Alma
<b>Chad Denker</b>	David City
<b>Vern Fisher</b>	Gibbon
<b>Bryon Hanson</b>	Callaway
<b>Jeff Jensen</b>	Central City
<b>Beth Johnson</b>	Conestoga
<b>Rich Lemburg</b>	Clarkson
<b>Mike Meyerle</b>	Diller-Odell
<b>Kevin Reiman</b>	Weeping Water
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<b>Gregg Cruikshank</b>	Homer
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<b>Wade Finley</b>	Litchfield
<b>Robert Hanzlik</b>	Stuart
<b>Nicole Hardwick</b>	Boone Central
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<b>Bryce Jorgensen</b>	Southern Valley
<b>Danny McMurtry</b>	Maxwell
<b>Randy Page</b>	Thayer Central
<b>Paul Pistulka</b>	West Holt
<b>Brian Tonniges</b>	High Plains
<b>Caroline Winchester</b>	Chadron
<b>Kevin Wingard</b>	Milford

# Committee Roster *continued...*

## Considerations *for* Developing Re-Opening Plans *for* Nebraska Schools | NRCSA

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<b>Brad Best</b>	Heartland
<b>Jason Brown</b>	Maywood
<b>Tim Cody</b>	Minatare
<b>Ray Collins</b>	Wilber-Clatonia
<b>Sherri Edmundsen</b>	HTRS
<b>Howard Gaffney</b>	Stapleton
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<b>Candy Condradt</b>	Franklin
<b>Sherri Edmundson</b>	HTRS
<b>Justin Frederick</b>	St. Edward
<b>Darrin Hahne</b>	Elkhorn Valley
<b>Stan Hendricks</b>	Doniphan-Trumbull
<b>Brian Hof</b>	Red Cloud
<b>Marty Kobza</b>	Superior
<b>Dave Kraus</b>	Friend
<b>Chris Kuncel</b>	Mullen
<b>Jake Luhr</b>	Battle Creek
<b>Rick Masters</b>	Kenesaw
<b>Daryl Schrunck</b>	Dorchester

### ➔ INSTRUCTION/CLASS SIZE

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<b>Deb Paulman</b>	ESU 16
<b>Chad Boyer</b>	Wisner-Pilger
<b>Sadie Coffey</b>	Shickley
<b>Josh Cumpston</b>	Silver Lake
<b>Jeff Edwards</b>	Northwest
<b>Brett Gies</b>	Sioux County
<b>George Griffith</b>	Arapahoe
<b>Kolin Haecker</b>	Bruning-Davenport
<b>Tim Heckenlively</b>	Falls City
<b>Beth Johnson</b>	Conestoga
<b>Rich Lemburg</b>	Clarkson
<b>Patrick Ningen</b>	Creek Valley
<b>Shawn Scott</b>	Adams Central
<b>John Weidner</b>	Twin River

# Committee Roster *continued...*

## Considerations *for* Developing Re-Opening Plans *for* Nebraska Schools | NRCSA

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<b>Ginger Meyer</b>	Scribner-Snyder
<b>Chad Boyer</b>	Wisner-Pilger
<b>Gordon Goodman</b>	Ansley
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<b>Mark Bejot</b>	Maywood
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<b>Sadie Coffey</b>	Shickley
<b>Ray Collins</b>	Wilber-Clatonia
<b>Del Dack</b>	Paxton
<b>Jane Davis</b>	Hershey
<b>Dan Endorf</b>	North Bend
<b>Andrew Farber</b>	Louisville
<b>Dan Hoelsing</b>	Schuyler
<b>Charles Isom</b>	Hemingford
<b>Brenda McNiff</b>	ESU 5
<b>Larianne Polk</b>	ESU 7
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<b>Joe Sherwood</b>	Morrill
<b>Terry Bauer</b>	Silver Lake
<b>Lindsey Beaudette</b>	Emerson-Hubbard
<b>Brad Best</b>	Heartland
<b>Evelyn Brown</b>	Banner County
<b>Jon Davis</b>	Alma
<b>Andy Havelka</b>	Freeman
<b>Ryan Knippelmeyer</b>	Elmwood-Murdock
<b>Dale Martin</b>	Nebr Unified #1
<b>Jeff Messersmith</b>	Wynot
<b>Mike Meyerle</b>	Diller-Odell
<b>Julie Otero</b>	South Central Unified
<b>Harlan Ptomey</b>	Cedar Bluffs
<b>Matt Quiring</b>	Heartland
<b>Greg Sjuts</b>	Humphrey



Layout design by Elisa Taylor, Graphic Designer, ESU 6.

# BAYARD PUBLIC SCHOOLS

## MISSION STATEMENT

The mission of Bayard Public Schools is to partner with parents to provide a successful educational experience and diverse opportunities.

## VISION STATEMENT

Bayard Public Schools will effectively provide and adapt its programs to meet the needs of its students, today and in the future.

## CORE COVENANTS

### Focused on the Student

- Positive Interactions and Relationships
- Focus On Student Potential
- Diverse Opportunities
- Unconditional Acceptance

### Attitude of Excellence

- Act With Integrity
- Expect To Be Great
- Accept Daily Challenges & Setbacks
- Think “Big Picture”

### Community

- Support Each Other
- Set Aside Self For Benefit Of The Group
- Respect Everyone
- Be A Wing, Not A Weight

### Tiger Way!

Every Person, Every Day. It's a **FACT!**



# CERTIFICATED STAFF HANDBOOK



## Bayard Public Schools 2020-2021

Every Person, Every Day. It's a FACT!

**Acknowledgement for Receipt of**  
**Bayard Public Schools**  
**“CERTIFICATED STAFF HANDBOOK”**

I, \_\_\_\_\_ (your name) acknowledge that I was issued a copy of the **Certificated Staff Handbook for Bayard Public Schools for the school year 2020-2021. This handbook was issued to me before the first day for student classes.**

**I was given an overview of the contents of the handbook by the Bayard Public Schools Administration. I am responsible for familiarizing myself with the contents of the Certificated Staff Handbook and the Student/Parent Handbook(s) for my building(s). My signature on this form indicates that I have read and intend to comply with the contents of the Certificated Staff Handbook.**

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

\_\_\_\_\_  
**your signature**

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# ORGANIZATION

## STATEMENT OF EDUCATIONAL PHILOSOPHY BAYARD PUBLIC SCHOOLS

Education is the systematic guiding and directing of a child's experiences from the time he/she enters school until he/she completes his/her formal education. The teacher is the director and guide. Administrative and supervisory personnel exist to serve the teacher, who in turn, serves the children.

Although the primary function of school is to provide and stimulate mental growth and development, the nature of human growth and development is such that all phases of the child's nature must be taken into consideration. Thus, the school program needs to provide for primary emphasis on mental development with simultaneous attention in proper balance to physical, emotional, social, and spiritual needs.

Great differences in talent, intelligence, and ability exist among the children who enroll in a school. Equally great differences are found in economic, cultural, and racial backgrounds. The educational program should be planned and executed with sufficient flexibility so that it provides challenge for all from the most academically talented to the least talented or educationally handicapped youngster.

Much of the real value of the educative process comes from the person-to-person relationships between teacher and pupils. The school needs to be constantly alert to the danger of losing this personal touch, especially as it grows larger and more specialized in its service. Organization, administration, and instruction always need to be planned in such a way so as to preserve the human touch and to give a high priority to the importance of the individual. Respect for the individual is a basic American value and schools must encourage that development of individual capacities which will enable each human being to become the best person he is capable of becoming.

To this end, the Bayard Board of Education, the administration, the teachers, and staff will strive through their individual or collective action:

1. To guarantee equal educational opportunities for each child according to his/her needs and capabilities.
2. To provide each child through experience in democratic living an understanding and appreciation of our forms of government, our country, and its history, a realization of the duties and obligations of citizenship, and a sense of social responsibility.
3. To develop in children an understanding of, and a respect for, all people.
4. To develop in all, ethical character with respect for moral and spiritual values.

5. To provide children with the opportunity for an increasing mastery of the basic skills which are needed for intelligent participation in the modern world.
6. To place the emphasis in the classroom on the application of learning rather than just on mastery of facts.
7. To promote good mental, social, emotional, and physical growth in all youngsters.
8. To provide opportunities for individual guidance and counseling.
9. To develop in individuals an understanding and appreciation of the sciences and the creative arts in the modern world.
10. To develop in students initiative, a desire to learn, and an appreciation of their educational opportunities.
11. To promote participation in community living by providing the opportunity to share in leadership and helpful service.

**MISSION STATEMENT  
BAYARD PUBLIC SCHOOLS**

The mission of Bayard Public Schools is to partner with parents to provide a successful educational experience and diverse opportunities.

**VISION STATEMENT  
BAYARD PUBLIC SCHOOLS**

Bayard Public Schools will effectively provide and adapt its programs to meet the needs of its students, today and in the future.

**CORE COVENANTS  
BAYARD PUBLIC SCHOOLS**

**Focused on the Student**

- Positive Interactions and Relationships
- Focus On Student Potential
- Diverse Opportunities
- Unconditional Acceptance

**Attitude of Excellence**

- Act With Integrity
- Expect To Be Great
- Accept Daily Challenges & Setbacks
- Think “Big Picture”

**Community**

- Support Each Other
- Set Aside Self For Benefit Of The Group
- Respect Everyone
- Be A Wing, Not A Weight

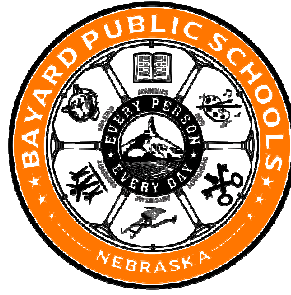
**Tiger Way!**

Every Person, Every Day. It’s a **FACT!**

**STUDENT EXPECTATIONS  
BAYARD PUBLIC SCHOOLS**

1. Bayard students respect the rights and property of others and are courteous and polite in action and language.
2. Bayard students display good sportsmanship in representing the school and community.
3. Bayard students strive for honesty and accept responsibility for both their successes and their failures.
4. Bayard students strive for high academic achievement in such a manner that it brings respect to themselves and the school.
5. Bayard students avoid alcohol and drugs.

## ACADEMIC SEAL OF BAYARD PUBLIC SCHOOLS



At the center of the seal is an image of Chimney Rock. This historic landmark was used by the first Americans and, later, by the pioneers as a guide on their epic journeys. Chimney Rock continues to inspire countless travelers and residents alike. Chimney Rock enhances our sense of place and instills pride, as the landmark prominently stands above the fertile North Platte River Valley.

The phrase, *Every Person, Every Day*, which is derived from the Core Covenants of Bayard Public Schools, reminds us of the dignity and value of every member of our school community. Every person matters for the future of our school and community, and every day is an opportunity to make a contribution to our greater well-being.

Surrounding the central ring are academic pillars and six icons describing our enduring strengths, values, and aspirations.

**Academics:** At the top of the seal is a Book of Knowledge, symbolizing academics as our highest institutional value and first priority.

**Athletics and Arts:** Flanking the Book of Knowledge on the left is the school's Tiger mascot, representing athletics and the fiercely competitive nature of our student-athletes. Flanking the Book of Knowledge on the right is an artists' palette and musical notes, representing the arts and the creative talents of our student performers. Athletics and arts support and enhance the academic and personal development of our students.

**Community:** The efforts of the school are supported by the entire community. Regular interactions between the faculty, staff, students, parents, and patrons are essential to a vibrant community and a strong school.

**Opportunity:** Two keys and a lock represent the importance of opportunity. Education provides a key to unlocking many opportunities for our students. Equally important, providing our students with many opportunities is key to their development.

**Agriculture:** Our community and economy are supported by an agricultural base. The plow symbolizes agriculture and the strong agrarian work ethic of our community and our students.

## **PURPOSE**

This handbook is prepared for the purpose of providing information on customs and policies pertaining to the Bayard Schools. It is intended for use by the staff as a guide in developing a well-coordinated instructional program. It is hoped the statements set forth in this handbook will improve understanding and cooperation among all school personnel in the coming school year.

It is the purpose of this handbook to establish uniformity of operation. It will be supplemented from time to time as board policy, superintendent policy or the principals' policies are changed.

The quality of educational achievement is directly related to the classroom teachers. Each teacher has been selected to provide for a certain phase of the child's needs as he/she grows in the educational program. As we coordinate our work and as each teacher grows professionally in his effectiveness as a superior teacher, so grows the Bayard Schools as a more effective school system.

## CONTRACT AND RELATED ITEMS

Teachers are appointed to their position by the superintendent after election by the Board of Education. They are directly responsible for the welfare of the students under their control, which includes the development of the child's capacities in all phases: mental, physical, social, and moral.

Teachers are jointly responsible to the superintendent of schools and the principals in accordance with Board of Education Policy. Teachers are expected to carry out the policies of the Board of Education.

### ABSENCES - TEACHER

Teachers who are to be absent from school for any purpose whatsoever shall request leave report in writing through the Weblink online leave system on a staff absence authorization (leave request) form to the principal (both principals if the teacher teaches in both buildings). After receiving written authorization to be absent, the teachers shall work with the building designee to arrange for the supervision of their classes and activities. This should be done 3 days in advance of anticipated absence if possible. The teacher is responsible for reporting the expected absence and for making necessary plans in advance, whether the absence is in the line of school duty or for private business. Substitutes will be secured through the principal's office.

For unexpected absences or illness please notify the building designee no later than 7:00 a.m. so a substitute teacher can be attained. Please provide adequate lesson plans for substitutes for all absences. Teachers must report unexpected leave through the Weblink online leave system withing three days of taking leave.

### RETURNING FROM ABSENCES

1. Justification for Absences Taken Without Prior Approval. If an employee is absent without advance approval either: (1) the day immediately preceding or immediately following a regularly scheduled school break (such as winter break, spring break, and quarter or semester breaks) or (2) during the first two weeks or the last two weeks of school (student contact days), the employee will be required to give verification (for example, a doctor's note) to establish that the employee was unable to work for an excusable condition or excusable reason.

2. Establishing Fitness for Duty. Employees must present a written statement from their physician or health care provider to their supervisor when absent for any period of time because of injury requiring care from a physician or health care provider, or absent from work for 5 days or more due to a personal health condition. The statement is to clearly verify that the employee is mentally and physically able to return to duty. This statement is to be presented in person to the employee's supervisor before the employee returns to duty in order that the readiness to perform work can be observed and discussed.

Employees are required to disclose any medical restrictions that limit their ability to perform the essential functions of their position to their supervisor and to request a meeting with the Superintendent to discuss the provision of reasonable accommodations. The District will not discriminate against any employee due to disability and will provide reasonable accommodations. Information provided about medical conditions or disabilities shall be treated

as confidential, as required by state and federal statutes, and will be divulged only to the extent necessary to provide reasonable accommodations.

### **CERTIFICATION**

Each teacher must hold a Nebraska Teacher Certificate of the proper class for the position for which he or she has been employed. The certificate must be registered in the office of the Superintendent of Schools in Bayard, Nebraska. Any contract is subject to cancellation if these requirements are not met. The superintendent may assign other duties or classes as necessary.

### **CONTRACT**

#### **Days Worked**

Teacher contracts consist of a total of 185 days.

### **CONTRACT TERMINATION**

The termination of contract, non-renewal of contract, cancellation of contract, amendment of contract, or disciplinary actions less severe than cancellation, non-renewal, termination or amendment will be in accordance to Nebraska Statutes 79-12, 107 to 79-12,120.

### **DEFINITIONS OF JUST CAUSE TERMS**

**Incompetence** – A teacher is lacking the qualities necessary for establishing, maintaining and conducting an effective learning climate in the classroom or in the activities for which they are responsible.

**Neglect of Duty** – A teacher gives little attention or respect to, leaves undone or unattended, or is careless in fulfilling their duties as required by the administration, the Board of Education, or their teaching contract.

**Unprofessional Conduct** – A teacher does not regulate or restrain their personal or professional behavior at a level or a standard befitting a member of the teaching profession.

**Insubordination** – A teacher willfully and knowingly is disobedient and refuses to honor or act upon a request or a direct order of the administration, Board of Education or the terms of the teaching contract.

**Immorality** – A teacher displays conduct or language which does not have any positive educational aspect or legitimate professional purpose or does not conform to the standards expected by the administration, Board of Education, or the terms of the teaching contract.

**Physical or Mental Incapacity** – A teacher is lacking the physical or mental capacity, ability, or qualifications for the purpose of providing the school or students with positive educational experiences.

**Failure to give Evidence of Professional Growth as Required by 79-12,113** – A teacher

does not provide evidence of completing or did not complete the requirements for professional growth as established by the Board of Education Policy.

**Other Conduct Which Interferes Substantially With the Continued Performance of Duties –**

A teacher to a large degree or in the main, becomes so involved in out-of-school activities, in school actions, or other activities or actions that by their involvement detracts from or prohibits the teacher from performing their required and professional duties and causes the teacher to become ineffective in their performance.

### **FACULTY EVALUATION**

The purpose of teacher evaluation involves communication between the evaluator and the teacher which is aimed at improvement of instruction that is being performed well.

The written evaluation report will address the following criteria:

1. Instructional performance
2. Classroom organization and management
3. Professional conduct
4. Personal conduct

Probationary teachers will be evaluated a minimum of one time per semester. Each tenured teacher will be evaluated one time per year. The evaluator may evaluate a teacher more than the minimum if it is deemed necessary.

Documentation regarding the teacher evaluation may involve both narrative reports and/or check list evaluation forms. Teacher evaluation documentation will be signed by both the teacher and the evaluator.

The evaluation report will include all teacher deficiencies, specific means for the correction of noted deficiencies, and an adequate time line for implementation of the concrete suggestions for improvement.

The evaluated teacher will have the provision to offer a written response to the evaluation, and that response will be part of the evaluation. The teacher will be provided with a copy of the written evaluation. Another copy will be placed in the teacher's file. In addition to the written report of the evaluation, the evaluator and the teacher will communicate verbally regarding the evaluation.

All evaluators shall possess a valid Nebraska Administrative Certificate and shall be trained to use the evaluation system employed by the district. The superintendent shall be responsible for overseeing the evaluation process and in providing evaluators with the proper training and methods to be used in the evaluations. In addition to the in-district training provided by the superintendent, available training workshops and materials provided by outside institutions (i.e., educational service units, colleges, the State Department of Education) will be utilized to enhance the evaluation process in the district

### **LEAVE**

At the beginning of the 2012-2013 school year, teachers will receive 10 PTO leave days. At the beginning of each school year thereafter during the term of this Agreement, a teacher will receive the number of PTO leave days which brings the sum of the employee's total accrued and unused personal leave days plus the teacher's accrued and unused PTO leave days to 10 total days. If, at

the beginning of any school year after the 2012-2013 school year a teacher has any combination of 10 or more accrued and unused personal leave days and/or PTO leave days, the teacher will not receive any additional PTO leave days for that year.

Teachers shall be entitled to keep all of their unused sick leave which has accrued through the end of the 2011-2012 school year. At the beginning of each school year during the term of this Agreement, a teacher will receive the number of sick leave days equal to the number of days by which the PTO received by the teacher that year is less than 10. Sick leave may only be used for personal illness or accident, illness or accident to a family member, or bereavement. A teacher may not use sick leave at any time he or she has accrued and unused PTO or personal leave. Teachers will not be paid for accrued sick leave at separation of employment from the District.

The terms of the preceding paragraphs are shown in the following examples:

Example 1: Teacher A has 1 accrued, unused personal day and 5 accrued, unused sick leave days at the end of the 2011-2012 school year. At the beginning of the 2012-2013 school year, Teacher A will receive 10 PTO days. Therefore, at the beginning of the 2012-2013 school year, Teacher A will have 1 personal day, 5 sick days, and 10 PTO days. In the 2012-2013 school year, Teacher A uses 10 PTO days, 1 personal day and 1 sick day. Therefore at the end of the 2012-2013 school year, Teacher A has 0 personal days, 4 sick days, and 0 PTO days. At the beginning of the 2013-2014 school year Teacher B will receive 10 PTO days and 0 sick days, making Teacher A's total leave to be 4 sick days, and 10 PTO days.

Example 2: Teacher B has 1 accrued, unused personal day and 10 accrued, unused sick leave days at the end of the 2011-2012 school year. At the beginning of the 2012-2013 school year, Teacher B will receive 10 PTO days. Therefore, at the beginning of the 2012-2013 school year, Teacher B will have 1 personal day, 10 sick days, and 10 PTO days. In the 2012-2013 school year, Teacher B uses 2 PTO days. Therefore at the end of the 2012-2013 school year, Teacher B has 1 personal day, 10 sick days, and 8 PTO days. At the beginning of the 2013-2014 school year Teacher B will receive 1 PTO day and 9 sick days, making Teacher B's total leave to be 1 personal day, 19 sick days, and 9 PTO days.

PTO and personal leave may be used for any purpose, provided that the teacher's principal has given prior permission for the teacher to take the PTO or personal leave. Except for in the case of an emergency or sickness, the teacher shall request permission to take PTO or personal leave from the teacher's principal at least five days prior to taking PTO or personal leave. In the event of an emergency or sickness, the teacher shall request PTO or personal leave as soon as possible. Requests must be made in writing. Except for in the case of an emergency or sickness, no PTO or personal leave will be granted for the first day of school, the last day of school, the last school day before a vacation or the first day after a vacation. No more than 10% of the faculty may use their PTO or personal leave at the same time.

A teacher will not be required to use PTO or personal leave days to attend conferences, seminars, or workshops or to perform other duties requiring the teacher's absence as long as the

Superintendent directed the teacher to attend such conference, seminar, or workshop or perform such duties.

At the end of a teacher's last year of employment, the District will buy the teacher's accrued, unused personal leave days and PTO leave days at a daily rate of one half of the then current substitute teacher pay.

#### **LEAVE – SICK BANK**

The Sick Leave Bank was approved by the Board of Education, and was established for the benefit of all school employees. No school employee can be excluded from participation in the bank if he/she desires to do so, and agrees to donate one day per year. The Sick Leave Bank may accumulate 180 days. Use of the sick leave bank is governed by the sick bank committee and Superintendent within Guidelines and Limitations to the Use of the Sick Bank as established by the sick bank committee and approved by the Superintendent of Schools in accordance with the negotiated agreement.

#### **PAY DAY**

Salaries for teachers are to be paid in twelve equal installments. Payment day shall be the twentieth day of each month, unless the twentieth falls on a weekend; then the payments will be made on the Friday before the twentieth. Payment will be made by direct deposit to the teacher's account. Deductions from the payment will include social security, federal tax, state tax, and teacher retirement. Optional deductions are annuities, dental insurance, health insurance, and professional dues.

#### **JURY DUTY**

All certificated personnel selected to serve on jury duty will be paid the difference between what the court allows them and what they would have earned in a regular working day.

#### **PROBATIONARY TEACHERS**

Probationary teachers are those who have not completed three years of teaching with the employer school district. They are not protected by the "just cause" provision of 79-1254, and their contracts may be terminated as of the close of the school year for any reason the Board of Education chooses; except for exercising constitutionally protected rights such as free speech, freedom of assembly and association, etc..

Probationary teachers will be evaluated at least one time per semester.

#### **RESIGNATIONS – PROFESSIONAL PERSONNEL**

Professional employees have a responsibility to the Bayard School District. Late resignations place the school system in a most disadvantageous situation. Resignations for the purpose of accepting a new position in the field will be considered prior to May 1 of each year. Between May 1 and the beginning of the school year; the resignation will be considered only if, and after, a qualified and acceptable replacement can be hired.

**SALARY SCHEDULE HORIZONTAL MOVEMENT**

For purposes of horizontal advancement on the salary schedule, the Board will recognize credit approved by the Superintendent and evidenced by a valid transcript from the institution where credit is earned, as further set forth below. Only one step vertically and horizontally will be granted yearly.

Graduate hours over and above the basic degree will be applied to horizontal column movement as stated the salary schedule. For the purposes of horizontal advancement on the salary schedule, only those graduate hours which have been approved in advance by the superintendent of schools may be utilized. Graduate hours for advancement on the salary schedule shall be from an accredited graduate level institution. Hours which may be approved by the superintendent of schools shall be graduate hours in the area of the teacher's current assignment or hours which have a direct relationship with improvement of the instructional program or additional areas of certification (e.g., school counseling, instructional technology, school administration, and additional endorsements). This gives the teacher the added incentive to further his/her educational background in a way that simultaneously benefits the District. Graduate hours earned to be used for horizontal advancement on the salary schedule must be approved by the superintendent prior to June 1 to be utilized for placement on the salary schedule for the subsequent school term. A written statement for hours approved will be signed by the superintendent and placed in the individual's personnel file and a copy will be given to the individual. Transcripts evidencing satisfactory completion of hours to be used for salary schedule advancement must be on file in the Superintendent's office by September 10. If transcripts are not available by September 10, written documentation from the college will suffice as temporary assurance that the coursework has been completed. The Superintendent will work with graduate schools due to mailing or handling problems. In the event that a teacher fails to so file a transcript as required by this paragraph, such teacher shall not be eligible for salary schedule advancement for such hours, and his or her salary will be adjusted accordingly, including proper adjustments to make up for overpaid amounts. Failure on the part of the teacher to document hours may result in the non-approval of such hours by the superintendent.

Salary schedule advancement/course approval request forms are available in the central office. This form is also included in this handbook as Appendix B. Accredited graduate level institutions are those institutions which have earned accreditation through the Council for the Accreditation of Educator Preparation (CAEP).

**SALARY SCHEDULES for 2020-2021**

Please see Appendix A

## GENERAL INFORMATION

### ACADEMIC INTERVENTION/ACADEMIC DETENTION

Academic Intervention is established with the purpose of facilitating opportunities for the professional teachers of the district to help their students succeed in each content area. In the event that a student is failing any course, the expectation is for the teacher of the course to work with the student and parent to schedule academic intervention to stay and work on their assignments with direct instruction from the classroom teacher. Academic Intervention will be available every regular school day from 3:30-4:30.

Teachers who have students failing any courses along with other staff members who assign Academic Intervention are directed to provide instruction and supervision to the student until 4:30 pm (4:00 for those teachers who have coaching assignments the same day). In the event the student has successfully completed the work before 4:30 and the student's course average grade is at least a 70%, the teacher may dismiss the student early. Teachers are expected to utilize academic intervention to assist students seeking to improve their learning and grades in accordance with the grading procedures of the school district.

The school administration may assign students to attend the academic intervention program. Additionally, teachers may issue academic detention during the academic intervention period to students to provide for support and supplemental instructional time as needed to help students learn material and complete assigned learning tasks.

Students will be assigned to the academic intervention program on a mandatory basis when the following factors place them at academic risk:

- A current failing grade in any class.
- Missing/Late assignments.
- Risk of course failure.

Students attending the academic intervention program are supervised by both certificated and non-certificated staff members. Students attending the academic intervention program have access to support, encouragement, structure, and resources to complete their assigned learning tasks.

When students are assigned to participate in the academic intervention program, failure to attend will be considered truancy. Students who are assigned to the academic intervention program are directed to avoid scheduling medical and other appointments for times when academic intervention is in session. In instances when no alternative scheduling options exists, the school administration reserves the right to grant a make-up attendance time to be decided by the assigning administrator.

Although attendance is mandatory when assigned, the academic intervention program is open to all students in grades 7-12 who need additional work time, support, or access to learning technology.

Student failures are often (but not always) the result of not turning work in or late work. One of the best ways that parents/guardians can help students be successful is by providing time and structure at home for students to complete all of their assignments. Parents can monitor their students' grades, assignments, and attendance via the Infinite Campus online student information system.

Teachers who have students meeting the qualifications for participation in the academic intervention period are required to provide supervision and instructional support to these students for the entire duration of the academic intervention period. When circumstances arise where teachers are assigned to other duties during the academic intervention period the teachers involved are to work with the principal to ensure that students are supervised and have the opportunity to receive academic support. It is the responsibility of the classroom teacher to communicate with students, parents, and the principal when students have missing or late assignments or are otherwise at risk of course failure.

### **ADMIT SLIPS (HIGH SCHOOL)**

When a student misses a class, they are not to be readmitted the next day unless an admit slip has been obtained from the principal's office. The admit slip will explain the reason for the absence and whether it was excused or unexcused.

Work missed because of absence can be, and often needs to be, made up on the student's return to school. Make-up provisions vary depending upon the type of absence. Teachers will work with students to ensure work is made up in accordance with the district's grading practices to promote learning.

### **ATTENDANCE PROCEEDURES**

Teachers are to take attendance within the first 10 minutes of each instructional period in the secondary school and at such times as assigned by the principal in the elementary school. Teachers are to contact the office immediately regarding any student who is absent and not previously marked as absent by the school office in the school's computerized attendance system. Teachers are responsible for ensuring that attendance records are accurate and regularly updated. For example, if a student comes to class after attendance has been taken then the student's attendance record needs to be updated to "tardy" instead of "absent". Additionally, teachers are required to read email announcements regarding students' attendance at activities so that student attendance properly reflects the students' attendance at school/activity functions as being "present."

### **BAD WEATHER/SCHOOL CLOSING**

The importance of notifying employees, parents, and students when school will be delayed in opening, not opened at all, or be dismissed early is of prime concern. We will be using an automated messaging system which will allow the school to contact each family with regard to school closing and other notifications. This system is designed to contact the phone number or numbers listed in your employment file. Please ensure that the school district is continually notified of any changes to your contact information.

The school also uses local radio stations KMOR, KNEB, KOLT, and KNEP-TV to inform staff, parents, and students of closing due to inclement weather. The school will make every effort to make this information available as soon as possible.

### **CLASS SPONSORS (HIGH SCHOOL)**

Class sponsors are appointed by the administration and are rotated on a regular basis. Sponsors will be paid at the following rates: Seniors - \$175.00, Juniors - \$175.00, Sophomores - \$100.00, and Freshman - \$75.00. Sponsors are not to accept or receive any money or gifts other than the above. Sponsors are responsible for proper conduct and record keeping of the organization and must attend all meetings and functions. Under the direction of the sponsors, each class in grades 9-12 shall be responsible for running the concessions stand a minimum of three times each year. Arrangements for concessions stand dates are to be made through the office of the Activities Director.

### **CLASSROOM MANAGEMENT**

Teachers have the responsibility of managing their classrooms in a manner that allows students to effectively accomplish their learning tasks. Realizing there is a wide variety of teaching styles, learning styles, and subject content, classroom management should also vary. There are, however, some common procedures teachers of well-managed classrooms follow:

1. Be prepared for class. When the bell rings, the teacher is ready to begin class. A meaningful activity is planned for each class on each day.
2. Make assignments reasonable and clear.
3. Be a neat dresser, well groomed; be businesslike and friendly.
4. Do not allow students to address you by your first name or a nickname.
5. Communicate your classroom expectations to the students. Keep rules to a minimum.
6. Be consistent each day of the school year.
7. Avoid punishing the entire class for the actions of a few.
8. Avoid comments to students you would not make in the presence of their parents.
9. Avoid comments or actions that could humiliate a student.
10. Be willing to apologize.
11. Communicate with the parents---call them on the telephone or write a note when concerns arise. Use Progress Reports and Eligibility Reports appropriately.
12. Avoid arguments with students in front of a class. Even if you win, you've lost.
13. Be enthusiastic. If you don't want to be here, neither will the students.
14. Keep the level of your voice under control. Avoid yelling.
15. Be creative with assignments and instructions. Facilitate success.
16. Get to know your students, take an interest. Attend activities.
17. Physically manhandling students will not be supported, except when defending yourself, separating students in a confrontation, or preventing injury to a student.
18. Seating arrangements should be maintained in classrooms. Inspect desks daily for damage.
19. Detentions assigned by an individual teacher are the responsibility of that teacher. Do not assign detentions to students if you are unable to supervise the student during the assigned time.
20. Limit free time; maintain appropriate control of your classroom and area.

### **COMMUNICATION**

Teachers at Bayard Public Schools are expected to utilize effective communication strategies and technological resources when appropriate to collaborate and engage with students, parents, families, and the community to create meaningful relationships that enhance the learning process.

In order to facilitate such communication between the school and homes, teachers are expected and directed to follow the communications plans and protocols developed at the school and district levels. Such communications plans will include directions for frequency, content, and method/mode of communication teachers will be expected to utilize.

### **COMMUNITY RELATIONS**

The Board of Education, through the administration, demands dignity, neatness, and seriousness of purpose for its teachers. The teaching profession, as a whole, is frequently and unjustly judged by the attitude and conduct of a single teacher. Since all are judged by what only a few may do, it is imperative that each of us give considerable thought to our actions as they relate to community customs.

Teachers should regard the community in which they are employed as their home. You should be interested in its institutions, its worthwhile activities, and participate in those in which you have special interest and abilities. Good judgment should be used in all practices.

Poor public relations can ruin the finest faculty in a good school. It is imperative that we all use common sense and discretion in and out of school.

### **CONCESSIONS/CASH BOXES**

Concessions and other cash boxes, such as gate receipts for athletic events, are to be counted and signed-off by two adults before the funds are remitted to the school administration and office staff.

### **CONCUSSIONS: RETURN TO LEARN**

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

The school administration of Bayard Public Schools adopts the NDE Guidance entitled “Bridging the Gap from Concussion to the Classroom,” and accompanying Appendix, as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

### **CONFIDENTIALITY AND CONFIDENTIALITY OF RECORDS**

Employees should not discuss school matters outside the job nor discuss confidential or personal information about students or staff. Requests from anyone, including fellow building staff members, for personal information about students or staff should be referred to the principal. School staff shall maintain student records in compliance with state and federal law.

### **COPYRIGHT AND FAIR USE POLICY**

It is the school's policy to follow the federal copyright law. Students are reminded that when using school equipment and when completing course work, they must also follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

### **CRISIS SITUATIONS**

Behavior in the first moments, by those actually involved in a crisis situation, will largely dictate the outcome. In the event of a crisis situation, Bayard School personnel are expected to follow the procedures as written in the Safety and Security Management Plan.

### **CUSTODIAL ASSISTANCE**

Our custodians strive to keep the school neat, clean and functional. It is a difficult job, and we should all encourage students to conduct themselves in ways that contribute to an attractive and safe environment. If custodial assistance is needed, all requests must go through the building principal's office. Staff members who observe any areas of custodial/maintenance concern are expected to complete a Custodial/Maintenance Work Request Form and submit the form to the building principal.

### **DETENTIONS**

In order to modify certain behavior, it is allowable to require students to come to school early (if not a bus issue), come in at lunch (and eat), or stay after school. Please make this time related to the work in class and to addressing undesirable behavior. Due to individual students' geographic situations, it may be necessary that you give the student one day to make transportation arrangements. Detentions should be 30 minutes in length (or the length of the lunch period). Be consistent within yourself and the staff. Detentions assigned by an individual teacher are the

responsibility of that teacher. Do not schedule detentions for times when you are unable to supervise the student.

### **DISCIPLINE**

As professional educators, teachers are expected to create reasonable classroom rules and consequences. Students should know what behaviors are expected, and these expectations should be firmly but fairly enforced. Discipline does not automatically mean punishment, but it does always mean encouraging a desired behavior. Threatening, yelling, criticism, sarcasm, etc. are questionable discipline techniques and often prove inadequate. The student's improper behavior should be the focus of the discipline and not the student's personality, family, dress, appearance, etc. Discipline that punishes all students for the wrong doing of a few is discouraged. Grades are not to be reduced as a form of discipline for poor behavior. The forms of discipline that you choose should be consistent, reasonable, and fair.

Discipline is a very important factor in the success of any teacher. Teachers may know their subject matter and the most current research, but these are of little value unless they are able to control the pupils in their classes.

Discipline is the responsibility of each individual teacher. The principal's role is to assist and advise in the event of flagrant or continued misbehavior. Flagrant misbehavior should be brought to the attention of the principal immediately. A student shall not be sent to the office without an explanation of the offense. If assistance is needed in the removal of a student, the teacher is to send someone to the principal's office immediately for assistance. Each student dictates different strategies, but effective teaching and adequate preparation prevent many behavioral problems from occurring. Teachers are encouraged to read and may be required to read "Tools for Teaching" by Fred Jones for additional guidance in proper classroom management.

Corporal punishment shall not be administered. Students causing excessive discipline problems may be recommended to the Superintendent for expulsion.

### **DISCIPLINARY DOCUMENTATION, AND REFERRALS**

Staff members are directed to utilize the student information system (InfiniteCampus) for all disciplinary and behavioral documentation and referrals. All discipline referrals must be submitted to the principal or his/her designee via InfiniteCampus. All student disciplinary documentation is to be kept in the InfiniteCampus system.

### **DISRUPTED DAY**

Use disrupted days for review, special help, or enrichment activities. Disrupted days become wasted days for students only if teachers allow it. Teachers may videotape instruction and other classroom activities to make available to students who were absent or who would like to otherwise review such content.

## DISTRICT INSTRUCTIONAL MODEL

The instructional model of Bayard Public Schools is the Explicit Direct Instruction (EDI) Model, which is also referred to as the DataWorks EDI Model or the Hollingsworth Model. Teachers are expected to effectively utilize the EDI model as a routine component of their instructional design and delivery.

Explicit Direct Instruction, usually shortened to EDI, is a strategic collection of instructional practices combined together to help teachers design and deliver well-crafted lessons that explicitly teach content, especially grade-level content, to all students. EDI is based on teacher-centered, direct instruction philosophy. EDI is an approach that encompasses the goal of improving learning for all students, especially for low-performing students. Well-crafted EDI lessons have a goal of 90% of students achieving 90% correct answers during Independent Practice. Extensive research studies and meta-analysis studies (analysis of multiple research studies) have come to the conclusion that: Teacher-centered direct instruction is particularly effective and efficient, especially for struggling students. Components of EDI include:

- Checking for understanding
- Setting lesson objectives
- Activating prior knowledge
- Developing students' skills by explaining, modeling, and demonstrating
- Presenting content
- Using guided practice

### DISTRICT INSTRUCTIONAL MODEL: DESIGN AND DELIVERY COMPONENTS

An EDI lesson includes specific lesson design components and lesson delivery strategies. It includes continuous Checking for Understanding to verify that students are learning during the lesson. Well-crafted EDI lessons have a goal of at least 90% of students achieving at least 90% correct answers during Independent Practice. EDI lesson design components and lesson delivery strategies are independent of grade level and content. The lesson delivery strategies are not specific to any design component and are used throughout the lesson.

#### EDI Lesson Design Components

- **Learning Objective:** A statement describing what students will be able to do by the end of the lesson. It must match the Independent Practice.
- **Activate Prior Knowledge:** Purposefully moving something connected to the new lesson from students' long-term memories into their working memories so they can build upon existing knowledge.
- **Concept Development:** Teaching students the concepts contained in the Learning Objective.
- **Skill Development:** Teaching students the steps or processes used to execute the skills in the Learning Objective.
- **Lesson Importance:** Teaching students why the content in the lesson is important for them to learn.
- **Guided Practice:** Working problems with students at the same time, step-by-step, while checking that they execute each step correctly

- **Lesson Closure:** Having students work problems or answer questions to demonstrate that they have learned the concepts and skills in the Learning Objective before they are released to work on their own.
- **Independent Practice:** Having students successfully practice what they were just taught.
- 

#### **EDI Lesson Delivery Strategies**

- Checking for Understanding – **TAPPLE**, Rephrase, Apply, Justify, Higher order questions
- Teaching strategies – Model, Explain, Demonstrate
  - Rule of Two: Teacher models the thinking to solve a problem, and the student immediately works on a similar problem. “I do, you do.”
- Content Area Literacy
- Comprehensible Input (modified speech, clear academic tasks, multi-modality)
- Contextual clues (Contextualized definitions, gestures, visual aids, graphic organizers, word banks, etc.)
- Academic, content, and support vocabulary development

#### **TAPPLE: Checking for Understanding**

Continuous Checking for Understanding (CFU), implemented properly, is the backbone of effective instruction. Explicit Direct Instruction (EDI), is a very explicit method of Checking for Understanding that will make teaching even better as teachers monitor student learning in real time. The mnemonic, TAPPLE, will assist you in remembering the steps.

##### **Teach First**

In EDI, when Checking for Understanding, you always teach first. Remember, the purpose of CFU is to verify that your students are learning what you are teaching while you are teaching. By teaching before you ask a question, the students are equipped to respond. After teaching the content, your students should be able to answer the Checking for Understanding correctly.

##### **Ask a Question**

During Checking for Understanding, always ask specific questions about what you are teaching. Don't ask students if they understand the content. Often, students' opinions of their learning does not match reality.

##### **Pause and Pair-Share**

When you ask a Checking for Understanding question, always ask the question first, then pause for several seconds before selecting a student to respond. The pause, also known as wait time or think time, provides an opportunity to all students to think of an answer even if they aren't called upon. If you call on a student prior to asking the question, the other students are free to tune out. By presenting the question to the whole class, everyone stays engaged because no one knows who will be selected to give a response. Pair-share increases student engagement. It gives students a chance to practice and correct their answers.

##### **Pick a Non-Volunteer**

The only way you can truly find out if students are learning the information you're teaching is to randomly select non-volunteers to answer your CFU questions. When you call on volunteers, you are being validated by your brightest learners and could be getting a false impression that every student is learning.

### Listen to the Response

Listening carefully, you will need to determine the level of student understanding. Based on this determination, you will be making an instructional decision. Ideally, students will always have the correct answer to your CFU questions, but sometimes they won't. What you do next depends on what you hear when the student responds. Is it correct, partially correct, or just plain wrong?

### Effective Feedback

Based on the accuracy of the student's response, you can do one of three things: echo, elaborate, or explain. If the student is correct, you echo the correct response back. Restating the correct answer provides an affirmation to the student who just answered. When the response is tentative or partially correct, you should elaborate. Elaborating and/or paraphrasing will reinforce the correct answer to the student who was called on and will also benefit the rest of the class. Finally, if two students in a row cannot answer, then you will need to explain, or reteach.

- Every student orally answers every question.
- Automatic wait time is embedded.
- Listening and speaking is included.
- Student engagement improves.
- Students remember more.
- The student-talk to teach-talk ratio is increased.
- Students practice their answers.
- Language translation time is built in.
- Short attention spans are occupied.
- First re-teach is provided.
- Classroom management improves.
- Instruction is more interactive and interesting for the students.
- Academic socialization flourishes.
- Instructional aides can be utilized.
- It reduces affective filter.

### EDI Lesson Norms

Lesson Norms are the research-based practices that will increase student engagement when the teacher trains students and uses these practices in their daily routines.

- Use **whiteboards** to check that all students are learning.
- Use **complete sentences** because this promotes rehearsal of the new language.
- Use **pair-share** because the brain that is not processing information is not learning.
- Use an **attention signal** to quickly refocus the students during the lesson.
- **Track** and **read** to help students recognize and read new words.
- **Repeat** for pronunciation and to help students remember.
- Use **gestures** to help store information in multiple pathways in the brain.

### EDI and Substitute Teachers

Teachers are expected to have a procedure in place for the use of whiteboards and for randomly calling on non-volunteers (e.g., student names on popsicle sticks). The students need to be familiar with the procedures. Information regarding these procedures needs to be included with information for substitute teachers to ensure continuity in instructional delivery in the event of the absence of the teacher.

### **DUTY HOURS**

All teachers are expected to report for duty as determined by their building principal. All teachers are to remain on duty during these hours unless otherwise excused by the principal or superintendent. During school hours, no teacher is to leave unless the superintendent or principal have been notified, or arrangements have been made previously through the superintendent or principal. Under no condition should a teacher leave the room while his/her pupils are in attendance. In case of emergency, send another student to either the superintendent's or principal's office.

### **FACULTY MEETINGS**

Teachers' meetings will be called by the principal when necessary. Advance notice will be given in time for activity teachers to plan their work in order to attend. The only exception to this will be meetings of an emergency nature.

### **FORMS, REPORTS, AND RECORDS**

The following items need to be supplied to the appropriate office as scheduled.

#### **Superintendent's Office**

New or changes on

1. W4's
2. Address
3. Telephone Number
4. Marital Status

Payroll Deductions

1. Annuities
2. Health Insurance Coverage
3. Supplemental Insurance
4. Savings or Investment Plans

NOTE: All of the above are due prior to September 1<sup>st</sup>.

#### **High School Principal's Office**

Daily

1. Attendance at the beginning of each period
2. Daily announcements by the end of the day for the next day's email announcements and reading of announcements
3. Outgoing school business mail to Superintendent's Office
4. Staff Absence Forms
5. Professional development forms

Weekly

1. Student grades entered/updated on the online grade book
2. Travel requests to AD's Office
3. Bus Requests to AD's Office
4. Contests and special events for the calendar to the AD's Office

5. Lesson Plans (format determined by the Principal)

#### Yearly

1. Grades posted on the online grade book
2. Yearly report which includes complete inventory, classroom maintenance/repair request, and professional growth and development record
3. Curriculum guides/ALL criteria to Curriculum Director for reporting purposes

### **Elementary Principal's Office**

#### Daily

1. Lunch count
2. Absentee list
3. Announcements
4. Outgoing school business mail to Superintendent's Office
5. Staff Absence Forms
6. Professional development forms

#### Weekly

- Lesson Plans Lesson Plans (format determined by the Principal)
- Travel requests (field trips, etc.), **immediately after dates and details are confirmed**
- Student grades entered/updated on the online grade book

#### Yearly

1. Yearly report which includes complete inventory, classroom maintenance/repair request, and professional growth and development record
2. Attendance records
3. Grade books or grade sheets or Grades posted on the online grade book
4. Curriculum guides/ALL criteria to Curriculum Director for reporting purposes
5. Supply orders and requests

### **FUNDRAISERS AND ACTIVITIES ACCOUNTS**

In order to ensure that the resources of the community are not strained as a result of multiple fundraisers occurring at simultaneously, all student organization fundraisers (other than the concession stand) must be approved by the organization's sponsor, the activities director, building principal, bookkeeper, and superintendent. When an organization wishes to engage in a fundraising activity the sponsor will need to complete a Fundraiser Request Sheet and submit the form to the Activities Director. Fundraising activities should not begin until the request has been approved by the superintendent.

Cash and checks which are collected are to be accounted for by the sponsor and remitted to the school bookkeeper each business day. All cash and checks must be remitted to the bookkeeper within 24 hours of the completion of any fundraiser.

Funds earned in the name of a school organization belong to the organization rather than to the individual student. When students engage in fundraising as a member of a school organization (such as activities, groups, teams, or clubs) the proceeds from the fundraising shall remain with the organization regardless of the continued participation status of the student in such organization. If organizations are disbanded all funds remaining with the organization will be transferred to the activity travel account.

Senior class funds remaining after graduation expenses are paid may be designated for a specific school project or activity by a majority vote of the senior class. If no project or activity is designated prior to graduation the remaining funds will be transferred to the secondary school account in the activities fund.

### **GRADES AND REPORT CARDS**

Grades are to be a reflection of student understanding of content and skills in each academic area. Grading practices (including grades for late work and subject-specific grading criteria) are to be approved by the building principal prior to the beginning of each school year. Grading practices should be clearly communicated to parents and students at the beginning of each school year to promote understanding of student performance as communicated through student grades.

Report cards will be provided at the end of each quarter. The grading system used is as follows:

Kindergarten	S – Strong Progress
	N – Normal Progress
	I – Improving
	U – Unsatisfactory

Grades 1 – 12	94% - 100% = A
	86% - 93% = B
	78% - 85% = C
	70% - 77% = D
	Below 70% = F

Parents may ask for a progress report on their child at anytime. No pupil may be penalized for discipline by or through his/her grades.

### **GRADING PRACTICES TO SUPPORT LEARNING**

Teachers are directed to utilize the following grading practices to support student learning.

- 70/30 weighted grades: Assessment (70%)/Daily work(30%)
- Minimum Daily Grades: Teachers will plan and assess an average of 3 grades per week, approximately 25 grades per quarter.
- Minimum Number of Assessments: 3 assessments per quarter.

- Performance Classes: Students are unable to improve unless they participate so these classes may utilize participation grades. Alternatives/additional opportunities to make-up missed performances will be provided to ensure students have the opportunity to demonstrate their learning.
- Management of Late Work (if excused absences, students will continue to get 2 days for every day absent before this management procedure takes effect):
  - Assignments can be made up for 100% credit for 5 school days after the due date.
  - On day 6 the highest grade possible is 75% of the earned score.
    - Students will be encouraged to utilize planners or Google calendar to practice organizational/planning skills.
- Redo Policy:
  - Students must come in for academic intervention/homeroom/homework club (to complete some form of Corrective Action) and relearn the material before re-taking the assessments and daily work. Work redone will be accepted for full credit.
    - Students may use a peer tutor but the student and teacher must have a conversation/check-in to make sure concepts were learned.
    - Teachers will implement the use of a Google sheet to keep track of which teachers the students are spending time learning from during academic intervention and provide documentation that parents were contacted or if a student “no-shows.”
- InfiniteCampus can be configured to send an automatic email/text contact each week if student averages fall below 75% as an automated academic contact to parents.

### **GUM AND CANDY**

While gum is allowed in classrooms, it should be disposed of properly. Candy may be allowed on occasion when it is permitted by the teacher. Certain elementary grades and secondary courses, such as band and choir may restrict the use of gum and candy for safety and equipment reasons.

### **GRADUATION EXERCISES (HIGH SCHOOL)**

1. The use of an invocation and/or benediction at high school graduation exercises shall rest within the discretion of the graduating senior class, with the advice and counsel of the high school principal.
2. The senior class, or a committee appointed by the senior class, should decide whom to invite to deliver the prayer.
3. The school district shall not participate in the decision process or participate either directly or indirectly in the composition or content of any prayer.
4. Consistent with the principle of equal liberty of conscience, the invocation and benediction shall be non-sectarian and non-proselytizing in nature.

5. All graduating seniors are expected to attend the graduation exercises in cap and gown unless excused by the Superintendent.
6. The top 10% of the graduating class will be publicly honored at the graduation exercises.
7. Students to be eligible for scholastic honors must have completed two years of school at the Bayard Public Schools.
8. The graduation exercises will be held in the auditorium. Additional seating will be available in the gymnasium. Television viewing may be provided for persons in the gymnasium.

### **HALL SUPERVISION**

**Every teacher is expected to step into the hall between classes to help maintain order.** Students must be supervised at all times when they are on school premises because of possible accidents and subsequent liability. Teachers are to file all accidents no matter how large or small. Lawsuits can happen several years later. A written record could be great assistance in presenting requested testimony.

### **HOMEWORK**

The purpose of homework is to:

1. Reinforce learning; practice a skill previously taught.
2. Encourage independence, self-discipline, self-direction, and develop productive work habits.
3. Create a school-home bridge by acquainting parents with what the children are learning in school.

Factors bearing consideration:

1. Adequate notice, time, and reminders should be given for long-range projects.
2. Homework should be used for valuable tasks. "Busy work" creates resentment and fosters the idea that schoolwork is meaningless.
3. Assignments should be clearly explained to students, with work beginning at school under the teacher's supervision.
4. Individual student abilities should be considered in determining the amount and nature of homework assignments.

Parents show an interest in the homework assigned to their children. They form opinions of and attitudes toward the school and you as a teacher based on the nature of the homework assigned to their children.

### **JUNIOR/SENIOR HIGH HONOR ROLL**

An honor roll will be figured and published for the Junior High and High School after each of the four nine-week grading periods and each of the two semester grading periods. All full-credit courses are used in this computation. Nine-week grades will be used for the quarter honor roll and semester grades will be used for the semester honor roll. Honor Roll shall consist of a Principal's List (4.0) High Honor Roll (3.5) and Honor Roll (3.0)

### **IDENTIFICATION BADGES/NAME TAGS**

Bayard Public Schools employees may be required to wear identification badges, name tags, or similar items to improve security and increase visual identification to students, visitors, and community members.

### **INSTRUCTIONAL AREAS**

Each teacher is responsible for the appearance and organization of their assigned classroom, lab, shop, etc. The appearance of the instructional area has an impact on the learning that occurs; therefore each teacher should devote time and energy to developing an attractive, stimulating, and orderly instructional setting. Take pride in your educational setting, as well as your teaching. Be an example for students. When a room is unoccupied, lock and shut doors behind you and shut off lights. *Teachers are expected to be with their students during the entire period their classes are in session.*

Occasionally teachers are required to share rooms. Upon leaving an area please insure that:

a) materials and equipment are stored properly, b) chairs and desks are properly placed, c) the floor is free of litter. On leaving your room for a length of time or for the day, teachers will turn out all lights, close and lock all windows and close and lock all doors. Teachers using the building after hours must check all lights and doors and see that all students are out of the building. Students are not to be left to close the building. Whenever the facility is being used, there must be a staff person present and directly supervising the students. Do not give your keys to students or any other person. Individuals and organizations wishing to use the school facilities must complete an Application for Facility Use and submit such application to the office for approval.

### **LESSON PLANS, CLASS ROSTERS, AND SEATING CHARTS**

Written lesson plans are required. They are to be completed in a format determined by the principal and submitted to the principal's office before classes resume each Monday. Lesson plans may be required to be prepared collaboratively and/or during common planning time at the discretion of the principal. Lesson plans; class rosters, and seating charts must be easily accessed in the event a substitute needs to cover for a teacher.

### **LETTERS TO PARENTS**

Please have all general letters to parents cleared through the principal before releasing.

### **MUTUAL RESPECT**

The Bayard Public Schools expects every staff member and student to be treated with respect and dignity.

### **OBSERVING AND ENFORCING RULES**

It is the duty of each teacher to become familiar with the rules, regulations, and policies of the school and to do all that you can at all times to see that they are enforced. Ignorance of the rules does not excuse you.

### **OUTSIDE RESOURCE PEOPLE**

The administration feels that the utilization of outside resource people has the capability to greatly enhance the learning process in the classroom. The building principal shall be made aware of the teacher's plans to bring in an outside speaker, and the principal is authorized to terminate plans to bring in an outside speaker should there be doubt about the visiting speaker's credentials.

The teacher does, however, assume the responsibility for what happens in the classroom whether it is the teacher presenting a lesson or an outside resource person. It is the responsibility of the teacher to exercise mature judgment in the selection of people brought in. The teacher must stand ready to limit any speaker who strays into questionable topics, or when the speaker's veracity seems questionable.

It is suggested that you utilize the following check-list before inviting any person to speak to your class.

1. Is the prospective resource person known to me as one who will present honest factual information? If not, will someone well known to me verify the personal characteristics to me?
2. Will the prospective speaker present the types of information and topics which are appropriate for the maturity level of those in your class.
3. Will the prospective speaker cover material cognate to that currently being pursued in your classroom?

### **PARENT – TEACHER CONFERENCES**

Parent-teacher conferences will be held for the elementary grades and the secondary school twice a year. They are a vital part of the evaluation and public relations program. During this time, many things can be discussed with the parents: test results, daily grades, samples of daily work, the student's strong and weak points, how the parent can help their child improve his/her work, and any problems that may exist.

Although the conferences involve considerable time and work, you will find that they are extremely worthwhile. This short visit with the parents will be of great value to the student, to the parent, and to the teacher.

Individual conferences with parents are encouraged and can be requested by the teacher whenever necessary. It is best to schedule a conference whenever a problem appears or whenever a problem seems about to develop.

### **PARKING AT THE ELEMENTARY SCHOOL**

In order to provide a safe and invitational atmosphere to parents and visitors, staff members are to refrain from parking in the parking spaces located on the concrete on the south side of the elementary school. These spaces are to be reserved for parents and other visitors to the school.

### **PROFESSIONAL COLLABORATION AND PEER COACHING**

As professional educators, teachers are expected to engage in collaboration and common planning to support improvement in teaching and learning. As part of district efforts to promote continuously improved professional practice, teachers will be expected to engage in non-evaluatory observations of other teachers and to engage in peer coaching. Engaging in peer coaching and providing feedback enhances the professional dialogue within the school district and provides a growth opportunity for both the teachers who are observing, and those being observed. Building principals will be responsible for determining the number of peer observations and the processes to be used for collaboration and coaching.

### PROFESSIONALISM AND CODE OF ETHICS

Professional deportment is expected from all personnel of Bayard Public Schools. This behavior is reflected in your dress and grooming, relationships with students and parents, and interaction with your peers. A positive school climate is critical to everyone's success. All holders of public school certificates must be familiar with the Standards of Conduct and Ethics as set forth in Title 92, Nebraska Administrative Code, Chapter 27.

### PUBLICITY/PUBLICATIONS

Take pride in the school and be proud to tell about the positive elements of the school. Any items to be submitted to local papers or sent home to the parents should be appropriate and approved by the building principal. Any concerns should be presented to the principal in advance. The Secondary Principal shall serve as the editor of all student publications.

### PURCHASING

Board Policy on Purchases: **Any employee who purchases supplies or equipment without expressed authorization of the Superintendent shall be personally liable for payment of the bill.** Teachers should make requests for supplies or equipment in sufficient time to allow for economical and wise purchasing.

Class and club sponsors will have responsibility for supplies ordered through their organizations. In many cases, items can be procured through regular school channels more economically. All purchases which are handled through the activity fund should be cleared through the Office of the Superintendent or the Activities Director.

**All purchases charged to the school district or to any organization of the school will be accompanied a requisition order approved through the Weblink online requisitioning system, the Purchase Order obtained from the office. Purchase Orders Requisition Orders for a class or organization must be approved signed by the authorized personnel in the Office of the Superintendent or the Activities Director. No bills will be paid by the Board of Education or from the Activity Fund which have not been authorized.**

### RADIOS AND OTHER COMMUNICATION DEVICES

In order to facilitate effective and timely communication, employees may be assigned to wear and use a handheld radio or similar communications device while on duty.

### RECESS SUPERVISION

Supervision of students at recess or other non-instructional times is an expectation for teachers in the district. When supervising please engage in the practices described in the "Supervision of Students" section of this handbook.

### RECORDS MANAGEMENT AND DISPOSITION – LITIGATION HOLDS OF ELECTRONIC MESSAGES

When litigation against the District or its employees is filed or threatened, the District will take all reasonable action to preserve all documents and records that pertain to the issue. As soon as the District is made aware of pending or threatened litigation, a litigation hold directive will be issued by the records officer or designee. The directive will be given to all persons suspected of having records that may pertain to the litigation issue.

Employees who receive notice of a litigation hold are to preserve all records that pertain to the litigation issue. This includes preserving electronic messages that would otherwise be deleted by the computer system; such messages are to be converted by the recipients of the litigation hold to hard copy (printed) or electronic format which can be retrieved and interpreted (downloaded) for the duration of the litigation hold.

No employee who has been notified of a litigation hold may alter or delete an electronic or other record that falls within the scope of the hold. Violation of the litigation hold may subject the employee to disciplinary actions, up to and including dismissal, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

### **SANITATION, HEALTH, AND ROOM MAINTENANCE**

Teachers are expected to engage in keeping a sanitary classroom. This includes directing students in the process of regularly sanitizing desks, counters, doorknobs, light switches, and other frequently touched surfaces, according to specific instructions given by the Building Principal or Superintendent, in addition to the regularly scheduled sanitation by the custodial staff.

Teachers may be expected to engage in monitoring student health including taking temperatures, recording health screening data, and reporting any health concerns to the school nurse or other designated individual, according to specific instructions given by the Building Principal or Superintendent.

Teachers are expected to serve as role models in meeting and complying with health practices and guidelines, including those enacted for public health purposes.

Before leaving the classroom each day, close windows, turn out all lights, and lock the room. Elementary teachers, please make sure your air-conditioners are turned off when you leave. When repairs are needed, notify the principal in order for arrangements to be made for the repair.

### **SAFETY INSTRUCTIONS**

All head coaches will conduct a safety lecture in regards to potential dangers that might be incurred by participating in that particular sport. All coaches will instruct participants in their sports in the correct fundamentals of the sport and will not teach fundamentals that have been determined as illegal or unsafe.

All other faculty members who supervise activities or classroom activities where a student could sustain an injury from the activity, will also conduct a class on the dangers and the safety precautions to be used during the activity or classroom sessions.

### **SCHOOL BOARD POLICIES**

School Board policies are made available to the staff and to the public. Please direct any questions about Board policy to the Superintendent.

### **SCHOOL LUNCH**

School employees are strongly encouraged to utilize payroll deduction to pay for school lunches purchased by themselves and or members of their family. This ensures convenience for employees and timely payment of lunch bills to the school. Lunches must be paid for in advance. The school will not charge meals to employees or students with negative lunch account balances.

### **SCHOOL PROCEDURES**

Employees are expected to adhere to the following school procedures in the performance of their duties:

1. Use of Cell Phones and Other Electronic Devices. Employees are to refrain from use of personal cell phones for non-school purposes during duty time.

1.a Employees are not to use cell phones or otherwise engage in distracted driving while transporting students or using school vehicles. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies. Employees will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems are to be utilized by all occupants.

1.b Employees are not to use radar detectors, laser detectors, or similar devices while transporting students or using school vehicles.

2. Checking Out of Equipment. All equipment must be checked out through the appropriate office. School equipment may be used only for school purposes. School equipment and other resources may be used for personal purposes only as authorized by Board policy or contract.

3. Requisition of Equipment and Supplies. Books and supplies which are needed for instruction should be requested through the appropriate office. Employees shall not make purchases on behalf of the District without prior approval of the Superintendent.

4. E-mail. Use of the District's e-mail system for personal communications should be limited and is subject to the rules governing overall computer usage found in Board policy.

5. Employee Mail Box. Employees may be assigned a mailbox. Employees should check for mail upon arrival, in the course of the work day, if possible, and upon departure. If something requires an answer employees are responsible for responding promptly. Employee mail boxes are to be limited to communicate regarding school business.

### **STUDENT CONDUCT**

A student handbook will be used to familiarize students and parents or guardians with the school's practices and procedures. Students will be given a copy of the handbook, which will explain general regulations and requirements.

Students are expected to act, dress, and conduct themselves in the school building and at school sponsored events, in such a fashion that their behavior and dress will reflect favorably on the individual and on the school, will show consideration to fellow students, and will create a harmonious school atmosphere. All students must recognize their individual responsibilities and obligations, and discharge them in accordance with the school regulations.

All staff members are responsible for overseeing the conduct of students, both during school hours and at school sponsored events. In each instance in which an employee acts to help a student conduct him/herself properly, emphasis shall be placed upon the growth of the student and the ability to discipline him/herself.

### **STUDENT PASSES**

Teachers should limit the amount of traffic in the hallways during class time. It is a distraction to other classes. Each student that leaves your class must have a pink pass. The student is to go

directly to the designated destination and return. Please make an effort to reduce hall wandering. Students absent from your room are your responsibility. Limit restroom and drink privileges to one student leaving the room at a time. Pink passes are required for the students coming to the office for any reason.

### **SCHOOL KEYS**

No key is to be duplicated without the Superintendent's written permission. **DO NOT GIVE YOUR KEYS TO ANY ONE ELSE TO USE.** Prior arrangements must be made if student managers use your keys. Staff members may be required to pay for the cost of lock/key replacement in the event that the staff member's keys are lost, misplaced, or stolen.

### **SECTION 504 PLANS, IEP PLANS, STUDENT ASSISTANCE TEAM PLANS, DYSLEXIA PLANS, READING INTERVENTION PLANS, AND BEHAVIORAL/HEALTH PLANS**

All teachers are responsible for reading and following the educational plans for the students with whom they work. Section 504 Plans, IEP Plans, Student Assistance Team (SAT Team) plans, Dyslexia Plans, Reading Intervention Plans, and Behavioral/Health Plans. State and Federal laws require that Individualized Educational Programs (IEPs), Section 504 Plans, Behavioral Plans, and Health Plans and the modifications/accommodations within such plans be accomplished by both general education and special education teachers. These programs and plans are available for review in their entirety by teachers working with students on any such plan or plans.

### **SOCIAL ACTIVITIES**

The class sponsor shall be responsible for the approval or disapproval and scheduling of the (7-12) social activities of classes and organizations with the scope of the regulations with the final decision resting with the administration.

School activities shall close at 12:00 midnight with the exception of Homecoming Dance and Junior Senior Prom which shall close at 1:00 a.m.

School activities shall not be permitted on Sunday unless religious in nature as they apply to the school. This includes practice for any activity.

School activities will not be permitted after 5:30 p.m. on Wednesday evening. Buildings must be cleared by 6:00 p.m.

### **SPONSOR/CHAPERONE DUTIES**

Most teachers, in addition to their regular assignments, are asked to sponsor a class or organization.

At the first meeting of the year, students in each class or organization should elect officers, and determine projected plans for activities and fund raising activities. Projects must be approved by the principal and scheduled by the activity director to avoid conflicts with other organizations and competition with local businesses. Parliamentary Procedure will be used in all class meetings.

If a project involves the use of the cafeteria and/or kitchen, the head cook must be consulted. If a cook needs to be present at the project, the organizer will be billed for that individual's time. If a janitor is asked to do the cleaning, make prior arrangements and be prepared to pay that individual for the services.

The sponsor is responsible for the financial records for each class or organization. They should review the records with the treasurer of the organization and the district bookkeeper at least once a month.

No students are to be in the building during a project or event unless a sponsor is present. Sponsors should check to see that lights are off and doors locked when they leave. The facilities should be left in a clean condition.

No organization is to meet at the school or any other location for any purpose without prior clearance from the principal. Sponsors are also to be aware that any money earned from fundraisers is to be used to benefit the school or community or for a growth experience. Using the school's name to raise money for a party is prohibited.

### **STAFF DRESS**

Teachers should be conscious of the importance of appropriateness and neatness in dress and grooming. Set a positive example about the importance of school. Dress the part of a professional educator. Business Casual is the minimum dress requirement for teachers and staff. This includes polos, button down shirts, dress pants, khaki's, etc. The wearing of T-shirts is generally not considered to be professional and teachers are asked to save such apparel for times when they are off duty or when granted permission by the principal to promote certain educational causes, such as “#BeKind,” “TigerCARE,” and “I Love Public Schools” days. While there is considerable debate as to whether jeans are considered “Business Casual”, dark colored, tailored jeans are permissible. Avoid jeans with rips, holes, prints, and embroidery, or light wash.

### **STAFF LEAVE**

Leave for professional staff will be deducted in increments of  $\frac{1}{8}$  of the day (for partial days).

### **STAFF WELLNESS**

Bayard Public School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Staff members are expected to serve as role models for students in the area of wellness. BPS staff members are encouraged to serve as healthy role models for students.

### **STUDENT BOOKS**

Each teacher is responsible for issuing books to students. The number and condition of the book must be recorded in the grade book when issued. New books must be stamped and numbered before being issued to the student. If a student loses or destroys a textbook, report it to the principal's office immediately.

### **STUDENT DRESS CODE**

The school administration and teachers encourage everyone to behave and dress in a fashion reflecting good taste and in a style appropriate for a school day or school activity. An individual's dress, personal appearance, and cleanliness, like his/her behavior, should reflect sensitivity to and a respect for others.

Student dress and personal appearance that disrupts or distracts from the educational

environment of the school, is offensive, in violation of any statute, or is a health or safety hazard is not acceptable and is not permitted.

Examples of inappropriate dress: midriff blouses; low cut blouses; hats; caps; headbands; chains or straps on pants; articles displaying obscene or vulgar writing or symbols; articles displaying tobacco, alcohol, or drug advertisement; jewelry with potentially harmful accessories; any clothing in reference to membership in gangs: bandanna; sagging clothes; or tagging with gang signs or letters. Any type of shorts worn to school will reach to the middle of the thigh. Shoes and socks must be worn.

Teachers will send students to the office, or notify the office, if a student's clothing or dress is questionable. The final decision will rest with the administration.

If students are participating in extra-curricular activities or school-sponsored activities, their dress or appearance will be the responsibility of the coach or sponsors.

### **STUDENT ERRANDS**

Students are not to be sent on errands during the school hours unless by permission of the principal. Students are entrusted to our care, therefore, it is essential that we know where they are at all times. Notify the principal well in advance when you desire to go with your groups during school time on class trips.

### **STUDENTS - LEAVING THE ROOM**

Teachers should honor excuses for leaving the room, but discourage and guard against leaving too often or unnecessarily. Only one student at a time should be out of the room and they should have a proper hall pass. Unless teachers are careful, some pupils will take advantage and misuse a well meant privilege. Teachers must use their best judgment in cases of illness or emergencies. **It is seldom necessary for a high school pupil to be excused.** Pupils who become ill are to be reported at once to the Principal's office and sent to the nurse. Do not send ill pupils home alone. Students will phone the principal's office upon arrival at home.

### **STUDENT HANDBOOK**

All staff members should be familiar with and know the student handbook, encouraging students to know and follow its guidelines and regulations, too.

### **SUBSTITUTE TEACHERS**

Substitute teachers will be hired by the principals' offices. Teachers are responsible for having a complete substitute teacher folder if required by the principal. Lesson plans, class rosters, and seating charts must be easily accessed in the event a substitute teacher is needed. **PLEASE BE PREPARED FOR YOUR SUBSTITUTE TEACHER.** Sometimes substitutes are difficult to find.

### **SUMMER BUILDING ACCESS**

In order to provide a safe and efficient process for summer custodial and maintenance services staff members are encouraged to plan on the school buildings being closed during the month of July. Additional closures are possible as circumstances may dictate throughout the

summer and during breaks in the school term. Staff members are encouraged to have any summer work completed by the end of June and to plan on access to the school buildings for the next year at the beginning of August.

### **SUPERVISION OF STUDENTS**

Proper supervision of students is an important responsibility for teachers and other adults responsible for our students. Teachers and other adults responsible for student supervision are expected to meet the following:

#### **Proper Supervision**

1. Report to all duty assignments on time.
2. Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
3. Be vigilant while supervising students. **Never leave your students unattended**; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave your classroom, request that another nearby staff member cover your class, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students are doing.
4. If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs.
5. Be careful with touching students. Use of corporal punishment is prohibited at Bayard Public Schools. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment), and that which professional educators determine appropriate for purposes of proper student relationships.
6. Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to the administration.

#### **Proper Instructions**

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

### **Contact the Principal for Assistance**

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

1. Student fight
2. Student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office can not be immediately located, call 911 if the problem appears to be of immediate and serious concern
3. Reported incident or a suspicion that a student has a weapon or other dangerous item(s), drugs, alcohol, or other illegal substances
4. Presence of an intruder (a non-student or staff member who refuses to go to the office)

### **Student Searches**

School staff members should notify the school principal of any situation in which a student is suspected of having an item in violation of school rules. Teachers are not to conduct searches of students or their belongings unless authorized to do so for a specific situation by the school administration.

### **Student Rights**

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

### **TEACHERS' WORK ROOM**

The work room is to be kept as neat as possible. Avoid discussing individual students in the teacher's workroom. Additionally, ensure that communications in the teacher's work room are positive and conducive to a productive and effective school climate. Parents and community members often form impressions of our schools based upon the professionalism exhibited in the school offices and in the teachers' work room and teachers' break room. Your assistance in this is greatly appreciated.

### **TEACHER WEBSITES**

Each teacher is authorized to maintain a webpage containing grade-appropriate and relevant information such as contact information, professional profile information (with qualifications and degree(s) held), grading procedures, upcoming coursework, a list of class rules or course syllabus, and other information of educational value. Posting of student information, student work, and images of students must be approved through the school principal and must be in accordance with board policy and any state and federal regulations.

### **TELEPHONE**

Teachers are welcome to use the school telephone. The school telephones are not to be used for personal long distance calls. School telephones are tax exempt and are to be used for

official school business only. Teachers **will not** be called to the telephone during class time except in case of emergency.

### **VIDEOS**

Although there are times when it is appropriate to use videos in the classroom, teachers must make sound educational decisions when showing videos to students. Teachers are expected to follow these basic guidelines:

- The teacher has viewed the material in advance and in its entirety.
- The material is related to the curriculum; teacher has articulated in the lesson plan the educational purpose for showing the film or video.
- The material is appropriate for the age of the students (including the movie rating, e.g., no “R-Rated videos.”)
- Written parental consent when the content or age appropriateness is unclear or undetermined.
- Comparable learning opportunities will be given to students when parents do not want their children to see a film or video.

### **VIDEO SURVEILLANCE**

The Board of Education has authorized the use of video cameras on Bayard School District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property; and to safeguard District facilities and equipment and to further the educational process. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies. Teachers may videotape instruction and other classroom activities to make available to students who were absent or who would like to otherwise review such content.

### **VISITORS**

All visitors are to be directed to the principal’s office. This is for the preservation of classroom order as well as to protect students and staff.

Parental interest and concern should be welcomed. However, if a visitation becomes hostile, another teacher or an administrator should be present. Be prepared to support any issues you discuss with parents with sufficient documentation. Students and school employees are not to open any doors for non-school personnel, as visitors must enter through the main doors to the building and check-in at the office. School employees have the responsibility and the right to question visitors in the building.

### **WORK AREA SAFETY AND ACCIDENT REPORTING**

All employees share in the responsibility for maintaining a safe and healthy school environment. All staff members, more specifically, the teaching staff shall avail themselves of every possible opportunity to instruct students in the safe use and handling of any school property or equipment that could cause injury to students or school personnel. Any unsafe or

unhealthy conditions in the immediate work area, building, or on the school campus should be reported immediately to the school principal. In the event of an accident to an employee, student, or visitor, the safety and care of the injured individual should be of primary concern. A written report of the incident should be made to the principal within 24 hours, if not sooner. An incident which requires the attention of medical personnel and any other incident deemed important by the principal, should be reported to the superintendent of schools.

### **EYE AND FACE PROTECTIVE DEVICES**

Instructors or sponsors of groups using laboratories, including science, art or shop areas will be responsible for seeing that individuals or groups working with the following materials or in the following areas will wear the appropriate eye and/or face protection or other protective gear deemed appropriate:

(1) Every student and teacher in schools or other educational institutions shall be required to wear appropriate industrial-quality eye protective devices at all times while participating in or observing the following courses of instruction:

- (a) Vocational, technical, industrial arts, chemical, or chemical-physical, involving exposure to:
  - (i) Hot molten metals or other molten materials;
  - (ii) Milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials;
  - (iii) Heat treatment, tempering, or kiln firing of any metal or other materials;
  - (iv) Gas or electric arc welding or other forms of welding processes;
  - (v) Repair or servicing of any vehicle; or
  - (vi) Caustic or explosive materials; and
- (b) Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards not enumerated.

Such devices shall be furnished by the school or educational institution for all students, teachers, and visitors to shops and laboratories of such institutions. Teachers are directed to ensure that the proper devices are available and in use prior to any instruction or observation.

(2) For purposes of this section, unless the context otherwise requires, industrial-quality eye protective devices means devices which meet the standard of the American National Standard Practice for Occupational and Educational Eye and Face Protection, Z 87.1(1979) as approved by the American National Standards Institute, Inc.

**“WORK FROM HOME” EXPECTATIONS**

In the event work from home is needed, (such as during a pandemic or due to other circumstances, the district may employ personnel in work from home. It is essential that remote staff members understand the District’s expectations for those staff members while they are “on duty.” When work from home is authorized, the following expectations apply to all staff members working remotely during the workday and during working hours:

1. If a staff member will appear via videoconference (such as Zoom), the staff member must be dressed professionally and in the same manner expected as if the staff member reported to work in-person. A staff member appearing by videoconference is expected to minimize background noise (such as a dog barking) that may interfere with the communication, and be in a professional setting (such as at a table or in a home office—not in bed).
2. Staff members should respond promptly to school-related communications. “Promptly” will depend on the context but, as a general matter, staff members who are not teachers will be expected to respond to phone calls within 15 minutes of receiving such calls. Teachers who receive a phone call or other school-related communication (such as an email) will be expected to respond after their teaching assignments, but not later than the end of the workday. We understand that staff members may be engaged during the workday with webinars, teaching, holding office hours, talking with colleagues or parents, and so forth. As such, each staff member’s situation will depend on the circumstances. However, generally, all staff members (including teachers) are expected to be checking their phone and email during the workday and responding in a timely manner. The intent of this rule is to ensure that no staff member who is being paid during working hours is misusing worktime by not working.
3. During working hours, all staff members are bound by the same computer and Internet expectations as if they were in the physical classroom. This expectation includes not watching shows or movies, shopping for personal items, browsing social media, and so forth. Staff members who use District-owned devices may be subject to a search of their Internet browsing history. Staff members’ District-owned email accounts may also be searched. We would prefer not to have to use these options, so please use work time for work purposes only.
4. All staff members continue to be bound by the applicable professional boundaries policy and/or rules. Staff members will not communicate directly with students via texting, social media or one-on-one Zoom sessions, unless the staff member has received approval in advance from a school administrator.
5. Hourly staff members must keep track of their work time. Hourly staff members must receive prior approval from their immediate supervisor before working overtime. The District may review each hourly staff member’s Internet browsing history and/or email history to determine whether a staff member was working during their claimed work time. Hourly staff members must keep current a detailed log of the time they spent on work-related items and the time that they spent working on such items.
6. All staff members must communicate in a professional manner. Although much communication may be accomplished via electronic means, all staff members need to

remember that communications should be professional and avoid inappropriate or vulgar language.

7. Staff members should refrain from communicating with each other about non-school business during the workday. For instance, calling or emailing other staff members during worktime to gossip is not an appropriate use of the workday.

8. Staff members should coordinate with their immediate supervisor on clock-in/clock-out procedures so that your immediate supervisor ensures that you are working that workday. If you need to miss work during a workday, you must contact your immediate supervisor as soon as practicable.

9. Each staff member's duty hours will be determined by each staff member's immediate supervisor. As a result, staff members are expected to maintain regular communication with their immediate supervisor about the upcoming workweek.

10. Staff members will comply with the recommendations of the Instructional Technology Coordinator with regards to secure technology arrangements.

11. Staff members are expected to follow all other directives from their supervisors in a positive and professional manner.

12. A staff member who repeatedly violates these expectations may be subject to discipline.

13. All other provisions of board policy and the staff handbook remain in effect.

If a staff member has any questions or needs clarification, they should contact their supervisor in advance for clarification. Please know that these expectations are subject to change and may be modified by the Superintendent or Superintendent's designee.

# BOARD POLICY

POLICY NO. 4005-A

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## CERTIFICATED EMPLOYEE REDUCTION IN FORCE

The Board of Education has the exclusive authority to determine the appropriate number of certificated employees. Reductions in force of certificated staff members may be required for reasons including but not limited to changes in the size or nature of the student population, limited financial resources, elimination or changing of programs, and staff realignment. Reduction in force may result in termination of employment or an amendment to the employee's contract.

Before a reduction in force occurs, the Board and the Administration shall present competent evidence demonstrating that a change in circumstances has occurred necessitating a reduction in force. Any change in circumstances must be specifically related to the employee or employees to be reduced and there shall be no other vacancies on the staff for which the employee to be reduced is qualified by endorsement or professional training to perform.

Due to the often intimate, confidential, and unique personal working relationship between the Administration and the Board, a certificated employee who is not serving in a predominantly administrative capacity at the time of a reduction in force shall have no rights under this policy to any administrative position within the District.

The selection of personnel to be terminated or otherwise reduced as a result of a reduction in force shall be based on the following criteria (not listed in the order of priority):

1. Certifications and endorsements;
2. Contributions to activity programs;
3. Special qualifications achieved from specific training and/or experience which will benefit the District;
4. The organizational and educational impact created by multiple part-time certificated employees;
5. Qualifications and competence based on past performance as determined by Administration through evaluations conducted pursuant to the District's Evaluation of Certificated Employee Policy, or any previous or successor policy in place at the time the evaluation was conducted, all of which are incorporated herein by this reference; and
6. Any other reasons which can be rationally related to the instruction in or administration of the school system.

If, after consideration of the above criteria, there is no difference between certificated employees being considered for reduction in force, then the employee with the shortest amount of service to the District shall be reduced.

Notwithstanding anything herein to the contrary, no permanent employee shall be reduced while a probationary employee is retained to render a service which the permanent employee is

qualified by certification and endorsement to perform or where certification is not applicable, by reason of college credits in the teaching area.

Any certificated employee whose contract of employment may be amended or terminated as a result of a reduction in force shall be provided due process in the manner provided by law.

Any certificated employee whose contract has been terminated because of reduction in force shall be considered to have been dismissed with honor, shall, upon request, be provided a letter to that effect, and shall have recall rights only to the extent specifically provided by law.

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

Any certificated employee whose employment contract is terminated as a result of a reduction in force shall report his or her address and, for so long as the employee has rights of recall, report any change of address, to the Superintendent. If a vacancy occurs for which the employee has rights of recall, the offer of such employment may be sent by the Superintendent via regular U.S. mail to the employee's most recent address reported hereunder. If no acceptance of such offer is received from the employee within fourteen days of mailing, then the employee shall be deemed to have waived his or her rights to recall to the employment position.

Legal Reference:                   Neb. Statute 79-846 to 849  
  79-824 to 844

Cross Reference Policy 4008

Adopted: 8-14-78

Revised: 7-13-81, 7-8-85, 8-10-98, 11/11/13

Reviewed: 4-12-10

**PROFESSIONAL PERSONNEL RESIGNATIONS**

Professional employees have a responsibility to the District and the students of the District to allow for a uniform transition in the event of resignation. Resignations received after June 1<sup>st</sup> places the District at a disadvantage in hiring replacement personnel. Therefore, resignations received after May 1st for an upcoming school year will only be accepted when a qualified replacement has been employed by the District.

Adopted: 8-17-76

Revised: 8-12-85

8-14-00

8-12-02

6-10-08

## EVALUATION OF CERTIFICATED EMPLOYEES

All certificated employees to be evaluated shall be notified annually in writing. A certified administrator, with the exception of the local Board of Education when it is evaluating the Superintendent, will observe and evaluate each probationary certified employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a Superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only. The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the Superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the Superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

**Entire Instructional Period.** For certificated employees whose classes are held during defined periods of time (e.g., senior high classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods (e.g., librarians or speech therapists) consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

**Actual Classroom Observation.** Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

This policy and the evaluation instrument shall be included in the teacher handbook which will be distributed to staff members upon their employment and annually thereafter.

Adopted: 11-14-11

## **PROFESSIONAL GROWTH**

Every six years permanent certificated employees shall give evidence of professional growth. Six semester hours of college credit shall be accepted as evidence of professional growth or, in the alternative, such other activities as are approved by the Bayard Board of Education.

Each six year period beginning September 1, 1982, six semester hours must be earned related to the staff members major teaching assignment. These may come from college classes, workshops, correspondence courses, travel, literary contributions, student teacher supervision, work experience, educational committee work, adult education, adult education or college instruction or state conventions. No more than four semester hours may be credited from any of the above sources. However, all six semester hours may be earned by taking college courses.

### **College Classes**

College courses taken will be at the graduate level and relate closely to the staff members major assignment, an additional endorsement, or towards an advanced degree. Advanced degree courses will only count if the staff member is enrolled in an approved graduate program.

Each semester hour of college credit must be supported by at least fifteen (15) hours of instructional time (classroom hours).

1 semester credit	15 hours of class
2 semester credit	30 hours of class
3 semester credit	45 hours of class
4 semester credit	60 hours of class
5 semester credit	75 hours of class
6 semester credit	90 hours of class

The above restrictions will apply to all college courses taken after September 1, 1982.

### **Workshops**

Workshops taken for college credit must adhere to the same guidelines as regular college courses. Workshops without college credit will award one hour of credit for each fifteen hours of attendance.

## **PROFESSIONAL GROWTH**

### **Correspondence Courses**

Correspondence courses taken for college credit must adhere to the same guidelines as regular college courses.

### **Travel**

Travel with specific educational itinerary. This should have direct application to classroom activity and planned as educational travel. Education travel is valued at one semester hour per trip with a minimum of two weeks being spent. Trips requiring less time may earn credit at a prorated level in direct proportion to the amount of time spent. Special consideration shall be given for foreign travel. Maximum hours of credit from this source will be two.

Approval for credit should be requested prior to the trip. A written itinerary may be requested prior to the trip and a written report may be required at the completion of the trip.

### **Literary Contributions**

Literary contributions of a professional nature which are published in any professional magazine may be considered for credit in fulfillment of the professional growth requirement. No credit will be allowed unless there is evidence of professional quality research and writing. Maximum hours of credit from this source will be two.

### **Student Teacher Supervision**

Student teaching supervisors will receive one semester hour of credit for each student teacher. Credit for part-time supervision of a student teacher will be prorated according to the amount of time spent in supervising the student teacher. Maximum hours of credit from this source will be two.

### **Work Experience**

Work experience may be credited to meet part of the professional growth requirement. Only experience which has a significant relationship to the educational field in which the individual is teaching will be considered. The key is to be found in the word "professional." The work experience which will meet the demands of professional growth will fall into one or more of the three following categories:

1. The work will provide increased competence in the field which the teacher teaches or contemplates teaching, over and above the increase which might accrue from a repetition of experience.

### PROFESSIONAL GROWTH

2. The work will provide increased knowledge of subject matter over and above that increase which might accrue from continued or repeated teaching of a subject.
3. The work will prepare the individual for a new or different educational position from the one which he/she now holds.

Maximum hours of credit from this source will be two.

#### **Educational Committee Work**

Fulfilling a work assignment on a Bayard School education committee will allow a staff member to acquire one hour of credit for each fifteen hours of committee work carried out. The maximum credit earned from this source will be two. Committees which do not require fifteen hours will be granted credit on a prorated basis.

#### **Adult Education**

Any work taken in Adult Education should be relative to the teaching profession of the teacher. A maximum of two hours may be earned from this source.

15 hours	1 hour credit
22 hours	1 ½ hours credit
30 hours or more	2 hours credit

#### **Adult Education or College Instruction**

Adult education or college courses taught by staff members shall carry one hour of credit with a maximum of two hours earned in this manner. The course(s) must relate closely to the staff members assignment.

#### **State Conventions**

Attendance at a state convention may be credited to meet part of the professional growth requirement. One hour of credit may be given for attendance at a state convention which has at least fifteen hours of meetings. A copy of the agenda and request for credit must be presented to the superintendent prior to the convention. A maximum of two hours credit may be earned in this manner. No credit may be earned if college credit can be earned for attending the convention. A maximum of two hours credit may be earned in this manner. No credit may be earned if college credit can be earned for attending the convention. The guidelines for college courses would then be followed.

## PROFESSIONAL GROWTH

### Successful Teaching Experience

A maximum of two hours may be earned by completing six years of successful teaching or administrative experience in the Bayard District.

Personnel who do not meet the professional growth requirements by the end of the sixth year (September 1) will not advance further on the salary schedule until the work is completed and the individual could have their contract terminated because they could not show evidence of professional growth as required by state statutes (79-12,113,1982). Not fulfilling the professional growth requirement is legal just cause for contract termination. A teacher who has not completed the requirements by September 1, ending the six year period, must wait one year for advancement on the salary schedule even though the work is completed at sometime during the year following the end of the six year period. The next six year period starts on September 1<sup>st</sup>, following completion of the requirements. The six year period for probationary teachers will begin on September 1, of their first year of employment within the district.

For further clarification it should be stated that no more than six semester hours earned in any six year period will be allowed to count toward the fulfillment of the professional growth requirement. There will be no credit carry-over of hours earned in any stated six year period into the next six year period.

Only hours earned in college courses will be allowed for movement across the salary schedule. Other hours earned will count for meeting the professional growth requirement but will not advance a teacher on the salary schedule.

Each staff member will be sent notices annually indicating work completed and work required for completion of the professional growth requirements, according to the records in the Superintendent's office. Staff members who have not completed requirements by the time of re-election in April of the sixth year of their employment under this policy will be given a contract for the same step as they are currently contracted for on the salary schedule. They will move up to the next step of the salary schedule if the requirement is completed and approved prior to September 1, of that year. Transcripts or proof of professional growth received after September 1 shall not be honored until the following contract year.

Each teacher is responsible for providing the Superintendent with proof of their professional growth. The Superintendent will be responsible for determining what will be allowed or acceptable for professional growth and will maintain a record of professional growth for each staff member and will make a report annually to the Board of Education.

Adopted: 9-13-82

### **REPORTING Child Abuse OR NEGLECT**

It is mandatory that every employee of Bayard Public Schools report child abuse and neglect as set forth in this policy.

#### **A. Child Abuse or Neglect Defined**

As used herein, “child abuse or neglect” means knowingly, intentionally, or negligently causing or permitting a minor child to be:

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

The foregoing definition shall apply regardless of whether the perpetrator or perpetrators are student(s), school employee(s), the child’s parent(s), or any other person.

#### **B. Reporting**

1. **Mandatory Employee Reporting to Law Enforcement:** If any school employee has reasonable cause to believe that a child has been subjected to child abuse or neglect or observes such child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect, then the employee shall immediately report such incident to the Bayard Police Department, the Morrill County Sheriff’s Department, the Nebraska State Patrol, or the Nebraska Department of Health and Human Services.
2. **Substance of Report:** A report to a proper law enforcement agency or the Department of Health and Human Services may be made orally by telephone with the caller giving his or her name and address and shall be followed by a written report, and to the extent available shall contain the address and age of the abused or neglected child, the address of the person or persons having custody of the abused or neglected child, the nature and extent of the child abuse or neglect or the conditions and circumstances which would reasonably result in such child abuse or neglect, any evidence of previous child abuse or neglect including the nature and extent, and any other information which in the opinion of the reporter may be helpful in establishing the cause of such child abuse or neglect and the identity of the perpetrator or perpetrators.
3. **Reporting to Principal:** After an employee makes an oral report as set forth above, the employee shall immediately notify a principal of the report. The employee shall then, within 24 hours, draft a written

report as required above and provide the written report to a principal. The principal shall include in the report any additional information known by the principal and submit the form to the proper law enforcement agency or the Department of Health and Human Services. The principal shall also provide a copy of the report to the Superintendent of Schools. If there is no principal available within 24 hours, then the employee shall provide his or her report directly to the proper law enforcement agency or the Department of Health and Human Services and provide a copy of the report to the Superintendent.

4. **Uncertainty.** *Any uncertainty as to whether reasonable cause exists shall be resolved in favor of making a report to the proper law enforcement agency or the Department of Health and Human Services.* An employee is not obligated to “prove” that child abuse or neglect has occurred or could occur. Having reasonable cause to believe could include having information as minor as an allegation. Employees should not take it upon themselves to investigate the case or contact the family of the child. Law enforcement and the Department of Health and Human Services are responsible for investigating.
5. **Record Keeping.** All employees shall keep written records of information obtained and reports made pursuant hereto.
6. **No Retaliation.** No employee shall be retaliated against for making a report hereunder.
7. **Immunity.** Any employee making a report under this policy is immune from civil or criminal liability, except for in the case of making maliciously false statements.

Legal Reference: Neb. Rev. Stat. 28-710 *et seq.*

Adopted: 8-11-86

Reviewed: 5-10-10

Revised: 1-9-12; 11-11-13

## RESTRAINT AND SECLUSION

Restraint and seclusion (as further described in this policy) are behavioral and/or safety interventions and shall only be used in accordance with this policy.

### 1. General Guidelines

- A. Restraint and/or seclusion should not be used as a first method of safety intervention, except in emergency situations. When used as a safety intervention, other de-escalation efforts such as voice commands should be used prior to using restraint or seclusion.
- B. Restraint and/or seclusion shall never be used as a form of discipline or for retaliation or convenience.
- C. Restraint or seclusion should only be used when and to the extent reasonably necessary to maintain order or prevent a student from causing physical harm to himself or herself or others.
- D. School personnel shall continuously monitor a student's status during periods of restraint or seclusion.
- E. This policy does not apply to physical interventions which a student's health care provider has indicated are medically necessary for the treatment or protection of the student.
- F. Nothing in this policy shall prevent a staff member from using restraint and seclusion as provided for in a student's IEP, 504 plan, or behavior intervention plan.
- G. If a student develops a pattern of behavior which requires or is anticipated to require a recurring pattern of restraint and/or seclusion, the school should conduct a functional behavioral assessment or call a meeting of the student's IEP team to develop or revise a plan to reduce or eliminate the need for restraint or seclusion.
- H. Nothing in this policy shall allow a staff member to use restraint or seclusion which is unreasonable in duration and/or intensity considering the circumstances and school administration shall at all times maintain the authority to discipline a staff member if the administration deems unreasonable the staff member's use of restraint or seclusion.

### 2. Restraint

- A. Physical Restraint. Physical restraint means the use of physical force to restrict significantly the student's movement. The following circumstances are examples when physical restraint is appropriate:
  - A. To obtain possession of weapons or other dangerous objects.
  - B. To prevent or break up a fight.
  - C. As self-defense or in defense of others.
  - D. To escort a student from one area to another in the interest of safety or to maintain order.

- E. To calm or comfort a student.
- F. To prevent self-injurious behavior.
- G. As reasonably necessary to prevent imminent, severe destruction to school or another person's property.

B. Mechanical Restraint.

- i. Mechanical restraint means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove. Mechanical restraint includes the tying down, taping, or strapping down of a student.
- ii. Mechanical restraints do not include adaptive or protective devices used as recommended by the student's health care provider or safety equipment used as intended by the general population (e.g. seatbelts).
- iii. Mechanical restraints should only be used in the case of an emergency to prevent imminent danger to the student or others when physical restraint or seclusion would not be effective or is not possible.

C. Chemical Restraint.

- i. Chemical restraint is the administration of medication for the purpose of restraint.
- ii. Chemical restraint does not include medication as prescribed by and administered in accordance with the student's health care provider.
- iii. Chemical restraints of students are not permissible under any circumstances.

**3. Seclusion**

A. Definition. Seclusion is the confinement of a student in a room or other space from which the student is physically prevented from or incapable of leaving. Behavior interventions and/or disciplinary methods which do not restrict the student's physical movement or ability to leave are not considered to be seclusion. Examples of behavior interventions and/or disciplinary methods which are not considered seclusion are as follows:

- i. Timeout: Timeout means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.
- ii. In-school suspension.

## iii. Detention.

- B. When Permissible. Seclusion is only appropriate when a student is displaying physical behavior that presents a risk of injury to the student or others and the threat could be diminished if the student is secluded in a safe environment. Seclusion should only be employed as a last resort after other methods of intervention have been attempted without success or would be inappropriate under the circumstances. Seclusion is inappropriate for students who are severely self-injurious or suicidal.
- C. Duration. Seclusion should only be used as long as necessary to present the risk of injury.
- D. Supervision/Observation. When a student is secluded a staff member or the school's resource officer shall continually monitor and supervise the student and shall immediately notify an administrator as to where and why the student is being secluded. The staff member monitoring the student in seclusion should document all observations.
- E. Area of Seclusion. A student in seclusion must be able to exit the room or area if the supervising adult becomes incapacitated or leaves the area. The room or area used for seclusion must have adequate space, lighting, ventilation, heating/cooling for the safety of the student and must be free of objects that could be harmfully used by the student.

**4. Documentation/Notices**

- A. Reporting. A Restraint or Seclusion Report must be completed for each incident of restraint or seclusion and shall include:
- Name of the student
  - Name of the staff member(s) administering the restraint or seclusion;
  - Date of the incident and the time the restraint or seclusion began and ended;
  - Location of the restraint or seclusion;
  - A description of the restraint or seclusion;
  - A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
  - A description of the behavior that prompted the use of restraint or seclusion;
  - Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted; and
  - Information documenting parent contact and notification.
- B. Notice to Administrators. The building principal and Superintendent shall be notified of the restraint and seclusion incident as soon as possible.

- C. Notice to Parents. The building principal, Superintendent, or their designee shall attempt to notify the student's parent or guardian of the restraint or seclusion incident as soon as possible after it commences.
- D. Written Report to Parents. Within a reasonable period of time not to exceed 30 days after the incident, building principal or Superintendent shall also provide the parent or guardian with a written incident report. This report must include the following:
  - i. the date, time of day, location, duration, and description of the incident and interventions;
  - ii. the events or events that led up to the incident;
  - iii. the nature and extent of any injury to the student; and
  - iv. the name of a school employee the parent or guardian can contact regarding the incident.

## 5. **Training.**

- A. Distribution of Policy. This policy shall be distributed to staff members on an annual basis.
- B. Staff Training. Staff members who are reasonably anticipated to use restraint and/or seclusion on a regular basis shall be trained in the proper and safe use of restraint and seclusion.

Adopted: 3-12-12  
Revised: 10-9-17

## **DRUG FREE SCHOOL AND COMMUNITY POLICY**

Bayard Public School District is committed to providing an employment environment that is safe and provides appropriate motivation to ensure a creative and productive work force. To this end, the District unequivocally endorses the philosophy that the workplace should be free from the detrimental effects of illicit drugs and alcohol.

It is unlawful and, therefore, absolutely prohibited for any employee of the District to engage in the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities.

### **DEFINITIONS**

As used in this policy, prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities shall mean, but not be limited to the following:

1. The unlawful possession, use, or distribution of any substance which is declared by the State of Nebraska or any other applicable law to be an illicit substance.
2. The possession, use, or distribution of alcohol on school premises or as a part of the school's activities.

As used herein, the term "school premises" shall mean any property owned, or in the other manner under the control of the Board of Education of the District.

As used herein, the phrase "as a part of the school's activities" shall mean any activity or enterprise carried out in whole or in part under the auspices of the District when supervising students or students are present.

### **PROCEDURES**

1. All employees and each new employee will receive a copy of this policy.
2. Each employee will acknowledge receipt of this policy and will sign such form acknowledging receipt and acknowledging the District's policy of absolutely prohibiting conduct as set forth in this policy (Policy #4109), and further acknowledging that serious sanctions can and will be taken against an employee, including termination of employment and referral for prosecution for any failure to comply with the above stated standards of conduct and further acknowledging that such compliance is mandatory, and further acknowledging that this policy is adopted pursuant to P.L. 101-226, C.F.R., Part 86, and other applicable statutes, and will further acknowledge that failure to comply with such federal requirements may be the District's receipt of federal funds in jeopardy

**DRUG FREE SCHOOL AND COMMUNITY POLICY**

3. In the event the employee does not understand the terms and conditions of this policy, it shall be the duty of the employee to ask for such points of clarification of the Superintendent of Schools or his/her designee at the time this policy is distributed to the employee. If no questions is directed by an employee to the Superintendent of Schools or his/her designee it shall be the legal position of the District to presume that the employee has understood and will abide by this policy.
4. In the event of any non-compliance by any employee with this policy, it shall be the duty of the Superintendent of Schools or his/her designee to inform any employee not in compliance about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to employees within fifty (50) miles of the administrative offices of the District. If no such programs are available within 50 miles, then such other programs as may exist in the State of Nebraska shall be made known to such employee. The Superintendent or his/her designee shall maintain a list of such available services and shall from time to time update such list.
5. Sanctions which may be taken against an employee for non-compliance with this policy may be any one or more of the following:
  - a. An oral reprimand.
  - b. A written reprimand.
  - c. Suspension with pay.
  - d. Suspension without pay.
  - e. Termination of employment.
  - f. Cancellation of employment.
  - g. Non-renewal of employment.
  - h. Referral to appropriate authorities for criminal prosecution.
  - i. Mandatory enrollment in in-patient care or otherwise as a term and condition to any continuing employment by the District.
  - j. Mandatory enrollment in any training programs that are may be provided by the District or others relating to any of the activities prohibited by this policy.
6. Disciplinary action sought to be imposed by the Superintendent or his/her designee shall be carried out in accordance with the established policies of the District. However, nothing in this policy shall be construed to vest any right in any employee beyond that required by law and the manner in which each case shall be handled in the sole discretion of the Superintendent or his/her Designee subject to the Superintendent's approval, provided only that such action shall be carried out within the bounds of applicable law.

**DRUG FREE SCHOOL AND COMMUNITY POLICY**

7. Conviction of an employee of the District of any criminal statute relating to the unlawful use, possession, or distribution, of any controlled substance or alcohol, may result in disciplinary action being taken against such employee. When such conviction shall come to the attention of the Superintendent or other official of the District, an employee convicted as above described may be disciplined in any manner provided by statute, the contract of the employee, any existing policy of the District or any other applicable body of law. As used herein “applicable body of law” shall mean, but shall not be limited to, state and federal statutes, state and federal regulations, and any applicable case law.
8. As an alternative to discipline or as a concurrent requirement to the disciplinary action less severe than the maximum disciplinary action that may be carried out against an employee as referred to in the immediately preceding paragraph, the District, by and through its Superintendent or his/her designee may require the employee to successfully finish a drug abuse program. As used herein, the term “drug abuse program” shall mean a drug abuse program sponsored by an approved private or governmental institution. The Superintendent or his/her designee has written documentation satisfactory to the Superintendent or his designee that the employee has successfully finished such program. If aftercare is recommended by such institution, then the Superintendent or his/her designee in his/her sole discretion may require the employee to enroll such aftercare program and to participate in a manner satisfactory to the provider of such aftercare program. The Superintendent or his/her designee may require an employee to participate in aftercare in the same manner and under the same terms as may be required by the Superintendent or his/her designee. The Superintendent or his/her designee may require ongoing reporting of such participation as a term and condition of continuing employment by such employee at the District.

Adopted: 8-13-90

POLICY NO. 4111

**SEXUAL/ETHNIC HARASSMENT POLICY**

The Bayard Public School's Board of Education strongly endorses, and will comply with the provisions of Title VII of the Civil Rights Act of 1972, as amended; Title IX of the Education Amendments of 1972; and the Nebraska Equal Opportunity and Education Act. Therefore, it is the policy of the Bayard Public Schools to prohibit any and all discrimination based on race, color, sex, or national origin.

Sexual/ethnic harassment of any employee, certified or non-certificated, or student by any individual under the jurisdiction of the Bayard Public Schools is, therefore, strictly prohibited. Persons determined to have engaged in either "Quid Pro Quo" sexual harassment or "Hostile Environment" sexual/ethnic harassment shall be subject to disciplinary sanctions as set forth herein.

Regarding school district employees, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature shall constitute "Quid Pro Quo" sexual harassment when:

1. Submission to sexual conduct is made either explicitly or implicitly a term or condition of an individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

It is also prohibited for any school district employee or student to verbalize on school district property any racial, ethnic, or gender harassing jokes or stories, or to bring or store on school property any sexual, racial, or ethnic epithets or jokes. School district employees and students are also prohibited from defacing any school district property with any racial, ethnic or sexual epithets or jokes.

If an individual's conduct, epithets, or jokes are so excessive, severe, or pervasive so as to create a threatening or uncomfortable working environment, and it adversely affects the ability of another employee to accomplish their work, that employee(s) shall have created and can be responsible for creating a "Hostile Environment" when:

1. The individual harassed belongs to a protected class;
2. The individual was subjected to unwelcome sexual/ethnic harassment;
3. The harassment was based upon sex, race, or national origin; or
4. The harassment affected a term, condition, or privilege of employment.

## **SEXUAL/ETHNIC HARASSMENT POLICY**

Regarding students, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual/ethnic nature shall constitute sexual/ethnic harassment when:

1. Submission of such conduct is made either explicitly or implied a term or condition of an individual's enrollment, participation, or affiliation with a course, activity, or other school sanctioned program.
2. Submission to or rejection of such conduct by individuals is used as a basis for any decision that may affect the educational standing of that individual.
3. Such conduct has the purpose or effect of unreasonable interfering with an individual's educational performance or creating an intimidating, hostile or offensive environment.

### **RESPONSIBILITY**

All Bayard Public School employees and students shall have the responsibility of keeping school administrators informed, through the most confidential and direct means possible, of any alleged acts and/or complaints of sexual/ethnic harassment. It is the responsibility of each school district administrator, principal, department head and supervisor to provide a working and academic environment free of sexual/ethnic harassment or sexual/ethnic intimidation. The school district will take prompt action to investigate and act upon all reported instances of alleged sexual/ethnic harassment.

All complaints and allegations of either sexual or ethnic harassment will be thoroughly investigated by a member of the Bayard Public School administrative team. That team shall consist of: Administrators-Principals and Assistant Principals, and the Superintendent.

The Bayard Public Schools will utilize a three phase process to investigate all allegations of sexual or ethnic harassment:

### **PHASE I: COMPLAINT**

Any individual who believes that he or she has been either sexually or ethnically harassed, or any individual having knowledge of any incident of alleged sexual or ethnic harassment (hereinafter referred to as "complainant"), should notify a member of the administrative team. Such notification shall be by the most direct means possible and will be considered confidential. The complaint should be made as soon as possible after the alleged incident.

**SEXUAL/ETHNIC HARASSMENT POLICY**

The administrative team member who receives a report of alleged sexual/ethnic harassment shall notify the Superintendent, unless the superintendent is alleged to be the school district employee engaged in sexual/ethnic harassment. If the complaint is made against the superintendent, the information is to be brought to the attention of the President of the Board of Education. He/she shall, in turn, contact the school district's attorney to conduct an investigation of the allegation.

If the complaint is made by a student, his or her parent(s) or legal guardian(s) shall be notified immediately in writing, by certified mail, by the individual assigned to conduct the investigation. If the person accused of sexual/ethnic harassment is a student, that student's parent(s) or legal guardian(s) will be notified both telephonically and in writing, by certified mail, of the alleged complaint, and they shall be present when the accused student is interviewed.

**PHASE II: INVESTIGATION**

Every effort shall be made to maintain full confidentiality throughout the entire investigation. The investigation phase will be directed towards securing signed statements about the complaint itself. Minimally, it shall include the name(s) of the complainant(s) and person(s) accused of sexual/ethnic harassment; the date(s), time(s), locations(s), description of the incident(s), witness(es), and the respective signed statement(s).

Additionally, signed statement(s) by the person(s) accused of sexual/ethnic harassment shall be obtained where possible. The person(s) accused of sexual/ethnic harassment will be advised of due process rights at the time of being informed of the allegation. The intent of this phase is to investigate all of the facts and to corroborate evidence either for or against the complaint.

**PHASE III: ACTION TAKEN**

In determining whether conduct constitutes sexual/ethnic harassment, the individual conducting the investigation will examine the record as a whole and the totality of the circumstances, such as the nature of the alleged sexual advancements and the context in which the alleged incident occurred. The determination will be on a case-by-case basis. The individual conducting the investigation will review all information with the superintendent. The superintendent may take whatever disciplinary action is deemed appropriate. In any case where the disciplinary action of a school employee or student is subject to the due process procedures set forth in law, they will be followed as required.

**SEXUAL/ETHNIC HARASSMENT POLICY**

If the Superintendent is the alleged individual, the school district's attorney will provide the evidence to the Board of Education, and they will determine the action to be taken.

The Superintendent will inform all parties of any disciplinary action taken by the Superintendent. The record of the investigation will be kept in a confidential file. If the complaint involves the Superintendent, the file will be kept in the office of the school attorney. A simple statement indicating that a complaint has been filed and the action taken, if any, will be placed in the individual's personnel/student file. However, where the complaint is found to be without merit, the complaint will be placed in a separate sexual/ethnic harassment file, which shall be confidential and not placed in the individual's personnel/student file.

If deemed necessary, the academic or employment situation of the complainant may be changed to provide for a non-intimidating or non-hostile atmosphere. These changes may occur but are not limited to: a transfer of work situations, change of instructor, and, if pertinent, waiver of academic requirements. Decisions concerning such action must consider that the complainant is not to be inadvertently or otherwise punished because he or she has allegedly been sexual/ethnically harassed.

Any employee who is found to have engaged in sexual/ethnic harassment of a subordinate, co-worker, or student will be subject to disciplinary sanctions, which may include, but are not limited to: written reprimand, probation, demotion, transfer, required professional counseling, or termination of employment. Where required by law any disciplinary action taken shall be subject to the due process procedures set forth in Sections 79-12, 107 to 79-12, 121, as amended.

A student who is found to have engaged in sexual/ethnic harassment against either an employee or another student, will be subject to disciplinary sanctions, which may include, but is not limited to: written reprimand, disciplinary probation, suspension, and/or expulsion. Where required by law any disciplinary action taken shall be subject to the due process procedures set forth in the Student Suspension or Expulsion Act, Sections 79-4, 170 to 79-4, 205, as amended.

If the complainant or accused is not satisfied with final action taken by the Superintendent, they may request that the Board of Education review the decision and action taken by placing it on the regular Board of Education meeting agenda as a personnel/student matter. Such a request will be held in executive session unless the accused individual chooses otherwise. The decision by the Board of Education will be the final administrative act. Likewise, any person accused of sexual/ethnic harassment may appeal the Superintendent's disciplinary action taken by filing a grievance through the established grievance procedures of the Bayard Public Schools as specified in Board Policy.

Adopted: 1-11-93

## HARASSMENT BY EMPLOYEES

Harassment of employees, student, volunteers or visitors will not be tolerated in the school district. School district includes school district facilities, school district property, or property within the jurisdiction of the school district; while on school-owned or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the district.

Harassment includes, but is not limited to, racial, religious, national origin, marital status, disability and sexual harassment. Harassment by board members, administrators, employees, parents, vendors, and others doing business with the school district is prohibited. Employees whose behavior is alleged to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is alleged to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or board.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in school programs or activities;
- submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individual's employment or education; or
- such conduct has the purposes or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or learning environment.

Sexual harassment as set out above, may include, but is not limited to the following:

- verbal or written harassment or abuse, or unwelcome communication implying sexual motives or intentions;
- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;
- unwelcoming touching;
- unwelcome and offensive public sexual display of affection
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's job, promotions, recommendations, etc.

### **HARASSMENT BY EMPLOYEES**

Harassment on the basis of race, creed, color, religion, national origin, martial status or disability means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs, activities or employment;
- submission to or rejection of such conduct by an individual is used as the basis for decision affecting the individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or
- creating an intimidating, offensive or hostile learning or work environment.

Harassment as set forth above may include, but is not limited to the following:

- verbal, physical or written harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.;
- demeaning jokes, stories, or activities directed at an individual.

Employees, students, volunteers or visitors who believe they have suffered harassment shall report such matters to the building principal for harassment complaints. However, claims regarding harassment may also be reported to the superintendent for harassment complaints.

Upon receiving a complaint, the investigator shall confer with the complainant to obtain an understanding and a statement of the facts. It shall be the responsibility of the investigator to promptly and reasonably investigate claims of harassment and to pass the findings on to the superintendent who shall complete such further investigation as deemed necessary and take such final action as appropriate. Information regarding an investigation of harassment shall be confidential to the extent possible, and those individuals who are involved in the investigation shall not discuss information regarding the complaint outside the investigation process.

No one shall retaliate against an employee or student because they have filed a harassment complaint, assisted or participated in a harassment investigation, proceeding, or hearing regarding a harassment charge or because they have opposed language or conduct that violates this policy. This policy should be used when an employee is the alleged harasser or the alleged victim. It is strongly recommended the investigator and alternate investigator be of opposite sexes.

### HARASSMENT BY EMPLOYEES

It shall also be the responsibility of the superintendent, in conjunction with the investigator and principals, to develop administrative rules regarding this policy. The superintendent or superintendent's designee shall also be responsible for organizing training programs to educate employees, students and others involved with the school district about harassment and the school district's policy prohibiting harassment. The training shall include how to recognize harassment and what to do in case an individual is harassed. The employee training will be documented in personnel files to ensure a record of training for each employee.

Legal Reference: 42 U.S.C. \*\* 2000e et seq. (1994).  
29 C.F.R. Pt. 1604.11 (1996).

### HARASSMENT INVESTIGATING AND REPORTING

In keeping with the language of the harassment policy, this procedure sample gives final responsibility to the superintendent.

Harassment of employees and students will not be tolerated in the school district.

Harassment is a violation of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials.

***Employees whose behavior is alleged to be in violation of this policy will be subject to the***

investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is alleged to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or board.

Individuals who feel that they have been harassed by employees, board members, administrators, parents, vendors or others doing business with the school district should communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual needs assistance communicating with the harasser, he/she should ask a teacher, counselor or principal to help.

## **HARASSMENT BY EMPLOYEES**

### **Complaint Procedure**

An employee or student who believes that they have been harassed shall notify the superintendent the designated investigator. The alternate investigator is the building principal. The investigator may request that the employee or student complete the Harassment Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. Information received during the investigation shall be kept confidential to the extent possible.

The superintendent, or the investigator with the approval of the superintendent, has the authority to initiate a harassment investigation in the absence of a written complaint.

### **Investigation Procedure**

The investigator shall reasonably and promptly commence the investigation upon receipt of the complaint. The investigator shall interview the complainant and the alleged harasser. The alleged harasser may file a written statement refuting or explaining the behavior outlined in the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator shall report to the superintendent. The investigator will outline the findings of the investigation to the superintendent.

### **Resolution of the Complaint**

The superintendent will complete the next step in the investigation reasonably and promptly upon receipt of the investigator's report. Following the investigator's report, the superintendent may investigate further, if deemed necessary, and make a determination of the appropriate next step which may include discipline, up to and including, discharge.

Prior to the determination of the appropriate remedial action, the superintendent may, at the superintendent's discretion, interview the complainant and the alleged harasser. The superintendent shall file a written report closing the case and documenting any disciplinary or other action taken in response to the complaint. The complainant, the alleged harasser and the investigator shall receive notice as to the conclusion of the investigation.

### **Points to Remember in the Investigation**

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including discharge.

## **HARASSMENT BY EMPLOYEES**

### **Conflicts**

If the investigator is the alleged harasser or a witness to the incident, the alternate investigator shall be the investigator.

If the alleged harasser is the superintendent, the alternate investigator shall take the superintendent's place in the investigation process. The alternate investigator shall report the findings to the board.

Approved: 8-12-02

**HARASSMENT COMPLAINT FORM**

Name of complainant: \_\_\_\_\_

Position of complainant: \_\_\_\_\_

Date of complaint: \_\_\_\_\_

*Name of alleged harasser:*

\_\_\_\_\_

Date and place of incident or incidents: \_\_\_\_\_

\_\_\_\_\_

Description of misconduct: \_\_\_\_\_

\_\_\_\_\_

Name of witnesses (if any): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evidence of harassment, i.e., letters, photos, etc. (attach evidence if possible): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Any other information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I agree that all of the information on this form is accurate and true to the best of my knowledge.

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

WITNESS DISCLOSURE FORM

Name of witness: \_\_\_\_\_

Position of witness: \_\_\_\_\_

Date of testimony, interview: \_\_\_\_\_

Description of instance witnessed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Any other information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I agree that all of the information of this form is accurate and true to the best of my knowledge.

Signature: \_\_\_\_\_

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

### FAMILY LEAVE

It shall be the policy of Bayard School District, (hereinafter the “School District”), whenever it employs 50 employees or more, to grant benefits under the Family and Medical Leave Act to eligible employees up to twelve (12) weeks of leave for certain medical or family emergencies in a twelve (12) month period of time. Such benefits are subject to the following:

1. You must have been employed with the School District for at least twelve months before you can request this leave and have worked a minimum of 1250 hours during the prior twelve month period.
2. The leave is **unpaid**.
3. You must first use all vacation time and sick leave/excused absences time that you have earned. These days or weeks will be counted against the twelve (12) weeks of leave. For example, if you request eight (8) weeks of leave, and you have accrued and have remaining two (2) weeks of vacation and five (5) days of sick leave/excused absence time, you must use the vacation and sick leave/excused absence time of three weeks, and then you will receive an additional five (5) weeks of requested leave, unpaid.
4. Family leave can be used for:
  - a. The birth of a child;
  - b. The adoption of a child;
  - c. To care for a sick spouse, child or parent;
  - d. For your own **serious** health condition.
5. Employees eligible for leave and who are employed primarily in the instructional capacity, who request leave for a foreseeable and planned medical treatment where the leave would last longer than 20% of the total number of school days during the leave period will be required to (1) either take the leave for a period not to exceed the duration of the planned treatment, or (2) transfer temporarily to an available position for which the employee is qualified which will better accommodate the recurring periods of leave. If transferred, you would receive equal pay and benefits.
6. If your leave is for any reason and begins more than five weeks before the end of an academic term, the School District may require you to continue the leave until the end of the academic term if the leave requested is at least three weeks in length and then your return would take place during the last three-week period of the academic term. If you take leave less than five weeks before the end of the academic term for any reason other than your own serious health condition, the School District may require you to continue your leave until the academic term if the leave is longer than two weeks and your return to

**FAMILY LEAVE**

work would occur during the last two weeks of the academic term. If you begin leave less than three weeks before the end of the academic term for any reason other than your own serious health condition, the School District may require you to continue your leave until the end of the academic term if the leave is longer than five days.

7. You must give at least thirty (30) days notice except for emergency situations.
8. The School District will maintain your health insurance while you are on leave under the same terms and conditions as when you are employed. You will be expected to pay your share of any health insurance premium each month when it comes due. If you do not return from your leave, you will be expected to repay the School District for the full amount of your health insurance premiums paid by the School District during your leave.
9. The School District will require verification for the reasons stated in the family leave request, including medical certification from any doctors who may be involved. Any employee who submits false reasons or fraudulent records to support a family leave request will be subject to immediate discharge.
10. If both husband and wife are employed by the School District, that husband-wife team is entitled to only twelve (12) weeks **total** for any qualifying event.
11. With limited exceptions, any employee who takes a leave will be returned to his or her former position or an equivalent position with the same pay and benefits.
12. You must fill out the proper family leave form in order to obtain a leave. Your supervisor will not have authority to grant or alter any leave terms or conditions.

Adopted: 12-13-93

POLICY NO. 4115

**EMPLOYEE USE OF ELECTRONIC COMMUNICATIONS DEVICES**

The Board recognizes that employees may carry electronic communications devices and hereby adopts this policy.

District-Issued Communications Devices

The District may elect to issue certain communications devices to employees in order to increase the efficiency of District operations. Issuance and use of District equipment shall be subject to rules promulgated by the Superintendent.

Personally Owned Communications Devices

Employees may carry and use personally owned cellular telephones or pagers/beepers on school property subject to rules and regulations promulgated by the Superintendent.

Visible possession of all cell phones is prohibited in any area where there is an expectation of privacy.

Adopted: 4-10-2006

POLICY NO. 4023

**MILITARY AND FAMILY MILITARY LEAVE**

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

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

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

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

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

Adopted: 5-14-2007

Revised: 7-14-2008

POLICY NO. 4119

## STAFF CONDUCT WITH STUDENTS

The Board expects all staff members, including teachers, coaches, counselors, administrators, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers.

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in and outside of the educational setting; and consistency with the educational mission of the schools.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

### Unacceptable Conduct

Examples of unacceptable conduct by staff members include but are not limited to the following:

- Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on Harassment By Employees;
- Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
- Associating with students in any situation or activity that includes the presence of alcohol, drugs, or tobacco or that could be considered sexually suggestive;
- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling or administrative staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;
- Sending students on personal errands;
- Sexual banter, allusions, jokes, or innuendos with students; including making fun of or joking with students about other students;
- Asking a student to keep a secret;

- Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
- Addressing students with terms of endearment, pet names, or otherwise in an overly familiar manner; and
- Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner.
- Being alone with individual students by closing a room door except when dealing with issues of health by appropriate personnel;
- Inviting or allowing students to visit the staff member's home;
- Visiting a student's home, unless on official school business;
- Maintaining personal contact with a student outside of school by phone, email, texting Instant Messenger or Internet chat rooms, social networking websites, or letters (beyond homework or other legitimate school business);
- Exchanging personal gifts (beyond the customary student teacher gifts); and/or
- Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school sponsored events or except as participants in organized community activities. Exceptions such as activity or team meals are allowed.

Students and/or their parents/guardians are strongly encouraged to notify the principal if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to notify promptly the principal or superintendent if they become aware of a situation that may constitute a violation of this policy.

Staff violations of this policy may result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in referral to the Department of Health and Human Services and/or law enforcement in accordance with the Board's policy on Child Abuse Reporting.

This policy shall be included in future employee and student handbooks.

Adopted: October 12, 2009

### **Network Acceptable Use and Internet Safety Policy**

Bayard Public Schools recognizes the value of computer and other electric resources to improve student learning and enhance the administration and operation of its schools. To this end, the Bayard Public Schools encourages the responsible use of computers; computer networks (including the Internet), and other electronic resources in support of the mission and goals of the Bayard Public Schools.

It is the policy of Bayard Public Schools to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via the Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (CIPA).

It is the policy of the Bayard Public Schools to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, Bayard Public Schools recognizes its legal and ethical obligation to protect the well-being of students in its charge.

The following uses of school-provided electronic resources, including Internet and e-mail, are not permitted:

- a. to access, upload, download, or distribute pornographic, obscene, or sexually explicit material;
- b. to transmit obscene, abusive, sexually explicit, or threatening language;
- c. to violate any local, state, or federal statute;
- d. to vandalize, damage, or disable the property of another individual or organization;
- e. to access another individual's materials, information, or files without permission;
- f. to violate copyright or otherwise use the intellectual property of another individual or organization without permission; and
- g. to distribute or forward "chain letters" via email.

Any violation of District policy and rules may result in loss of District-provided access to the Internet. Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

#### **Students may...**

- Design and post web pages and other material from school resources.
- Use direct communications such as e-mail, online chat, or instant messaging with a teacher's permission.

- Use the resources for any educational purpose.

**Consequences for Violation:** Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

**Supervision and Monitoring:** School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

**Enforcement of Policy:**

- To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.
- Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.
- Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.
- A Bayard Public Schools staff member may override the technology protection measure that blocks or filters Internet access for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure that blocks or filters Internet access.
- Bayard Public Schools staff will monitor students' use of the Internet by either direct supervision or by monitoring Internet use history to ensure enforcement of policy.

**Inappropriate Network Usage:** To the extent practical, steps shall be taken to promote the safety and security of users of Bayard Public Schools online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

**Education, Supervision and Monitoring:** It shall be the responsibility of all members of Bayard Public Schools staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21<sup>st</sup> Century Act.

Bayard Public Schools will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and

cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

**Disclaimers:**

- Bayard Public Schools and its individual schools, administrators, faculty, and staff thereof, make no warranties of any kind for the service provided and will not be held responsible for any damage suffered by users. This includes the loss of data resulting from delays, non-deliveries, and intrusion by computer virus, or service interruption.
- Use of any information obtained via network access is at the risk of the user, and Bayard Public Schools specifically denies any responsibility for the accuracy or quality of the information obtained.
- Bayard Public Schools cannot guarantee complete protection from inappropriate material. Furthermore, it is impossible for the district or content filter to reflect each individual or family's opinions of what constitutes "inappropriate material." If a student mistakenly accesses inappropriate information, he/she should immediately notify a district staff member.
- Bayard Public Schools is not liable for an individual's inappropriate use of district's electronic communications systems or violations of copyright restrictions or other laws, or other costs incurred by users through use of Bayard Public Schools' electronic communication systems.
- The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's electronic communication systems.

**CIPA Definition of Terms:**

**Minor:** The term "minor" means any individual who has not attained the age of 17 years.

**Technology Protection Measure:** The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **Obscene**, as that term is defined in section 1460 of title 18, United States Code;
2. **Child Pornography**, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

**Harmful to Minors:** The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

**Sexual Act; Sexual Contact:** The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

**Bayard Public Schools  
Network Acceptable Use and Internet Safety Policy  
Employee's Agreement**

By signing this form, I acknowledge receipt of, understand, and agree to abide by the rules and standards set forth in the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that to gain or retain access to the Bayard Public Schools computer network systems, I must sign and submit this form as directed. I further understand that any violation of the Policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, monetary liability may be incurred, school disciplinary and/or appropriate legal action may be taken. I as a staff member agree to abide by the rules and standards addressed in this policy as it pertains to me and to help ensure that students also abide by these rules and standards as well. I understand that this agreement will be in effect for the duration of my employment with the district or until the policy is revised.

(Printed) Staff Member Name \_\_\_\_\_

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

Date \_\_\_\_\_

**Bayard Public Schools**  
**Network Acceptable Use and Internet Safety Policy**  
**Student’s Agreement**

By signing this form, I acknowledge receipt of, understand, and agree to abide by the rules and standards set forth in the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that to gain access to the Bayard Public Schools computer network systems, I must return this form signed by me and my parent or legal guardian. I further understand that any violation of the Policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, monetary liability may be incurred, school disciplinary and/or appropriate legal action may be taken. I understand that this agreement will be in effect for one school year and must be re-signed in subsequent years.

(Printed) Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

**Bayard Public Schools**  
**Network Acceptable Use and Internet Safety Policy**  
**Parent or Legal Guardian’s Agreement**

I have read, understand, and agree with the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that by signing this form I give permission for Bayard Public Schools to grant access to district electronic communication systems, including the Internet. I understand that this access is designed for educational purposes. I understand that Bayard Public Schools has taken reasonable precautions to eliminate access to inappropriate material and I will not hold the district or staff members responsible if inappropriate material is inadvertently accessed. I understand that this agreement will be in effect for one school year and must be re-signed in subsequent years.

(Printed) Parent Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

Adopted: 2-10-97  
 Reviewed: 7-12-10  
 Revised: 6-11-12

## **LIST OF APPENDICES**

### **APPENDIX A**

**Salary Schedule and Extra Duty Pay Schedule**

### **APPENDIX B:**

**Salary Schedule Advancement Course Approval Request Form**

### **APPENDIX C:**

**Sick Leave Bank Request Form/Guidelines and Limitations to the Use of the Sick Bank**

### **APPENDIX D:**

**Chain of Command Flow Chart**

### **APPENDIX E:**

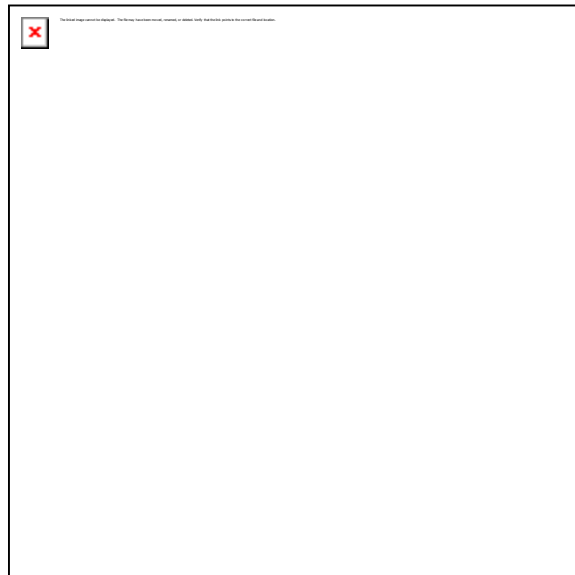
**Professional Ethics for Teachers (Nebraska)**

### **APPENDIX F:**

**Nebraska Effective Educator Standards**

# BAYARD SCHOOL SONG

We're here to boost you, Bayard High, here's to you.  
The school we love the best of all.  
Our colors proudly waving never fall,  
We'll carry on and fight, fight, fight, forever more.  
And when the victory you have won again,  
We will salute your loyal men.  
We'll rally 'round your colors, Bayard High,  
And always FIGHT, FIGHT, FIGHT.



# SUBSTITUTE TEACHER HANDBOOK



## Bayard Public Schools 2020-2021

Every Person, Every Day. It's a FACT!

**Acknowledgement for Receipt of  
Bayard Public Schools  
“SUBSTITUTE TEACHER HANDBOOK”**

**I, \_\_\_\_\_ (your name) acknowledge that I was issued a copy of the Substitute Teacher Handbook for Bayard Public Schools for the school year 2020-2021. This handbook was issued to me before the first day of substitute teaching.**

**I was given an overview of the contents of the handbook by the Bayard Public Schools Administration. I am responsible for familiarizing myself with the contents of the Substitute Teacher Handbook and the Student/Parent Handbook(s) for my building(s). My signature on this form indicates that I have read and intend to comply with the contents of the Substitute Teacher Handbook.**

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

\_\_\_\_\_  
**your signature**

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# WELCOME

## MESSAGE FROM THE SUPERINTENDENT

Dear Substitute Teacher,

I would like to take some time to express, in advance, my gratitude for your contributions to Bayard Public Schools as a substitute teacher.

Substitute teachers play a vital role in the functioning of our school. The work you do makes a significant contribution to our school and to our continuous work on providing a quality education to our students.

It is my sincere hope that you enjoy substitute teaching at Bayard Public Schools and that you will continue to share your talents with our students and our community throughout the school year.

If you have made any changes to phone numbers or other contact information please contact Mrs. Heather Oliverius in the Central Office prior to the start of the school year. As in the past, Mrs. Cindy Korell will continue to be your contact for subbing in the secondary school. Mrs. Cortney Schuller will be your contact in the elementary school.

The rate of compensation for substitute teaching for the 2020-2021 school year will be \$125 per day (pro-rated for partial days). In addition, we will continue to offer a complimentary meal to our substitute teachers.

I sincerely hope that you will continue to share your talents with our students during the upcoming school year. I look forward to working with you to provide the highest quality education for our students.

I believe that together we can create exceptional learning experiences for our students. Thank you for being a part of our school.

Sincerely,

Dr. Travis W. Miller  
Superintendent of Schools

## **GENERAL INFORMATION**

### **PURPOSE**

This handbook is prepared for the purpose of providing information on customs and policies pertaining to the Bayard Schools. It is intended for use by the substitute teachers as a guide in developing a well-coordinated instructional program. It is hoped the statements set forth in this handbook will improve understanding and cooperation among all school personnel in the coming school year.

It is the purpose of this handbook to establish uniformity of operation. It will be supplemented from time to time as board policy, superintendent policy or the principals' policies are changed.

The quality of educational achievement is directly related to the classroom teachers, including substitute teachers. Each teacher has been selected to provide for a certain phase of the child's needs as he/she grows in the educational program. As we coordinate our work and as each teacher grows professionally in his effectiveness as a superior teacher, so grows the Bayard Schools as a more effective school system.

### **WHEN TO ARRIVE**

When possible, substitute teachers are asked to arrive at 7:45. If you were called late and cannot be at the school by then, please make sure the building secretary knows and can make plans for supervision of students until you are able to arrive. Students will be entering classrooms at 8:00, so please arrive early enough to get settled in, read through any supervision assignments, and be prepared to greet students when they arrive in your classroom.

### **WHEN TO DEPART**

Unless there is a need for afterschool supervision, please plan to see the students out the door and safely to dismissal at the end of the day. Once the students have left, please complete any notes to the regular teacher and let the office secretary know you are leaving, either by stopping by the office on the way out of the building or by placing a message with the secretary through the school phone system. Once parents and students have cleared the parking lot, please feel free to leave, even if the regular teachers are required to stay longer.

### **PAYMENT**

Payroll periods begin with the first workday of the month and end with the last workday of the month. Pay for the work period is made on the 20th following the previous month's last workday. As an example, the September payroll will reflect days worked in August.

### **EMERGENCY PROCEDURES**

Each classroom has an Emergency Crisis Procedures folder and an orange “Safety Bucket.” Please be sure to know the location of each of these items and take a few moments to review the contents in the event of an emergency.

### **STUDENT ILLNESS**

If a student is sick, please contact the office and work with the secretary to determine whether to send the student to the nurse or to request assistance from the nurse in the classroom.

### **PHONE OPERATION**

Please familiarize yourself with the operation of the telephones in each building where you work as a substitute. The building secretaries and principals can provide a brief overview.

### **COMPLIMENTARY BREAKFAST AND LUNCH**

Substitute Teachers receive a complimentary “grab and go” breakfast and a lunch from the school nutrition program.

### **ATTENDANCE PROCEEDURES**

Teachers are to take attendance within the first 10 minutes of each instructional period in the secondary school and at such times as assigned by the principal in the elementary school. Teachers are to contact the office immediately regarding any student who is absent and not previously marked as absent by the school office in the school’s computerized attendance system. Teachers are responsible for ensuring that attendance records are accurate and regularly updated. For example, if a student comes to class after attendance has been taken then the student’s attendance record needs to be updated to “tardy” instead of “absent”. Additionally, teachers are required to read email announcements regarding students’ attendance at activities so that student attendance properly reflects the students’ attendance at school/activity functions as being “present.”

### **BAD WEATHER/SCHOOL CLOSING**

The school uses local radio stations KMOR, KNEB, KOLT, and KNEP-TV to inform staff, parents, and students of closing due to inclement weather. The school will make every effort to make this information available as soon as possible.

### **CLASSROOM MANAGEMENT**

Teachers have the responsibility of managing their classrooms in a manner that allows students to effectively accomplish their learning tasks. Realizing there is a wide variety of teaching styles, learning styles, and subject content, classroom management should also vary. There are, however, some common procedures teachers of well-managed classrooms follow:

1. Be prepared for class. When the bell rings, the teacher is ready to begin class. A meaningful activity is planned for each class on each day.
2. Make assignments reasonable and clear.
3. Be a neat dresser, well groomed; be businesslike and friendly.
4. Do not allow students to address you by your first name or a nickname.
5. Communicate your classroom expectations to the students. Keep rules to a minimum.
6. Be consistent each day of the school year.
7. Avoid punishing the entire class for the actions of a few.
8. Avoid comments to students you would not make in the presence of their parents.
9. Avoid comments or actions that could humiliate a student.
10. Be willing to apologize.
11. Communicate with the parents---call them on the telephone or write a note when concerns arise. Use Progress Reports and Eligibility Reports appropriately.
12. Avoid arguments with students in front of a class. Even if you win, you've lost.
13. Be enthusiastic. If you don't want to be here, neither will the students.
14. Keep the level of your voice under control. Avoid yelling.
15. Be creative with assignments and instructions. Facilitate success.
16. Get to know your students, take an interest. Attend activities.
17. Physically manhandling students will not be supported, except when defending yourself, separating students in a confrontation, or preventing injury to a student.
18. Seating arrangements should be maintained in classrooms. Inspect desks daily for damage.
19. Detentions assigned by an individual teacher are the responsibility of that teacher. Do not assign detentions to students if you are unable to supervise the student during the assigned time.
20. Limit free time; maintain appropriate control of your classroom and area.

### **COMMUNICATION**

Teachers at Bayard Public Schools are expected to utilize effective communication strategies and technological resources when appropriate to collaborate and engage with students, parents, families, and the community to create meaningful relationships that enhance the learning process.

In order to facilitate such communication between the school and homes, teachers are expected and directed to follow the communications plans and protocols developed at the school and district levels. Such communications plans will include directions for frequency, content, and method/mode of communication teachers will be expected to utilize.

### **COMMUNITY RELATIONS**

The Board of Education, through the administration, demands dignity, neatness, and seriousness of purpose for its teachers. The teaching profession, as a whole, is frequently and unjustly judged by the attitude and conduct of a single teacher. Since all are judged by what only a few may do, it is imperative that each of us give considerable thought to our actions as they relate to community customs.

Teachers should regard the community in which they are employed as their home. You should be interested in its institutions, its worthwhile activities, and participate in those in which you have special interest and abilities. Good judgment should be used in all practices.

Poor public relations can ruin the finest faculty in a good school. It is imperative that we all use common sense and discretion in and out of school.

### **CONFIDENTIALITY AND CONFIDENTIALITY OF RECORDS**

Employees should not discuss school matters outside the job nor discuss confidential or personal information about students or staff. Requests from anyone, including fellow building staff members, for personal information about students or staff should be referred to the principal. School staff shall maintain student records in compliance with state and federal law.

### **CUSTODIAL ASSISTANCE**

Our custodians strive to keep the school neat, clean and functional. It is a difficult job, and we should all encourage students to conduct themselves in ways that contribute to an attractive and safe environment. If custodial assistance is needed, all requests must go through the building principal's office.

### **DISCIPLINE**

As professional educators, teachers are expected to create reasonable classroom rules and consequences. Students should know what behaviors are expected, and these expectations should be firmly but fairly enforced. Discipline does not automatically mean punishment, but it does always mean encouraging a desired behavior. Threatening, yelling, criticism, sarcasm, etc. are questionable discipline techniques and often prove inadequate. The student's improper behavior should be the focus of the discipline and not the student's personality, family, dress, appearance, etc. Discipline that punishes all students for the wrong doing of a few is discouraged. Grades are not to be reduced as a form of discipline for poor behavior. The forms of discipline that you choose should be consistent, reasonable, and fair.

Discipline is a very important factor in the success of any teacher. Teachers may know their subject matter and the most current research, but these are of little value unless they are able to control the pupils in their classes.

Discipline is the responsibility of each individual teacher. The principal's role is to assist and advise in the event of flagrant or continued misbehavior. Flagrant misbehavior should be brought to the attention of the principal immediately. A student shall not be sent to the office without an explanation of the offense. If assistance is needed in the removal of a student, the teacher is to send someone to the principal's office immediately for assistance. Each student dictates different strategies, but effective teaching and adequate preparation prevent many behavioral problems from occurring. Teachers are encouraged to read and may be required to read "Tools for Teaching" by Fred Jones for additional guidance in proper classroom management.

Corporal punishment shall not be administered. Students causing excessive discipline problems may be recommended to the Superintendent for expulsion.

### **GUM AND CANDY**

While gum is allowed in classrooms, it should be disposed of properly. Candy may be allowed on occasion when it is permitted by the teacher. Certain elementary grades and secondary courses, such as band and choir may restrict the use of gum and candy for safety and equipment reasons.

### **HALL SUPERVISION**

Every teacher is expected to step into the hall between classes to help maintain order. Students must be supervised at all times when they are on school premises because of possible accidents and subsequent liability. Teachers are to file all accidents no matter how large or small. Lawsuits can happen several years later. A written record could be great assistance in presenting requested testimony.

### **LETTERS TO PARENTS**

Please have all general letters to parents cleared through the principal before releasing.

### **MUTUAL RESPECT**

The Bayard Public Schools expects every staff member and student to be treated with respect and dignity.

### **PARKING AT THE ELEMENTARY SCHOOL**

In order to provide a safe and invitational atmosphere to parents and visitors, staff members are to refrain from parking in the parking spaces located on the concrete on the south side of the elementary school. These spaces are to be reserved for parents and other visitors to the school.

### **PROFESSIONALISM AND CODE OF ETHICS**

Professional deportment is expected from all personnel of Bayard Public Schools. This behavior is reflected in your dress and grooming, relationships with students and parents, and interaction with your peers. A positive school climate is critical to everyone's success. All holders of public school certificates must be familiar with the Standards of Conduct and Ethics as set forth in Title 92, Nebraska Administrative Code, Chapter 27.

### **PUBLICITY/PUBLICATIONS**

Take pride in the school and be proud to tell about the positive elements of the school. Any items to be submitted to local papers or sent home to the parents should be appropriate and approved by the building principal. Any concerns should be presented to the principal in advance. The Secondary Principal shall serve as the editor of all student publications.

### **RADIOS AND OTHER COMMUNICATION DEVICES**

In order to facilitate effective and timely communication, employees may be assigned to wear and use a handheld radio or similar communications device while on duty.

### **RECESS SUPERVISION**

Supervision of students at recess or other non-instructional times is an expectation for teachers in the district. When supervising please engage in the practices described in the “Supervision of Students” section of this handbook.

### **RECORDS MANAGEMENT AND DISPOSITION – LITIGATION HOLDS OF ELECTRONIC MESSAGES**

When litigation against the District or its employees is filed or threatened, the District will take all reasonable action to preserve all documents and records that pertain to the issue. As soon as the District is made aware of pending or threatened litigation, a litigation hold directive will be issued by the records officer or designee. The directive will be given to all persons suspected of having records that may pertain to the litigation issue.

Employees who receive notice of a litigation hold are to preserve all records that pertain to the litigation issue. This includes preserving electronic messages that would otherwise be deleted by the computer system; such messages are to be converted by the recipients of the litigation hold to hard copy (printed) or electronic format which can be retrieved and interpreted (downloaded) for the duration of the litigation hold.

No employee who has been notified of a litigation hold may alter or delete an electronic or other record that falls within the scope of the hold. Violation of the litigation hold may subject the employee to disciplinary actions, up to and including dismissal, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

### **SANITATION, HEALTH, AND ROOM MAINTENANCE**

Teachers are expected to engage in keeping a sanitary classroom. This includes directing students in the process of regularly sanitizing desks, counters, doorknobs, light switches, and other frequently touched surfaces, according to specific instructions given by the Building Principal or Superintendent, in addition to the regularly scheduled sanitation by the custodial staff.

Teachers may be expected to engage in monitoring student health including taking temperatures, recording health screening data, and reporting any health concerns to the school nurse or other designated individual, according to specific instructions given by the Building Principal or Superintendent.

Teachers are expected to serve as role models in meeting and complying with health practices and guidelines, including those enacted for public health purposes. Before leaving the classroom each day, close windows, turn out all lights, and lock the room. Elementary teachers, please make sure your air-conditioners are turned off when you leave. When repairs are needed, notify the principal in order for arrangements to be made for the repair.

### **SCHOOL BOARD POLICIES**

School Board policies are made available to the staff and to the public. Please direct any questions about Board policy to the Superintendent.

### **STUDENT CONDUCT**

A student handbook will be used to familiarize students and parents or guardians with the school's practices and procedures. Students will be given a copy of the handbook, which will explain general regulations and requirements.

Students are expected to act, dress, and conduct themselves in the school building and at school sponsored events, in such a fashion that their behavior and dress will reflect favorably on the individual and on the school, will show consideration to fellow students, and will create a harmonious school atmosphere. All students must recognize their individual responsibilities and obligations, and discharge them in accordance with the school regulations.

All staff members are responsible for overseeing the conduct of students, both during school hours and at school sponsored events. In each instance in which an employee acts to help a student conduct him/herself properly, emphasis shall be placed upon the growth of the student and the ability to discipline him/herself.

### **STUDENT PASSES**

Teachers should limit the amount of traffic in the hallways during class time. It is a distraction to other classes. Each student that leaves your class must have a pink pass. The student is to go directly to the designated destination and return. Please make an effort to reduce hall wandering. Students absent from your room are your responsibility. Limit restroom and drink privileges to one student leaving the room at a time. Pink passes are required for the students coming to the office for any reason.

### **SECTION 504 PLANS, IEP PLANS, STUDENT ASSISTANCE TEAM PLANS, DYSLEXIA PLANS, READING INTERVENTION PLANS, AND BEHAVIORAL/HEALTH PLANS**

Students may have plans to receive individualized accommodations or modifications. The regular education teacher, principal, school counselor, and special education teachers can provide guidance and strategies for substitute teachers to work with students to implement such plans.

### **STAFF DRESS**

Teachers should be conscious of the importance of appropriateness and neatness in dress and grooming. Set a positive example about the importance of school. Dress the part of a professional educator. Business Casual is the minimum dress requirement for teachers and staff. This includes polos, button down shirts, dress pants, khaki's, etc. The wearing of T-shirts is generally not considered to be professional and teachers are asked to save such apparel for times when they are off duty or when granted permission by the principal to promote certain educational causes, such as “#BeKind,” “TigerCARE,” and “I Love Public Schools” days. While there is considerable debate as to whether jeans are considered “Business Casual”, dark colored, tailored jeans are permissible. Avoid jeans with rips, holes, prints, and embroidery, or light wash.

### STUDENT DRESS CODE

The school administration and teachers encourage everyone to behave and dress in a fashion reflecting good taste and in a style appropriate for a school day or school activity. An individual's dress, personal appearance, and cleanliness, like his/her behavior, should reflect sensitivity to and a respect for others.

Student dress and personal appearance that disrupts or distracts from the educational environment of the school, is offensive, in violation of any statute, or is a health or safety hazard is not acceptable and is not permitted.

Examples of inappropriate dress: midriff blouses; low cut blouses; hats; caps; headbands; chains or straps on pants; articles displaying obscene or vulgar writing or symbols; articles displaying tobacco, alcohol, or drug advertisement; jewelry with potentially harmful accessories; any clothing in reference to membership in gangs: bandanna; sagging clothes; or tagging with gang signs or letters. Any type of shorts worn to school will reach to the middle of the thigh. Shoes and socks must be worn.

Teachers will send students to the office, or notify the office, if a student's clothing or dress is questionable. The final decision will rest with the administration.

If students are participating in extra-curricular activities or school-sponsored activities, their dress or appearance will be the responsibility of the coach or sponsors.

### STUDENT ERRANDS

Students are not to be sent on errands during the school hours unless by permission of the principal. Students are entrusted to our care, therefore, it is essential that we know where they are at all times. Notify the principal well in advance when you desire to go with your groups during school time on class trips.

### STUDENTS - LEAVING THE ROOM

Teachers should honor excuses for leaving the room, but discourage and guard against leaving too often or unnecessarily. Only one student at a time should be out of the room and they should have a proper hall pass. Unless teachers are careful, some pupils will take advantage and misuse a well meant privilege. Teachers must use their best judgment in cases of illness or emergencies. **It is seldom necessary for a high school pupil to be excused.** Pupils who become ill are to be reported at once to the Principal's office and sent to the nurse. Do not send ill pupils home alone. Students will phone the principal's office upon arrival at home.

### STUDENT HANDBOOK

All staff members should be familiar with and know the student handbook, encouraging students to know and follow its guidelines and regulations, too.

## SUPERVISION OF STUDENTS

Proper supervision of students is an important responsibility for teachers and other adults responsible for our students. Teachers and other adults responsible for student supervision are expected to meet the following:

### Proper Supervision

1. Report to all duty assignments on time.
2. Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
3. Be vigilant while supervising students. **Never leave your students unattended**; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave your classroom, request that another nearby staff member cover your class, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students are doing.
4. If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs.
5. Be careful with touching students. Use of corporal punishment is prohibited at Bayard Public Schools. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment), and that which professional educators determine appropriate for purposes of proper student relationships.
6. Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to the administration.

### Proper Instructions

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

### Contact the Principal for Assistance

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

1. Student fight
2. Student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office can not be immediately located, call 911 if the problem appears to be of immediate and serious concern
3. Reported incident or a suspicion that a student has a weapon or other dangerous item(s), drugs, alcohol, or other illegal substances
4. Presence of an intruder (a non-student or staff member who refuses to go to the office)

### **Student Searches**

School staff members should notify the school principal of any situation in which a student is suspected of having an item in violation of school rules. Teachers are not to conduct searches of students or their belongings unless authorized to do so for a specific situation by the school administration.

### **Student Rights**

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

### **TEACHERS' WORK ROOM**

The work room is to be kept as neat as possible. Avoid discussing individual students in the teacher's workroom. Additionally, ensure that communications in the teacher's work room are positive and conducive to a productive and effective school climate. Parents and community members often form impressions of our schools based upon the professionalism exhibited in the school offices and in the teachers' work room and teachers' break room. Your assistance in this is greatly appreciated.

### **TELEPHONE**

Teachers are welcome to use the school telephone. The school telephones are not to be used for personal long distance calls. School telephones are tax exempt and are to be used for official school business only. Teachers **will not** be called to the telephone during class time except in case of emergency.

### **VIDEOS**

Although there are times when it is appropriate to use videos in the classroom, teachers must make sound educational decisions when showing videos to students. Teachers are expected to follow these basic guidelines:

- The teacher has viewed the material in advance and in its entirety.
- The material is related to the curriculum; teacher has articulated in the lesson plan the educational purpose for showing the film or video.
- The material is appropriate for the age of the students (including the movie rating, e.g.,

no “R-Rated videos.”

- Written parental consent when the content or age appropriateness is unclear or undetermined.
- Comparable learning opportunities will be given to students when parents do not want their children to see a film or video.

### **VIDEO SURVEILLANCE**

The Board of Education has authorized the use of video cameras on Bayard School District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property; and to safeguard District facilities and equipment and to further the educational process. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies. Teachers may videotape instruction and other classroom activities to make available to students who were absent or who would like to otherwise review such content.

### **VISITORS**

All visitors are to be directed to the principal’s office. This is for the preservation of classroom order as well as to protect students and staff.

Parental interest and concern should be welcomed. However, if a visitation becomes hostile, another teacher or an administrator should be present. Be prepared to support any issues you discuss with parents with sufficient documentation. Students and school employees are not to open any doors for non-school personnel, as visitors must enter through the main doors to the building and check-in at the office. School employees have the responsibility and the right to question visitors in the building.

### **WORK AREA SAFETY AND ACCIDENT REPORTING**

All employees share in the responsibility for maintaining a safe and healthy school environment. All staff members, more specifically, the teaching staff shall avail themselves of every possible opportunity to instruct students in the safe use and handling of any school property or equipment that could cause injury to students or school personnel. Any unsafe or unhealthy conditions in the immediate work area, building, or on the school campus should be reported immediately to the school principal. In the event of an accident to an employee, student, or visitor, the safety and care of the injured individual should be of primary concern. A written report of the incident should be made to the principal within 24 hours, if not sooner. An incident which requires the attention of medical personnel and any other incident deemed important by the principal, should be reported to the superintendent of schools.

### **EYE AND FACE PROTECTIVE DEVICES**

Instructors or sponsors of groups using laboratories, including science, art or shop areas will be responsible for seeing that individuals or groups working with the following materials or

in the following areas will wear the appropriate eye and/or face protection or other protective gear deemed appropriate:

(1) Every student and teacher in schools or other educational institutions shall be required to wear appropriate industrial-quality eye protective devices at all times while participating in or observing the following courses of instruction:

- (a) Vocational, technical, industrial arts, chemical, or chemical-physical, involving exposure to:
  - (i) Hot molten metals or other molten materials;
  - (ii) Milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials;
  - (iii) Heat treatment, tempering, or kiln firing of any metal or other materials;
  - (iv) Gas or electric arc welding or other forms of welding processes;
  - (v) Repair or servicing of any vehicle; or
  - (vi) Caustic or explosive materials; and
- (b) Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards not enumerated.

Such devices shall be furnished by the school or educational institution for all students, teachers, and visitors to shops and laboratories of such institutions. Teachers are directed to ensure that the proper devices are available and in use prior to any instruction or observation.

(2) For purposes of this section, unless the context otherwise requires, industrial-quality eye protective devices means devices which meet the standard of the American National Standard Practice for Occupational and Educational Eye and Face Protection, Z 87.1(1979) as approved by the American National Standards Institute, Inc.

## DISTRICT INSTRUCTIONAL MODEL

The instructional model of Bayard Public Schools is the Explicit Direct Instruction (EDI) Model, which is also referred to as the DataWorks EDI Model or the Hollingsworth Model. Teachers are expected to effectively utilize the EDI model as a routine component of their instructional design and delivery.

Explicit Direct Instruction, usually shortened to EDI, is a strategic collection of instructional practices combined together to help teachers design and deliver well-crafted lessons that explicitly teach content, especially grade-level content, to all students. EDI is based on teacher-centered, direct instruction philosophy. EDI is an approach that encompasses the goal of improving learning for all students, especially for low-performing students. Well-crafted EDI lessons have a goal of 90% of students achieving 90% correct answers during Independent Practice. Extensive research studies and meta-analysis studies (analysis of multiple research studies) have come to the conclusion that: Teacher-centered direct instruction is particularly effective and efficient, especially for struggling students. Components of EDI include:

- Checking for understanding
- Setting lesson objectives
- Activating prior knowledge
- Developing students' skills by explaining, modeling, and demonstrating
- Presenting content
- Using guided practice

### DISTRICT INSTRUCTIONAL MODEL: DESIGN AND DELIVERY COMPONENTS

An EDI lesson includes specific lesson design components and lesson delivery strategies. It includes continuous Checking for Understanding to verify that students are learning during the lesson. Well-crafted EDI lessons have a goal of at least 90% of students achieving at least 90% correct answers during Independent Practice. EDI lesson design components and lesson delivery strategies are independent of grade level and content. The lesson delivery strategies are not specific to any design component and are used throughout the lesson.

#### EDI Lesson Design Components

- **Learning Objective:** A statement describing what students will be able to do by the end of the lesson. It must match the Independent Practice.
- **Activate Prior Knowledge:** Purposefully moving something connected to the new lesson from students' long-term memories into their working memories so they can build upon existing knowledge.
- **Concept Development:** Teaching students the concepts contained in the Learning Objective.
- **Skill Development:** Teaching students the steps or processes used to execute the skills in the Learning Objective.
- **Lesson Importance:** Teaching students why the content in the lesson is important for them to learn.
- **Guided Practice:** Working problems with students at the same time, step-by-step, while checking that they execute each step correctly

- **Lesson Closure:** Having students work problems or answer questions to demonstrate that they have learned the concepts and skills in the Learning Objective before they are released to work on their own.
- **Independent Practice:** Having students successfully practice what they were just taught.
- 

#### **EDI Lesson Delivery Strategies**

- Checking for Understanding – **TAPPLE**, Rephrase, Apply, Justify, Higher order questions
- Teaching strategies – Model, Explain, Demonstrate
  - Rule of Two: Teacher models the thinking to solve a problem, and the student immediately works on a similar problem. “I do, you do.”
- Content Area Literacy
- Comprehensible Input (modified speech, clear academic tasks, multi-modality)
- Contextual clues (Contextualized definitions, gestures, visual aids, graphic organizers, word banks, etc.)
- Academic, content, and support vocabulary development

#### **TAPPLE: Checking for Understanding**

Continuous Checking for Understanding (CFU), implemented properly, is the backbone of effective instruction. Explicit Direct Instruction (EDI), is a very explicit method of Checking for Understanding that will make teaching even better as teachers monitor student learning in real time. The mnemonic, TAPPLE, will assist you in remembering the steps.

#### **Teach First**

In EDI, when Checking for Understanding, you always teach first. Remember, the purpose of CFU is to verify that your students are learning what you are teaching while you are teaching. By teaching before you ask a question, the students are equipped to respond. After teaching the content, your students should be able to answer the Checking for Understanding correctly.

#### **Ask a Question**

During Checking for Understanding, always ask specific questions about what you are teaching. Don't ask students if they understand the content. Often, students' opinions of their learning does not match reality.

#### **Pause and Pair-Share**

When you ask a Checking for Understanding question, always ask the question first, then pause for several seconds before selecting a student to respond. The pause, also known as wait time or think time, provides an opportunity to all students to think of an answer even if they aren't called upon. If you call on a student prior to asking the question, the other students are free to tune out. By presenting the question to the whole class, everyone stays engaged because no one knows who will be selected to give a response. Pair-share increases student engagement. It gives students a chance to practice and correct their answers.

#### **Pick a Non-Volunteer**

The only way you can truly find out if students are learning the information you're teaching is to randomly select non-volunteers to answer your CFU questions. When you call on volunteers, you are being validated by your brightest learners and could be getting a false impression that every student is learning.

### Listen to the Response

Listening carefully, you will need to determine the level of student understanding. Based on this determination, you will be making an instructional decision. Ideally, students will always have the correct answer to your CFU questions, but sometimes they won't. What you do next depends on what you hear when the student responds. Is it correct, partially correct, or just plain wrong?

### Effective Feedback

Based on the accuracy of the student's response, you can do one of three things: echo, elaborate, or explain. If the student is correct, you echo the correct response back. Restating the correct answer provides an affirmation to the student who just answered. When the response is tentative or partially correct, you should elaborate. Elaborating and/or paraphrasing will reinforce the correct answer to the student who was called on and will also benefit the rest of the class. Finally, if two students in a row cannot answer, then you will need to explain, or reteach.

- Every student orally answers every question.
- Automatic wait time is embedded.
- Listening and speaking is included.
- Student engagement improves.
- Students remember more.
- The student-talk to teach-talk ratio is increased.
- Students practice their answers.
- Language translation time is built in.
- Short attention spans are occupied.
- First re-teach is provided.
- Classroom management improves.
- Instruction is more interactive and interesting for the students.
- Academic socialization flourishes.
- Instructional aides can be utilized.
- It reduces affective filter.

### EDI Lesson Norms

Lesson Norms are the research-based practices that will increase student engagement when the teacher trains students and uses these practices in their daily routines.

Use whiteboards to check that all students are learning.

Use complete sentences because this promotes rehearsal of the new language.

- Use **pair-share** because the brain that is not processing information is not learning.
- Use an **attention signal** to quickly refocus the students during the lesson.
- **Track** and **read** to help students recognize and read new words.
- **Repeat** for pronunciation and to help students remember.
- Use **gestures** to help store information in multiple pathways in the brain.

### EDI and Substitute Teachers

Teachers are expected to have a procedure in place for the use of whiteboards and for randomly calling on non-volunteers (e.g., student names on popsicle sticks). The students need to be familiar with the procedures. Information regarding these procedures needs to be included with information for substitute teachers to ensure continuity in instructional delivery in the event of the absence of the teacher.

## APPENDIX: SELECTED BOARD POLICIES

POLICY NO. 4105

Page 1

### REPORTING Child Abuse OR NEGLECT

It is mandatory that every employee of Bayard Public Schools report child abuse and neglect as set forth in this policy.

#### A. Child Abuse or Neglect Defined

As used herein, “child abuse or neglect” means knowingly, intentionally, or negligently causing or permitting a minor child to be:

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

The foregoing definition shall apply regardless of whether the perpetrator or perpetrators are student(s), school employee(s), the child’s parent(s), or any other person.

#### B. Reporting

1. **Mandatory Employee Reporting to Law Enforcement:** If any school employee has reasonable cause to believe that a child has been subjected to child abuse or neglect or observes such child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect, then the employee shall immediately report such incident to the Bayard Police Department, the Morrill County Sheriff’s Department, the Nebraska State Patrol, or the Nebraska Department of Health and Human Services.
2. **Substance of Report:** A report to a proper law enforcement agency or the Department of Health and Human Services may be made orally by telephone with the caller giving his or her name and address and shall be followed by a written report, and to the extent available shall contain the address and age of the abused or neglected child, the address of the person or persons having custody of the abused or neglected child, the nature and extent of the child abuse or neglect or the conditions and circumstances which would reasonably result in such child abuse or neglect, any evidence of previous child abuse or neglect including the nature and extent, and any other information which in the opinion of the reporter may be helpful in establishing the cause of such child abuse or neglect and the identity of the perpetrator or perpetrators.
3. **Reporting to Principal:** After an employee makes an oral report as set forth above, the employee shall immediately notify a principal of the report. The employee shall then, within 24 hours, draft a written

report as required above and provide the written report to a principal. The principal shall include in the report any additional information known by the principal and submit the form to the proper law enforcement agency or the Department of Health and Human Services. The principal shall also provide a copy of the report to the Superintendent of Schools. If there is no principal available within 24 hours, then the employee shall provide his or her report directly to the proper law enforcement agency or the Department of Health and Human Services and provide a copy of the report to the Superintendent.

4. **Uncertainty.** *Any uncertainty as to whether reasonable cause exists shall be resolved in favor of making a report to the proper law enforcement agency or the Department of Health and Human Services.* An employee is not obligated to “prove” that child abuse or neglect has occurred or could occur. Having reasonable cause to believe could include having information as minor as an allegation. Employees should not take it upon themselves to investigate the case or contact the family of the child. Law enforcement and the Department of Health and Human Services are responsible for investigating.
5. **Record Keeping.** All employees shall keep written records of information obtained and reports made pursuant hereto.
6. **No Retaliation.** No employee shall be retaliated against for making a report hereunder.
7. **Immunity.** Any employee making a report under this policy is immune from civil or criminal liability, except for in the case of making maliciously false statements.

Legal Reference: Neb. Rev. Stat. 28-710 *et seq.*

Adopted: 8-11-86

Reviewed: 5-10-10

Revised: 1-9-12; 11-11-13

## RESTRAINT AND SECLUSION

Restraint and seclusion (as further described in this policy) are behavioral and/or safety interventions and shall only be used in accordance with this policy.

### 1. General Guidelines

- A. Restraint and/or seclusion should not be used as a first method of safety intervention, except in emergency situations. When used as a safety intervention, other de-escalation efforts such as voice commands should be used prior to using restraint or seclusion.
- B. Restraint and/or seclusion shall never be used as a form of discipline or for retaliation or convenience.
- C. Restraint or seclusion should only be used when and to the extent reasonably necessary to maintain order or prevent a student from causing physical harm to himself or herself or others.
- D. School personnel shall continuously monitor a student's status during periods of restraint or seclusion.
- E. This policy does not apply to physical interventions which a student's health care provider has indicated are medically necessary for the treatment or protection of the student.
- F. Nothing in this policy shall prevent a staff member from using restraint and seclusion as provided for in a student's IEP, 504 plan, or behavior intervention plan.
- G. If a student develops a pattern of behavior which requires or is anticipated to require a recurring pattern of restraint and/or seclusion, the school should conduct a functional behavioral assessment or call a meeting of the student's IEP team to develop or revise a plan to reduce or eliminate the need for restraint or seclusion.
- H. Nothing in this policy shall allow a staff member to use restraint or seclusion which is unreasonable in duration and/or intensity considering the circumstances and school administration shall at all times maintain the authority to discipline a staff member if the administration deems unreasonable the staff member's use of restraint or seclusion.

### 2. Restraint

- A. Physical Restraint. Physical restraint means the use of physical force to restrict significantly the student's movement. The following circumstances are examples when physical restraint is appropriate:
  - A. To obtain possession of weapons or other dangerous objects.
  - B. To prevent or break up a fight.
  - C. As self-defense or in defense of others.

- D. To escort a student from one area to another in the interest of safety or to maintain order.
- E. To calm or comfort a student.
- F. To prevent self-injurious behavior.
- G. As reasonably necessary to prevent imminent, severe destruction to school or another person's property.

B. Mechanical Restraint.

- i. Mechanical restraint means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove. Mechanical restraint includes the tying down, taping, or strapping down of a student.
- ii. Mechanical restraints do not include adaptive or protective devices used as recommended by the student's health care provider or safety equipment used as intended by the general population (e.g. seatbelts).
- iii. Mechanical restraints should only be used in the case of an emergency to prevent imminent danger to the student or others when physical restraint or seclusion would not be effective or is not possible.

C. Chemical Restraint.

- i. Chemical restraint is the administration of medication for the purpose of restraint.
- ii. Chemical restraint does not include medication as prescribed by and administered in accordance with the student's health care provider.
- iii. Chemical restraints of students are not permissible under any circumstances.

**3. Seclusion**

A. Definition. Seclusion is the confinement of a student in a room or other space from which the student is physically prevented from or incapable of leaving. Behavior interventions and/or disciplinary methods which do not restrict the student's physical movement or ability to leave are not considered to be seclusion. Examples of behavior interventions and/or disciplinary methods which are not considered seclusion are as follows:

- i. Timeout: Timeout means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.

- ii. In-school suspension.
  - iii. Detention.
- B. When Permissible. Seclusion is only appropriate when a student is displaying physical behavior that presents a risk of injury to the student or others and the threat could be diminished if the student is secluded in a safe environment. Seclusion should only be employed as a last resort after other methods of intervention have been attempted without success or would be inappropriate under the circumstances. Seclusion is inappropriate for students who are severely self-injurious or suicidal.
- C. Duration. Seclusion should only be used as long as necessary to present the risk of injury.
- D. Supervision/Observation. When a student is secluded a staff member or the school's resource officer shall continually monitor and supervise the student and shall immediately notify an administrator as to where and why the student is being secluded. The staff member monitoring the student in seclusion should document all observations.
- E. Area of Seclusion. A student in seclusion must be able to exit the room or area if the supervising adult becomes incapacitated or leaves the area. The room or area used for seclusion must have adequate space, lighting, ventilation, heating/cooling for the safety of the student and must be free of objects that could be harmfully used by the student.

#### 4. Documentation/Notices

- A. Reporting. A Restraint or Seclusion Report must be completed for each incident of restraint or seclusion and shall include:
- Name of the student
  - Name of the staff member(s) administering the restraint or seclusion;
  - Date of the incident and the time the restraint or seclusion began and ended;
  - Location of the restraint or seclusion;
  - A description of the restraint or seclusion;
  - A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
  - A description of the behavior that prompted the use of restraint or seclusion;
  - Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted; and
  - Information documenting parent contact and notification.
- B. Notice to Administrators. The building principal and Superintendent shall be notified of the restraint and seclusion incident as soon as possible.

- C. Notice to Parents. The building principal, Superintendent, or their designee shall attempt to notify the student's parent or guardian of the restraint or seclusion incident as soon as possible after it commences.
- D. Written Report to Parents. Within a reasonable period of time not to exceed 30 days after the incident, building principal or Superintendent shall also provide the parent or guardian with a written incident report. This report must include the following:
  - i. the date, time of day, location, duration, and description of the incident and interventions;
  - ii. the events or events that led up to the incident;
  - iii. the nature and extent of any injury to the student; and
  - iv. the name of a school employee the parent or guardian can contact regarding the incident.

**5. Training.**

- A. Distribution of Policy. This policy shall be distributed to staff members on an annual basis.
- B. Staff Training. Staff members who are reasonably anticipated to use restraint and/or seclusion on a regular basis shall be trained in the proper and safe use of restraint and seclusion.

Adopted: 3-12-12

Revised: 10-9-17

## **DRUG FREE SCHOOL AND COMMUNITY POLICY**

Bayard Public School District is committed to providing an employment environment that is safe and provides appropriate motivation to ensure a creative and productive work force. To this end, the District unequivocally endorses the philosophy that the workplace should be free from the detrimental effects of illicit drugs and alcohol.

It is unlawful and, therefore, absolutely prohibited for any employee of the District to engage in the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities.

### **DEFINITIONS**

As used in this policy, prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities shall mean, but not be limited to the following:

1. The unlawful possession, use, or distribution of any substance which is declared by the State of Nebraska or any other applicable law to be an illicit substance.
2. The possession, use, or distribution of alcohol on school premises or as a part of the school's activities.

As used herein, the term "school premises" shall mean any property owned, or in the other manner under the control of the Board of Education of the District.

As used herein, the phrase "as a part of the school's activities" shall mean any activity or enterprise carried out in whole or in part under the auspices of the District when supervising students or students are present.

### **PROCEDURES**

1. All employees and each new employee will receive a copy of this policy.
2. Each employee will acknowledge receipt of this policy and will sign such form acknowledging receipt and acknowledging the District's policy of absolutely prohibiting conduct as set forth in this policy (Policy #4109), and further acknowledging that serious sanctions can and will be taken against an employee, including termination of employment and referral for prosecution for any failure to comply with the above stated standards of conduct and further acknowledging that such compliance is mandatory, and further acknowledging that this policy is adopted pursuant to P.L. 101-226, C.F.R., Part 86, and other applicable statutes, and will further acknowledge that failure to comply with such federal requirements may be the District's receipt of federal funds in jeopardy

**DRUG FREE SCHOOL AND COMMUNITY POLICY**

3. In the event the employee does not understand the terms and conditions of this policy, it shall be the duty of the employee to ask for such points of clarification of the Superintendent of Schools or his/her designee at the time this policy is distributed to the employee. If no questions is directed by an employee to the Superintendent of Schools or his/her designee it shall be the legal position of the District to presume that the employee has understood and will abide by this policy.
4. In the event of any non-compliance by any employee with this policy, it shall be the duty of the Superintendent of Schools or his/her designee to inform any employee not in compliance about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to employees within fifty (50) miles of the administrative offices of the District. If no such programs are available within 50 miles, then such other programs as may exist in the State of Nebraska shall be made known to such employee. The Superintendent or his/her designee shall maintain a list of such available services and shall from time to time update such list.
5. Sanctions which may be taken against an employee for non-compliance with this policy may be any one or more of the following:
  - a. An oral reprimand.
  - b. A written reprimand.
  - c. Suspension with pay.
  - d. Suspension without pay.
  - e. Termination of employment.
  - f. Cancellation of employment.
  - g. Non-renewal of employment.
  - h. Referral to appropriate authorities for criminal prosecution.
  - i. Mandatory enrollment in in-patient care or otherwise as a term and condition to any continuing employment by the District.
  - j. Mandatory enrollment in any training programs that are may be provided by the District or others relating to any of the activities prohibited by this policy.
6. Disciplinary action sought to be imposed by the Superintendent or his/her designee shall be carried out in accordance with the established policies of the District. However, nothing in this policy shall be construed to vest any right in any employee beyond that required by law and the manner in which each case shall be handled in the sole discretion of the Superintendent or his/her Designee subject to the Superintendent's approval, provided only that such action shall be carried out within the bounds of applicable law.

**DRUG FREE SCHOOL AND COMMUNITY POLICY**

7. Conviction of an employee of the District of any criminal statute relating to the unlawful use, possession, or distribution, of any controlled substance or alcohol, may result in disciplinary action being taken against such employee. When such conviction shall come to the attention of the Superintendent or other official of the District, an employee convicted as above described may be disciplined in any manner provided by statute, the contract of the employee, any existing policy of the District or any other applicable body of law. As used herein “applicable body of law” shall mean, but shall not be limited to, state and federal statutes, state and federal regulations, and any applicable case law.
8. As an alternative to discipline or as a concurrent requirement to the disciplinary action less severe than the maximum disciplinary action that may be carried out against an employee as referred to in the immediately preceding paragraph, the District, by and through its Superintendent or his/her designee may require the employee to successfully finish a drug abuse program. As used herein, the term “drug abuse program” shall mean a drug abuse program sponsored by an approved private or governmental institution. The Superintendent or his/her designee has written documentation satisfactory to the Superintendent or his designee that the employee has successfully finished such program. If aftercare is recommended by such institution, then the Superintendent or his/her designee in his/her sole discretion may require the employee to enroll such aftercare program and to participate in a manner satisfactory to the provider of such aftercare program. The Superintendent or his/her designee may require an employee to participate in aftercare in the same manner and under the same terms as may be required by the Superintendent or his/her designee. The Superintendent or his/her designee may require ongoing reporting of such participation as a term and condition of continuing employment by such employee at the District.

Adopted: 8-13-90

**SEXUAL/ETHNIC HARASSMENT POLICY**

The Bayard Public School's Board of Education strongly endorses, and will comply with the provisions of Title VII of the Civil Rights Act of 1972, as amended; Title IX of the Education Amendments of 1972; and the Nebraska Equal Opportunity and Education Act. Therefore, it is the policy of the Bayard Public Schools to prohibit any and all discrimination based on race, color, sex, or national origin.

Sexual/ethnic harassment of any employee, certified or non-certificated, or student by any individual under the jurisdiction of the Bayard Public Schools is, therefore, strictly prohibited. Persons determined to have engaged in either "Quid Pro Quo" sexual harassment or "Hostile Environment" sexual/ethnic harassment shall be subject to disciplinary sanctions as set forth herein.

Regarding school district employees, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature shall constitute "Quid Pro Quo" sexual harassment when:

1. Submission to sexual conduct is made either explicitly or implicitly a term or condition of an individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

It is also prohibited for any school district employee or student to verbalize on school district property any racial, ethnic, or gender harassing jokes or stories, or to bring or store on school property any sexual, racial, or ethnic epithets or jokes. School district employees and students are also prohibited from defacing any school district property with any racial, ethnic or sexual epithets or jokes.

If an individual's conduct, epithets, or jokes are so excessive, severe, or pervasive so as to create a threatening or uncomfortable working environment, and it adversely affects the ability of another employee to accomplish their work, that employee(s) shall have created and can be responsible for creating a "Hostile Environment" when:

1. The individual harassed belongs to a protected class;
2. The individual was subjected to unwelcome sexual/ethnic harassment;
3. The harassment was based upon sex, race, or national origin; or
4. The harassment affected a term, condition, or privilege of employment.

### **SEXUAL/ETHNIC HARASSMENT POLICY**

Regarding students, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual/ethnic nature shall constitute sexual/ethnic harassment when:

1. Submission of such conduct is made either explicitly or implied a term or condition of an individual's enrollment, participation, or affiliation with a course, activity, or other school sanctioned program.
2. Submission to or rejection of such conduct by individuals is used as a basis for any decision that may affect the educational standing of that individual.
3. Such conduct has the purpose or effect of unreasonable interfering with an individual's educational performance or creating an intimidating, hostile or offensive environment.

### **RESPONSIBILITY**

All Bayard Public School employees and students shall have the responsibility of keeping school administrators informed, through the most confidential and direct means possible, of any alleged acts and/or complaints of sexual/ethnic harassment. It is the responsibility of each school district administrator, principal, department head and supervisor to provide a working and academic environment free of sexual/ethnic harassment or sexual/ethnic intimidation. The school district will take prompt action to investigate and act upon all reported instances of alleged sexual/ethnic harassment.

All complaints and allegations of either sexual or ethnic harassment will be thoroughly investigated by a member of the Bayard Public School administrative team. That team shall consist of: Administrators-Principals and Assistant Principals, and the Superintendent.

The Bayard Public Schools will utilize a three phase process to investigate all allegations of sexual or ethnic harassment:

### **PHASE I: COMPLAINT**

Any individual who believes that he or she has been either sexually or ethnically harassed, or any individual having knowledge of any incident of alleged sexual or ethnic harassment (hereinafter referred to as "complainant"), should notify a member of the administrative team. Such notification shall be by the most direct means possible and will be considered confidential. The complaint should be made as soon as possible after the alleged incident.

**SEXUAL/ETHNIC HARASSMENT POLICY**

The administrative team member who receives a report of alleged sexual/ethnic harassment shall notify the Superintendent, unless the superintendent is alleged to be the school district employee engaged in sexual/ethnic harassment. If the complaint is made against the superintendent, the information is to be brought to the attention of the President of the Board of Education. He/she shall, in turn, contact the school district's attorney to conduct an investigation of the allegation.

If the complaint is made by a student, his or her parent(s) or legal guardian(s) shall be notified immediately in writing, by certified mail, by the individual assigned to conduct the investigation. If the person accused of sexual/ethnic harassment is a student, that student's parent(s) or legal guardian(s) will be notified both telephonically and in writing, by certified mail, of the alleged complaint, and they shall be present when the accused student is interviewed.

**PHASE II: INVESTIGATION**

Every effort shall be made to maintain full confidentiality throughout the entire investigation. The investigation phase will be directed towards securing signed statements about the complaint itself. Minimally, it shall include the name(s) of the complainant(s) and person(s) accused of sexual/ethnic harassment; the date(s), time(s), locations(s), description of the incident(s), witness(es), and the respective signed statement(s).

Additionally, signed statement(s) by the person(s) accused of sexual/ethnic harassment shall be obtained where possible. The person(s) accused of sexual/ethnic harassment will be advised of due process rights at the time of being informed of the allegation. The intent of this phase is to investigate all of the facts and to corroborate evidence either for or against the complaint.

**PHASE III: ACTION TAKEN**

In determining whether conduct constitutes sexual/ethnic harassment, the individual conducting the investigation will examine the record as a whole and the totality of the circumstances, such as the nature of the alleged sexual advancements and the context in which the alleged incident occurred. The determination will be on a case-by-case basis. The individual conducting the investigation will review all information with the superintendent. The superintendent may take whatever disciplinary action is deemed appropriate. In any case where the disciplinary action of a school employee or student is subject to the due process procedures set forth in law, they will be followed as required.

**SEXUAL/ETHNIC HARASSMENT POLICY**

If the Superintendent is the alleged individual, the school district's attorney will provide the evidence to the Board of Education, and they will determine the action to be taken.

The Superintendent will inform all parties of any disciplinary action taken by the Superintendent. The record of the investigation will be kept in a confidential file. If the complaint involves the Superintendent, the file will be kept in the office of the school attorney. A simple statement indicating that a complaint has been filed and the action taken, if any, will be placed in the individual's personnel/student file. However, where the complaint is found to be without merit, the complaint will be placed in a separate sexual/ethnic harassment file, which shall be confidential and not placed in the individual's personnel/student file.

If deemed necessary, the academic or employment situation of the complainant may be changed to provide for a non-intimidating or non-hostile atmosphere. These changes may occur but are not limited to: a transfer of work situations, change of instructor, and, if pertinent, waiver of academic requirements. Decisions concerning such action must consider that the complainant is not to be inadvertently or otherwise punished because he or she has allegedly been sexual/ethnically harassed.

Any employee who is found to have engaged in sexual/ethnic harassment of a subordinate, co-worker, or student will be subject to disciplinary sanctions, which may include, but are not limited to: written reprimand, probation, demotion, transfer, required professional counseling, or termination of employment. Where required by law any disciplinary action taken shall be subject to the due process procedures set forth in Sections 79-12, 107 to 79-12, 121, as amended.

A student who is found to have engaged in sexual/ethnic harassment against either an employee or another student, will be subject to disciplinary sanctions, which may include, but is not limited to: written reprimand, disciplinary probation, suspension, and/or expulsion. Where required by law any disciplinary action taken shall be subject to the due process procedures set forth in the Student Suspension or Expulsion Act, Sections 79-4, 170 to 79-4, 205, as amended.

If the complainant or accused is not satisfied with final action taken by the Superintendent, they may request that the Board of Education review the decision and action taken by placing it on the regular Board of Education meeting agenda as a personnel/student matter. Such a request will be held in executive session unless the accused individual chooses otherwise. The decision by the Board of Education will be the final administrative act. Likewise, any person accused of sexual/ethnic harassment may appeal the Superintendent's disciplinary action taken by filing a grievance through the established grievance procedures of the Bayard Public Schools as specified in Board Policy.

Adopted: 1-11-93

### **HARASSMENT BY EMPLOYEES**

Harassment of employees, student, volunteers or visitors will not be tolerated in the school district. School district includes school district facilities, school district property, or property within the jurisdiction of the school district; while on school-owned or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the district.

Harassment includes, but is not limited to, racial, religious, national origin, marital status, disability and sexual harassment. Harassment by board members, administrators, employees, parents, vendors, and others doing business with the school district is prohibited. Employees whose behavior is alleged to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is alleged to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or board.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in school programs or activities;
- submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individual's employment or education; or
- such conduct has the purposes or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or learning environment.

Sexual harassment as set out above, may include, but is not limited to the following:

- verbal or written harassment or abuse, or unwelcome communication implying sexual motives or intentions;
- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;
- unwelcoming touching;
- unwelcome and offensive public sexual display of affection
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's job, promotions, recommendations, etc.

### **HARASSMENT BY EMPLOYEES**

Harassment on the basis of race, creed, color, religion, national origin, martial status or disability means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs, activities or employment;
- submission to or rejection of such conduct by an individual is used as the basis for decision affecting the individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or
- creating an intimidating, offensive or hostile learning or work environment.

Harassment as set forth above may include, but is not limited to the following:

- verbal, physical or written harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.;
- demeaning jokes, stories, or activities directed at an individual.

Employees, students, volunteers or visitors who believe they have suffered harassment shall report such matters to the building principal for harassment complaints. However, claims regarding harassment may also be reported to the superintendent for harassment complaints.

Upon receiving a complaint, the investigator shall confer with the complainant to obtain an understanding and a statement of the facts. It shall be the responsibility of the investigator to promptly and reasonably investigate claims of harassment and to pass the findings on to the superintendent who shall complete such further investigation as deemed necessary and take such final action as appropriate. Information regarding an investigation of harassment shall be confidential to the extent possible, and those individuals who are involved in the investigation shall not discuss information regarding the complaint outside the investigation process.

No one shall retaliate against an employee or student because they have filed a harassment complaint, assisted or participated in a harassment investigation, proceeding, or hearing regarding a harassment charge or because they have opposed language or conduct that violates this policy. This policy should be used when an employee is the alleged harasser or the alleged victim. It is strongly recommended the investigator and alternate investigator be of opposite sexes.

### HARASSMENT BY EMPLOYEES

It shall also be the responsibility of the superintendent, in conjunction with the investigator and principals, to develop administrative rules regarding this policy. The superintendent or superintendent's designee shall also be responsible for organizing training programs to educate employees, students and others involved with the school district about harassment and the school district's policy prohibiting harassment. The training shall include how to recognize harassment and what to do in case an individual is harassed. The employee training will be documented in personnel files to ensure a record of training for each employee.

Legal Reference: 42 U.S.C. \*\* 2000e et seq. (1994).  
29 C.F.R. Pt. 1604.11 (1996).

### HARASSMENT INVESTIGATING AND REPORTING

In keeping with the language of the harassment policy, this procedure sample gives final responsibility to the superintendent.

Harassment of employees and students will not be tolerated in the school district.

Harassment is a violation of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials.

***Employees whose behavior is alleged to be in violation of this policy will be subject to the***

investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is alleged to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or board.

Individuals who feel that they have been harassed by employees, board members, administrators, parents, vendors or others doing business with the school district should communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual needs assistance communicating with the harasser, he/she should ask a teacher, counselor or principal to help.

## **HARASSMENT BY EMPLOYEES**

### **Complaint Procedure**

An employee or student who believes that they have been harassed shall notify the superintendent the designated investigator. The alternate investigator is the building principal. The investigator may request that the employee or student complete the Harassment Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. Information received during the investigation shall be kept confidential to the extent possible.

The superintendent, or the investigator with the approval of the superintendent, has the authority to initiate a harassment investigation in the absence of a written complaint.

### **Investigation Procedure**

The investigator shall reasonably and promptly commence the investigation upon receipt of the complaint. The investigator shall interview the complainant and the alleged harasser. The alleged harasser may file a written statement refuting or explaining the behavior outlined in the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator shall report to the superintendent. The investigator will outline the findings of the investigation to the superintendent.

### **Resolution of the Complaint**

The superintendent will complete the next step in the investigation reasonably and promptly upon receipt of the investigator's report. Following the investigator's report, the superintendent may investigate further, if deemed necessary, and make a determination of the appropriate next step which may include discipline, up to and including, discharge.

Prior to the determination of the appropriate remedial action, the superintendent may, at the superintendent's discretion, interview the complainant and the alleged harasser. The superintendent shall file a written report closing the case and documenting any disciplinary or other action taken in response to the complaint. The complainant, the alleged harasser and the investigator shall receive notice as to the conclusion of the investigation.

### **Points to Remember in the Investigation**

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including discharge.

## **HARASSMENT BY EMPLOYEES**

### **Conflicts**

If the investigator is the alleged harasser or a witness to the incident, the alternate investigator shall be the investigator.

If the alleged harasser is the superintendent, the alternate investigator shall take the superintendent's place in the investigation process. The alternate investigator shall report the findings to the board.

Approved: 8-12-02

**HARASSMENT COMPLAINT FORM**

Name of complainant: \_\_\_\_\_

Position of complainant: \_\_\_\_\_

Date of complaint: \_\_\_\_\_

*Name of alleged harasser:*

\_\_\_\_\_

Date and place of incident or incidents: \_\_\_\_\_

\_\_\_\_\_

Description of misconduct: \_\_\_\_\_

\_\_\_\_\_

Name of witnesses (if any): \_\_\_\_\_

\_\_\_\_\_

Evidence of harassment, i.e., letters, photos, etc. (attach evidence if possible): \_\_\_\_\_

\_\_\_\_\_

Any other information: \_\_\_\_\_

\_\_\_\_\_

I agree that all of the information on this form is accurate and true to the best of my knowledge.

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

WITNESS DISCLOSURE FORM

Name of witness: \_\_\_\_\_

Position of witness: \_\_\_\_\_

Date of testimony, interview: \_\_\_\_\_

Description of instance witnessed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Any other information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I agree that all of the information of this form is accurate and true to the best of my knowledge.

Signature: \_\_\_\_\_

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

POLICY NO. 4115

**EMPLOYEE USE OF ELECTRONIC COMMUNICATIONS DEVICES**

The Board recognizes that employees may carry electronic communications devices and hereby adopts this policy.

District-Issued Communications Devices

The District may elect to issue certain communications devices to employees in order to increase the efficiency of District operations. Issuance and use of District equipment shall be subject to rules promulgated by the Superintendent.

Personally Owned Communications Devices

Employees may carry and use personally owned cellular telephones or pagers/beepers on school property subject to rules and regulations promulgated by the Superintendent.

Visible possession of all cell phones is prohibited in any area where there is an expectation of privacy.

Adopted: 4-10-2006

POLICY NO. 4023

## STAFF CONDUCT WITH STUDENTS

The Board expects all staff members, including teachers, coaches, counselors, administrators, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers.

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in and outside of the educational setting; and consistency with the educational mission of the schools.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

### Unacceptable Conduct

Examples of unacceptable conduct by staff members include but are not limited to the following:

- Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on Harassment By Employees;
- Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
- Associating with students in any situation or activity that includes the presence of alcohol, drugs, or tobacco or that could be considered sexually suggestive;
- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling or administrative staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;
- Sending students on personal errands;
- Sexual banter, allusions, jokes, or innuendos with students; including making fun of or joking with students about other students;
- Asking a student to keep a secret;

- Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
- Addressing students with terms of endearment, pet names, or otherwise in an overly familiar manner; and
- Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner.
- Being alone with individual students by closing a room door except when dealing with issues of health by appropriate personnel;
- Inviting or allowing students to visit the staff member's home;
- Visiting a student's home, unless on official school business;
- Maintaining personal contact with a student outside of school by phone, email, texting Instant Messenger or Internet chat rooms, social networking websites, or letters (beyond homework or other legitimate school business);
- Exchanging personal gifts (beyond the customary student teacher gifts); and/or
- Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school sponsored events or except as participants in organized community activities. Exceptions such as activity or team meals are allowed.

Students and/or their parents/guardians are strongly encouraged to notify the principal if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to notify promptly the principal or superintendent if they become aware of a situation that may constitute a violation of this policy.

Staff violations of this policy may result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in referral to the Department of Health and Human Services and/or law enforcement in accordance with the Board's policy on Child Abuse Reporting.

This policy shall be included in future employee and student handbooks.

Adopted: October 12, 2009

### **Network Acceptable Use and Internet Safety Policy**

Bayard Public Schools recognizes the value of computer and other electric resources to improve student learning and enhance the administration and operation of its schools. To this end, the Bayard Public Schools encourages the responsible use of computers; computer networks (including the Internet), and other electronic resources in support of the mission and goals of the Bayard Public Schools.

It is the policy of Bayard Public Schools to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via the Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (CIPA).

It is the policy of the Bayard Public Schools to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, Bayard Public Schools recognizes its legal and ethical obligation to protect the well-being of students in its charge.

The following uses of school-provided electronic resources, including Internet and e-mail, are not permitted:

- a. to access, upload, download, or distribute pornographic, obscene, or sexually explicit material;
- b. to transmit obscene, abusive, sexually explicit, or threatening language;
- c. to violate any local, state, or federal statute;
- d. to vandalize, damage, or disable the property of another individual or organization;
- e. to access another individual's materials, information, or files without permission;
- f. to violate copyright or otherwise use the intellectual property of another individual or organization without permission; and
- g. to distribute or forward "chain letters" via email.

Any violation of District policy and rules may result in loss of District-provided access to the Internet. Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

#### **Students may...**

- Design and post web pages and other material from school resources.
- Use direct communications such as e-mail, online chat, or instant messaging with a teacher's permission.
- Use the resources for any educational purpose.

**Consequences for Violation:** Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

**Supervision and Monitoring:** School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

**Enforcement of Policy:**

- To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.
- Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.
- Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.
- A Bayard Public Schools staff member may override the technology protection measure that blocks or filters Internet access for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure that blocks or filters Internet access.
- Bayard Public Schools staff will monitor students' use of the Internet by either direct supervision or by monitoring Internet use history to ensure enforcement of policy.

**Inappropriate Network Usage:** To the extent practical, steps shall be taken to promote the safety and security of users of Bayard Public Schools online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

**Education, Supervision and Monitoring:** It shall be the responsibility of all members of Bayard Public Schools staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21<sup>st</sup> Century Act.

Bayard Public Schools will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The plan shall be for all students to be provided

education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

**Disclaimers:**

- Bayard Public Schools and its individual schools, administrators, faculty, and staff thereof, make no warranties of any kind for the service provided and will not be held responsible for any damage suffered by users. This includes the loss of data resulting from delays, non-deliveries, and intrusion by computer virus, or service interruption.
- Use of any information obtained via network access is at the risk of the user, and Bayard Public Schools specifically denies any responsibility for the accuracy or quality of the information obtained.
- Bayard Public Schools cannot guarantee complete protection from inappropriate material. Furthermore, it is impossible for the district or content filter to reflect each individual or family's opinions of what constitutes "inappropriate material." If a student mistakenly accesses inappropriate information, he/she should immediately notify a district staff member.
- Bayard Public Schools is not liable for an individual's inappropriate use of district's electronic communications systems or violations of copyright restrictions or other laws, or other costs incurred by users through use of Bayard Public Schools' electronic communication systems.
- The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's electronic communication systems.

**CIPA Definition of Terms:**

**Minor:** The term "minor" means any individual who has not attained the age of 17 years.

**Technology Protection Measure:** The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **Obscene**, as that term is defined in section 1460 of title 18, United States Code;
2. **Child Pornography**, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

**Harmful to Minors:** The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

**Sexual Act; Sexual Contact:** The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

**Bayard Public Schools  
Network Acceptable Use and Internet Safety Policy  
Employee's Agreement**

By signing this form, I acknowledge receipt of, understand, and agree to abide by the rules and standards set forth in the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that to gain or retain access to the Bayard Public Schools computer network systems, I must sign and submit this form as directed. I further understand that any violation of the Policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, monetary liability may be incurred, school disciplinary and/or appropriate legal action may be taken. I as a staff member agree to abide by the rules and standards addressed in this policy as it pertains to me and to help ensure that students also abide by these rules and standards as well. I understand that this agreement will be in effect for the duration of my employment with the district or until the policy is revised.

(Printed) Staff Member Name \_\_\_\_\_

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

Date \_\_\_\_\_

**Bayard Public Schools**  
**Network Acceptable Use and Internet Safety Policy**  
**Student's Agreement**

By signing this form, I acknowledge receipt of, understand, and agree to abide by the rules and standards set forth in the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that to gain access to the Bayard Public Schools computer network systems, I must return this form signed by me and my parent or legal guardian. I further understand that any violation of the Policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, monetary liability may be incurred, school disciplinary and/or appropriate legal action may be taken. I understand that this agreement will be in effect for one school year and must be re-signed in subsequent years.

(Printed) Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

**Bayard Public Schools**  
**Network Acceptable Use and Internet Safety Policy**  
**Parent or Legal Guardian's Agreement**

I have read, understand, and agree with the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that by signing this form I give permission for Bayard Public Schools to grant access to district electronic communication systems, including the Internet. I understand that this access is designed for educational purposes. I understand that Bayard Public Schools has taken reasonable precautions to eliminate access to inappropriate material and I will not hold the district or staff members responsible if inappropriate material is inadvertently accessed. I understand that this agreement will be in effect for one school year and must be re-signed in subsequent years.

(Printed) Parent Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

Adopted: 2-10-97  
 Reviewed: 7-12-10  
 Revised: 6-11-12

## **POLICY NO. 1413 – COMBINED DISTRICT AND SCHOOL TITLE I PARENTAL AND FAMILY ENGAGEMENT POLICY**

Bayard Public Schools intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, Section 1116(a -f) ESSA, (Every Student Succeeds Act) of 2015.

### In General

The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their

children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.

- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Adopted: 6-12-95

Reviewed: 1-11-10, 8-14-17, 6-10-19

Revised: 11-14-16, 3-9-20

**POLICY NO. 5121 - STUDENT FEES**

The Board of Education adopts the following student fees policy in accordance with the Nebraska Public Elementary and Secondary Student Fee Authorization Act.

The District's general policy is to provide for free instruction in accordance with the Nebraska State Constitution. The District also provides activities; programs and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the District is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or Board regulations. Students are encouraged to contact their building administration, their teachers or their coaches and sponsors for further specifics.

**A. Definitions.**

1. "Students" shall mean students, their parents, guardians or other legal representatives.
2. "Extracurricular activities" shall mean student activities or organizations that (1) are supervised or administered by the District; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the District.
3. "Post-secondary education costs" shall mean tuition and other fees associated with obtaining credit from a post-secondary educational institution.

**B. Listing of Fees Charged by this District.**

1. *Guidelines for Clothing Required for Specified Courses and Activities.*

Students are responsible for complying with the District's grooming and attire guidelines. They are also responsible for furnishing all clothing required for any special programs, courses or activities in which they participate. The teacher, coach or sponsor of the activity will provide students with written guidelines that will detail any special clothing requirements and explain why the special clothing is required for the specific program, course or activity.

2. *Safety Equipment and Attire.*

The District will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such

equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.

### *3. Personal or Consumable Items.*

Teachers may not require students to supply various personal or consumable items for use in courses. However, they may state that students are requested but not required to bring the following items for use in school. The school must supply any items required for course work but not brought by students. The district may set reasonable general guidelines on the use of consumables to avoid abuse and unnecessary waste of district resources. The district may require students to provide such personal and consumable items for extra curricular activities such as reeds for musical instruments, protective mouthpieces, and blank audio or video tapes.

### *4. Materials Required for Course Projects.*

Students in some courses produce a project that becomes their property at the end of the course. In those circumstances, students must either furnish or pay for the reasonable cost of any materials required for the course project; otherwise the project remains in the ownership of the school district.

### *5. Extracurricular Activities.*

The District may charge students a fee to participate in extracurricular activities to cover the District's reasonable costs in offering such activities. The District may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of District owned equipment or attire. The coach or sponsor will provide students with written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.

### *6. Post-secondary Education Costs.*

Some students enroll in post-secondary courses while still enrolled in the District's high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive both high school and post-secondary education credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the District shall offer the course without charge for tuition, transportation, books or other fees, except tuition and other fees associated with obtaining credits from a post-secondary educational institution.

### *7. Transportation Costs.*

The District will charge students reasonable fees for transportation services provided by the District to the extent permitted by federal and state statutes and regulations.

*8. Copies of Student Files or Reports.*

The District will charge a fee for making copies of a student's files or records for the parents or guardians of such students. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Parents of students have the right to inspect and review the student's files or records without the payment of a fee, and no fee shall be charged to search for or retrieve any student's files or records.

*9. Participation in Before-and-After-School or Pre-kindergarten Services.*

The District will charge reasonable fees for participation in before-and-after-school or pre-kindergarten services offered by the District pursuant to statute.

*10. Participation in Summer School or Night School.*

The District will charge reasonable fees for participation in summer school or night school, and may charge reasonable fees for correspondence courses.

*11. Charges for Food Consumed by Students.*

The District will charge for items that students purchase from the District's breakfast and lunch programs. The fees charges for these items will be set according to applicable federal and state statutes and regulations. The District will charge students for the cost of food, beverages, and the like that students purchase from a school store, a vending machine, a booster club or from similar sources. Students may be required to bring money or food for field trip lunches and similar activities.

C. Waiver Policy.

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1) participation in extracurricular activities and (2) the use of a musical instrument in optional music courses that are not extracurricular activities. Actual participation in the free or reduced-price lunch program is not required to qualify for the waiver provided in this section. The District is not obligated to provide any particular type or quality of equipment or other materials to eligible students.

D. Distribution of Policy.

This policy will be published in the Student Handbook or its equivalent that will be provided to students at no cost.

Adopted: 6-10-02

Revised: 2-14-05; 8-8-11

Reviewed: 8-8-05; 8-14-06; 8-13-07; 8-11-08; 7-12-10

**CERTIFICATION**

On the 9th day of June, 2003, the Board of Education of Bayard Public Schools held a public hearing on a proposed student fee policy. The hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the 2002-2003 school year. This student fee policy was then adopted by a majority vote of the school board at an open public meeting conducted in compliance with the Public Meetings Law.

Adopted: 6-10-02

Revised: 2-14-05

Reviewed: 8-8-05; 8-14-06; 8-13-07; 8-11-08; 7-12-10; 8-8-11

**STUDENT FEE WAIVER PROCEDURES**

The Board recognizes that while certain fees, specialized equipment, specialized attire, or project materials are appropriate and authorized, some students and their families are not financially able to afford them. The school district will grant waivers upon request to the students of families eligible for free or reduced priced meals under the federal Child Nutrition program.

Waivers must be requested prior to the waiver deadlines as listed below. Waivers will not be approved retroactively for fees previously paid or specialized items, attire or project materials purchased by students. Only those fees and items eligible for waivers as required by state statute shall be waived.

The following deadlines will apply to requests for waivers:

1. Extracurricular Activity Participating Fees – The end of the first week of practice for a particular sport or activity.
2. Extracurricular Activity Specialized Equipment and Attire – The end of the first week of practice for a particular sport or activity.

Parents or students eligible for waivers shall make an application on the form provided by the school district. Applications may be made at any time but must be renewed annually. Denial of a waiver may be appealed to the superintendent, but eligibility is strictly dependent upon meeting financial guidelines established by the Child Nutrition program.

The school district will treat the application and waiver process, as any other student record and student confidentiality and access provisions will be followed.

The school district will annually notify parents and students of the waiver. The student fee policy and guidelines will be published annually in the Student Handbook

## **REGULATIONS FOR PROVIDING REQUIRED SPECIALIZED EQUIPMENT OR ATTIRE IN EXTRACURRICULAR ACTIVITIES**

The following extracurricular activities require specialized equipment or specialized attire to be provided by participating students. Students qualifying for free or reduced price meals are eligible to apply for waivers under school policy.

### **ACTIVITY**

### **DESCRIPTION**

**All Classes** No class dues will be assessed. All class money for class activities will be earned through fundraising activities. If you want to take part in the class activities you must work the fundraising projects.

**Band** Instruments; meals during competition; band uniform cleaning fee; registrations fees (All-State, High Plains, etc.).

**Choir** Registration fees (All-State, High Plains, etc.); meals at contests; folder for music (2-pocket); choir trip.

**Elementary Music** Miscellaneous costumes and props for Elementary shows.

**Magic Rhythm** Performance outfit (girls – dresses, briefs, shoes and nylons. boys – shirt, pants, vest, tie, cummerbund, socks and shoes); meals on competition days.

**21<sup>st</sup> Century** Performance outfit (girls – dresses, briefs, shoes and nylons. boys – shirt, pants, vest, black socks and shoes); white shirts for caroling; meals on competition days; miscellaneous costumes and props for annual show; 21<sup>st</sup> trip.

**JR. High Swing Choir** T-shirt; meals for competitions.

**FFA** Meals for trips, FFA jackets.

**Jr. Class Play** Costumes.

**Library** OVER DUE charge \$.25 per item per day starting the second week material is over due. They have a one-week grace period to return or renew material. LOST library material – pay the replacement cost of the item. If item is found money is refunded. DAMAGED library material – if material is severely damaged there will be a replacement cost charge. REPAIR of textbooks will be charged by the instructor.

National Honor Society Each member is required to collect 5 pledges or donations for the bowl-a-thon fundraiser. Each member pays for the games they bowl (2-3 games).

One-Act Plays Costumes.

Quiz Bowl Meals at competition.

Senior Class Class t-shirt; donating items for concessions, prom, etc.; flower for graduation if class funds are not available.

Spanish Club \$3 fee for annual dinner; Spanish Dictionary is optional – some are provided in class for the students' use. In the event of a Foreign Language Fair at Chadron State College, student may be required to pay an enrollment fee (usually only charged, if needed to pay for materials) – sack lunches will be provided by the school.

Speech Meals at competition.

Cheerleading Cheerleading uniform – cheerleader will conduct fundraisers to help with the cost of uniform. You must help with these activities in order to be a cheerleader.

Basketball (Boys/Girls) Basketball shoes (JH/High School).

Football Football shoes.

Golf (Boys/Girls) Golf clubs, bag, tees, balls.

Track (Boys/Girls) Track shoes (running spikes, field event shoes, jumping event shoes, etc.); t-shirts/sweatshirts; gloves and cap; and meals on competition days.

Volleyball Meals on competition days and black spandex shorts.

Wrestling Shoes.

X-Country T-shirt (optional), jacket (optional), shoes- spikes (optional), socks, running tights, one size fits all gloves, head bands (ear covers) and meals on competition days.

JR High Football Football shoes (optional) may wear tennis shoes.

JR High Track (Boys/Girls) Track shoes and meals on competition days.

This list is not all inclusive. Activities and items may be added during the year.

### **STUDENT FEE ASSESSMENTS**

The following fees, charges or fines will be assessed during the school year for students

involved in the activities described.

Students may apply for waivers of some fees under district waiver guidelines. The student fee policy and guidelines will be published annually in the Student Handbook.

<b><u>ACTIVITY</u></b>	<b><u>COST</u></b>
Lunch	Price established for the year.
Band Uniform Cleaning Fees	\$10.00
FFA, FCCLA	As set by the organization.
Cheerleading Clinic	As set by sponsoring group.
Miscellaneous Fees:	
Lost textbooks and library books.	Cost to replace.
Damaged textbooks and library books.	Cost to repair or replace.
Lost school or athletic equipment.	Cost to replace.
Broken or destroyed school or athletic equipment.	Cost to repair or replace.

### **SUGGESTED PERSONAL OR CONSUMABLE ITEMS**

Teachers may suggest students to supply various personal or consumable items for use in school. The following list provides an example of the types of items that may be considered personal or consumable. Teachers shall furnish the principal with a list of all items suggested prior to the beginning of the school year. This will allow students and parent's time to purchase them.

Pencils	Markers (no neon or glitter)
Colored Pencils	Highlighters
Pens	Activity Calendars
Paper	Compass
Graph Paper	Protractor
Tablets	Calculator (Tillman's class TI-36X or 30X IIS)

BOARD POLICY

BAYARD PUBLIC SCHOOLS

Notebooks

Blank Computer Disks

White Out

Blank Audio or Video Tapes

Organizers

Reeds for Musical Instruments

Planners

Make-up kits for Drama

Scissors

Protective Mouthpiece for Sports

Erasers

Elmer's Glue (other types may create usage

Glue Stick

difficulties)

**BAYARD PUBLIC SCHOOLS**

**STUDENT FEE WAIVER APPLICATION**

Students whose families meet the income guidelines for free and reduced price lunches are eligible to have expenses of certain fees, specialized equipment, and specialized attire and project materials waived as provided by district policy. All information provided in connection with this application will be kept confidential. This waiver does not carry over from year to year and must be completed annually.

ALL INFORMATION REQUESTED ON THIS FORM MUST BE COMPLETED FOR THE FEE WAIVER APPLICATION TO BE PROCESSED

**PLEASE PRINT**

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

Name of Parent or Guardian: \_\_\_\_\_

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

City, State, Zip Code: \_\_\_\_\_

Student Name(s)	School Attending	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Your signature below is required for the release of information regarding the student or students' family financial eligibility for the programs checked above. Without your signature, this application cannot be processed.

Signature of parent or guardian: \_\_\_\_\_

\*\*\*\*\*

Specific fees, equipment, attire or materials to which this wavier applies: \_\_\_\_\_

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

Submit this form to Mr. Dennis Dubry at the Elementary Principals Office

**STUDENT COURSE PROJECT PURCHASE FORM**

Amendments to the Public Elementary and Secondary Student Fee Authorization Act prohibit the district from requiring students to furnish materials for standard course projects. In general, all course projects will remain the property of the district. However, it is the district’s policy to allow students to purchase their projects provided they have agreed to such a purchase prior to beginning work on the project.

**ALL INFORMATION REQUESTED ON THIS FORM MUST BE COMPLETED PRIOR TO BEGINNING THE PROJECT TO ALLOW PURCHASE BY THE STUDENT.**

**PLEASE PRINT**

To be completed by the instructor:

Course: \_\_\_\_\_

Expected Completion Date \_\_\_\_\_

Project

\_\_\_\_\_

Estimated Cost: \_\_\_\_\_

Instructor’s Signature: \_\_\_\_\_

I \_\_\_\_\_ agree to purchase this project and/or all project

Student’s Name

Materials following the project’s expected completion date:

Student’s Signature: \_\_\_\_\_

I permit my student to purchase this project and/or all project materials following the project’s expected completion date:

Parent/Guardian’s Signature \_\_\_\_\_

Adopted: 6-10-02

Revised: 2-14-05

Reviewed: 8-8-05, 8-14-06, 8-13-07, 8-11-08; 7-12-10; 8-8-11

**POLICY NO. 5416 - SCHOOL WELLNESS POLICY**

The Bayard Public School (BPS) District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Bayard Public School District that practical and reasonable efforts will be made to comply with the following:

- The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, our district will participate in available federal school meal programs.
- The district will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

TO ACHIEVE THESE POLICY GOALS:

**I. Wellness Team (School Health Advisory Committee)**

The school district will create, strengthen, or work within the existing wellness team to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The team will also serve as resources for implementing these policies. (The wellness team consists of a group of individuals representing the school and community, and should include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)

**II. Nutritional Quality of Foods and Beverages Sold and Served on Campus****School Meals**

Meals served through the National School Food Program will meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations. When practical and

available in a form that can be efficiently prepared, local foods will be used in the school lunch program.

### **Free and Reduced-priced Meals**

BPS will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

### **Food Vending Machines**

Any food vending will be in compliance with the Nebraska Department of Education School Nutrition Program guidelines.

### **Fundraising Activities**

To support children's health and school nutrition-education efforts, BPS will encourage fundraising activities that will promote physical activity and/or involve food that is in compliance with USDA regulations.

### **Snacks**

Snacks served during the school day will have an emphasis on serving fruits and vegetables as the primary snacks and water or milk as the primary beverage. BPS will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.

### **Rewards**

If using foods or beverages as rewards for academic performance or good behavior, BPS will encourage staff members to use foods or beverages that are in compliance with USDA regulations. BPS will not withhold food or beverages (including food served through school meals) as a punishment.

### **Celebrations**

BPS will limit celebrations that involve food during the school day. The district will keep a list of ideas for healthy celebrations/parties.

## **III. Nutrition and Physical Activity Promotion and Food Marketing**

### **Nutrition Education and Promotion**

Bayard Public School District aims to teach, encourage, and support healthy eating by students. Schools may provide nutrition education and engage in nutrition promotion as follows:

- Encourage nutrition education and nutrition promotion not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- Administrators may inform teachers about opportunities to attend training on nutrition and the importance of role modeling healthful habits for students;
- Teachers will have access to nutrition resources via Nebraska Action for Healthy Kids website and the Nebraska Department of Education Nutrition Services website.

**Family & Community**

Parents may, from time to time, be invited to join students for school meals. Family members and community members are encouraged to become actively involved in programs that provide nutrition education.

**Staff Wellness**

Bayard Public School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. This wellness team will develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, exercise, and other elements of a healthy lifestyle among school staff. BPS staff members are encouraged to serve as healthy role models for students.

**IV. Physical Activity Opportunities and Physical Education****Physical Education (P.E.)**

- All students in grades K-6, including students with disabilities, special health-care needs, and in alternative educational settings, will be provided the opportunity to receive physical education for the entire school year. Students in grades 7-12 may receive physical education as is allowed within their course schedules.
- Students will spend at least 50 percent of physical education class time participating in moderate to vigorous exercise.
- The curriculum will meet or exceed the health and physical education standards established by the Nebraska Department of Education.

**Daily Recess**

Elementary students will have at least 20 minutes a day of supervised recess, preferably outdoors. As a general guideline, if the wind chill factor is above zero degrees Fahrenheit recess will be conducted outdoors. Parents of students with medical conditions for whom this policy is a concern are to inform the school nurse, the classroom teacher, and the building administrator and upon request from school personnel shall provide medical verification, physician treatment protocols and prescribed medication as appropriate.

Moderate to vigorous exercise will be encouraged verbally and through the provision of adequate space and age-appropriate equipment.

**Physical Activity and Punishment (This guideline does not apply to extracurricular activities)**

Teachers and other school personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity, other than reasonable limitations on recess, as

punishment. Upon the agreement of the teacher, the principal, and the parent, students may be required to complete school assignments prior to attending recess. Alternative recess times or alternate recess activities may be assigned (walking during recess or cleaning the sidewalk during recess) for school disciplinary purposes.

### **Integrating Physical Activity into the Classroom Setting**

For students to receive the nationally-recommended amount of daily exercise (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for exercise beyond physical education class. Toward that end:

- Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- Opportunities for physical activity will be incorporated into other subject lessons;
- When circumstances make it necessary for students to remain indoors and inactive for more than two consecutive hours, the students will be given periodic breaks during which they will be encouraged to stand and be moderately active;
- School administrators may inform teachers about opportunities to attend training on physical activity/physical education and the importance of modeling healthful habits for students; and
- Teachers will be able to access physical education/physical activity resources via Nebraska Action for Healthy Kids website and the Nebraska Department of Education PE Health website.

### **Family & Community**

Information will be made available upon request to help families incorporate physical activity into the lives of all household members. Families and community members may be encouraged to institute programs that support physical activity, such as a walk to school program. The district may provide information about physical education and other school-based physical activity opportunities before, during, and after the school day, and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports may include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

School staff will continue to make school facilities available to community members and groups to promote physical activity and wellness for community members in accordance with other board policies and in accordance with the requirements of the district's insurance.

## V. Monitoring and Policy Review

### Monitoring

The superintendent or designee will monitor compliance with established district-wide nutrition and physical activity wellness policies. The elementary and high school principal or designee will monitor compliance with those policies in their school and will report on the school's compliance to the school district superintendent or designee upon request of the superintendent.

School food service staff will monitor compliance with nutrition policies within school food service areas and will report on this matter to the superintendent upon request of the superintendent.

The district may annually incorporate wellness policy information into the annual report.

### Policy Review

To help with the initial development of the 2015 revision of the district's wellness policies, a baseline assessment of the school's existing nutrition and physical activity environments was conducted in 2015 utilizing the *School Health Index* from the Centers for Disease Control and Prevention. As part of that review, the school district reviewed nutrition and physical activity policies, provisions of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district may as necessary revise the wellness policies and develop work plans to facilitate their implementation and the School Health Index may be reviewed at least every three years.

Policy Reference:     Policy No. 1000 – Principles and Objectives for Community Relations  
                              Policy No. 1401 – General Regulations for Use of School Facilities  
                              Policy No. 1406 – Use of School Grounds and Facilities

Adopted: 5-8-06

Reviewed: 7-12-10

Revised: 6-8-15

## **POLICY NO. 5800 - STUDENTS – ANTI BULLYING**

One of the missions of the District is to provide a physically safe and emotionally secure environment for all students and staff.

The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others.

The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

The school district shall review the anti-bullying policy annually.

Legal reference: Laws 2008, LB 205

Student Discipline Act, Neb. Rev. Stat 79-254 to 79-296;

NDE February 2003 State Board Action; Reaffirmed December 2005

Adopted: 8-9-04

Revised: 7-14-08

Reviewed: 7-12-10

## **POLICY NO. 1413 – COMBINED DISTRICT AND SCHOOL TITLE I PARENTAL AND FAMILY ENGAGEMENT POLICY**

Bayard Public Schools intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, Section 1116(a -f) ESSA, (Every Student Succeeds Act) of 2015.

### In General

The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their

children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.

- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Adopted: 6-12-95

Reviewed: 1-11-10, 8-14-17, 6-10-19

Revised: 11-14-16, 3-9-20

**POLICY NO. 5121 - STUDENT FEES**

The Board of Education adopts the following student fees policy in accordance with the Nebraska Public Elementary and Secondary Student Fee Authorization Act.

The District's general policy is to provide for free instruction in accordance with the Nebraska State Constitution. The District also provides activities; programs and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the District is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or Board regulations. Students are encouraged to contact their building administration, their teachers or their coaches and sponsors for further specifics.

**A. Definitions.**

1. "Students" shall mean students, their parents, guardians or other legal representatives.
2. "Extracurricular activities" shall mean student activities or organizations that (1) are supervised or administered by the District; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the District.
3. "Post-secondary education costs" shall mean tuition and other fees associated with obtaining credit from a post-secondary educational institution.

**B. Listing of Fees Charged by this District.**

1. *Guidelines for Clothing Required for Specified Courses and Activities.*

Students are responsible for complying with the District's grooming and attire guidelines. They are also responsible for furnishing all clothing required for any special programs, courses or activities in which they participate. The teacher, coach or sponsor of the activity will provide students with written guidelines that will detail any special clothing requirements and explain why the special clothing is required for the specific program, course or activity.

2. *Safety Equipment and Attire.*

The District will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such

equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.

### *3. Personal or Consumable Items.*

Teachers may not require students to supply various personal or consumable items for use in courses. However, they may state that students are requested but not required to bring the following items for use in school. The school must supply any items required for course work but not brought by students. The district may set reasonable general guidelines on the use of consumables to avoid abuse and unnecessary waste of district resources. The district may require students to provide such personal and consumable items for extra curricular activities such as reeds for musical instruments, protective mouthpieces, and blank audio or video tapes.

### *4. Materials Required for Course Projects.*

Students in some courses produce a project that becomes their property at the end of the course. In those circumstances, students must either furnish or pay for the reasonable cost of any materials required for the course project; otherwise the project remains in the ownership of the school district.

### *5. Extracurricular Activities.*

The District may charge students a fee to participate in extracurricular activities to cover the District's reasonable costs in offering such activities. The District may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of District owned equipment or attire. The coach or sponsor will provide students with written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.

### *6. Post-secondary Education Costs.*

Some students enroll in post-secondary courses while still enrolled in the District's high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive both high school and post-secondary education credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the District shall offer the course without charge for tuition, transportation, books or other fees, except tuition and other fees associated with obtaining credits from a post-secondary educational institution.

### *7. Transportation Costs.*

The District will charge students reasonable fees for transportation services provided by the District to the extent permitted by federal and state statutes and regulations.

*8. Copies of Student Files or Reports.*

The District will charge a fee for making copies of a student's files or records for the parents or guardians of such students. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Parents of students have the right to inspect and review the student's files or records without the payment of a fee, and no fee shall be charged to search for or retrieve any student's files or records.

*9. Participation in Before-and-After-School or Pre-kindergarten Services.*

The District will charge reasonable fees for participation in before-and-after-school or pre-kindergarten services offered by the District pursuant to statute.

*10. Participation in Summer School or Night School.*

The District will charge reasonable fees for participation in summer school or night school, and may charge reasonable fees for correspondence courses.

*11. Charges for Food Consumed by Students.*

The District will charge for items that students purchase from the District's breakfast and lunch programs. The fees charges for these items will be set according to applicable federal and state statutes and regulations. The District will charge students for the cost of food, beverages, and the like that students purchase from a school store, a vending machine, a booster club or from similar sources. Students may be required to bring money or food for field trip lunches and similar activities.

C. Waiver Policy.

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1) participation in extracurricular activities and (2) the use of a musical instrument in optional music courses that are not extracurricular activities. Actual participation in the free or reduced-price lunch program is not required to qualify for the waiver provided in this section. The District is not obligated to provide any particular type or quality of equipment or other materials to eligible students.

D. Distribution of Policy.

This policy will be published in the Student Handbook or its equivalent that will be provided to students at no cost.

Adopted: 6-10-02

Revised: 2-14-05; 8-8-11

Reviewed: 8-8-05; 8-14-06; 8-13-07; 8-11-08; 7-12-10

**CERTIFICATION**

On the 9th day of June, 2003, the Board of Education of Bayard Public Schools held a public hearing on a proposed student fee policy. The hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the 2002-2003 school year. This student fee policy was then adopted by a majority vote of the school board at an open public meeting conducted in compliance with the Public Meetings Law.

Adopted: 6-10-02

Revised: 2-14-05

Reviewed: 8-8-05; 8-14-06; 8-13-07; 8-11-08; 7-12-10; 8-8-11

**STUDENT FEE WAIVER PROCEDURES**

The Board recognizes that while certain fees, specialized equipment, specialized attire, or project materials are appropriate and authorized, some students and their families are not financially able to afford them. The school district will grant waivers upon request to the students of families eligible for free or reduced priced meals under the federal Child Nutrition program.

Waivers must be requested prior to the waiver deadlines as listed below. Waivers will not be approved retroactively for fees previously paid or specialized items, attire or project materials purchased by students. Only those fees and items eligible for waivers as required by state statute shall be waived.

The following deadlines will apply to requests for waivers:

1. Extracurricular Activity Participating Fees – The end of the first week of practice for a particular sport or activity.
2. Extracurricular Activity Specialized Equipment and Attire – The end of the first week of practice for a particular sport or activity.

Parents or students eligible for waivers shall make an application on the form provided by the school district. Applications may be made at any time but must be renewed annually. Denial of a waiver may be appealed to the superintendent, but eligibility is strictly dependent upon meeting financial guidelines established by the Child Nutrition program.

The school district will treat the application and waiver process, as any other student record and student confidentiality and access provisions will be followed.

The school district will annually notify parents and students of the waiver. The student fee policy and guidelines will be published annually in the Student Handbook

## **REGULATIONS FOR PROVIDING REQUIRED SPECIALIZED EQUIPMENT OR ATTIRE IN EXTRACURRICULAR ACTIVITIES**

The following extracurricular activities require specialized equipment or specialized attire to be provided by participating students. Students qualifying for free or reduced price meals are eligible to apply for waivers under school policy.

### **ACTIVITY**

### **DESCRIPTION**

All Classes No class dues will be assessed. All class money for class activities will be earned through fundraising activities. If you want to take part in the class activities you must work the fundraising projects.

Band Instruments; meals during competition; band uniform cleaning fee; registrations fees (All-State, High Plains, etc.).

Choir Registration fees (All-State, High Plains, etc.); meals at contests; folder for music (2-pocket); choir trip.

Elementary Music Miscellaneous costumes and props for Elementary shows.

Magic Rhythm Performance outfit (girls – dresses, briefs, shoes and nylons. boys – shirt, pants, vest, tie, cummerbund, socks and shoes); meals on competition days.

21<sup>st</sup> Century Performance outfit (girls – dresses, briefs, shoes and nylons. boys – shirt, pants, vest, black socks and shoes); white shirts for caroling; meals on competition days; miscellaneous costumes and props for annual show; 21<sup>st</sup> trip.

JR. High Swing Choir T-shirt; meals for competitions.

FFA Meals for trips, FFA jackets.

Jr. Class Play Costumes.

Library OVER DUE charge \$.25 per item per day starting the second week material is over due. They have a one-week grace period to return or renew material. LOST library material – pay the replacement cost of the item. If item is found money is refunded. DAMAGED library material – if material is severely damaged there will be a replacement cost charge. REPAIR of textbooks will be charged by the instructor.

National Honor Society Each member is required to collect 5 pledges or donations for the bowl-a-thon fundraiser. Each member pays for the games they bowl (2-3 games).

One-Act Plays Costumes.

Quiz Bowl Meals at competition.

Senior Class Class t-shirt; donating items for concessions, prom, etc.; flower for graduation if class funds are not available.

Spanish Club \$3 fee for annual dinner; Spanish Dictionary is optional – some are provided in class for the students' use. In the event of a Foreign Language Fair at Chadron State College, student may be required to pay an enrollment fee (usually only charged, if needed to pay for materials) – sack lunches will be provided by the school.

Speech Meals at competition.

Cheerleading Cheerleading uniform – cheerleader will conduct fundraisers to help with the cost of uniform. You must help with these activities in order to be a cheerleader.

Basketball (Boys/Girls) Basketball shoes (JH/High School).

Football Football shoes.

Golf (Boys/Girls) Golf clubs, bag, tees, balls.

Track (Boys/Girls) Track shoes (running spikes, field event shoes, jumping event shoes, etc.); t-shirts/sweatshirts; gloves and cap; and meals on competition days.

Volleyball Meals on competition days and black spandex shorts.

Wrestling Shoes.

X-Country T-shirt (optional), jacket (optional), shoes- spikes (optional), socks, running tights, one size fits all gloves, head bands (ear covers) and meals on competition days.

JR High Football Football shoes (optional) may wear tennis shoes.

JR High Track (Boys/Girls) Track shoes and meals on competition days.

This list is not all inclusive. Activities and items may be added during the year.

### **STUDENT FEE ASSESSMENTS**

The following fees, charges or fines will be assessed during the school year for students

involved in the activities described.

Students may apply for waivers of some fees under district waiver guidelines. The student fee policy and guidelines will be published annually in the Student Handbook.

<b><u>ACTIVITY</u></b>	<b><u>COST</u></b>
Lunch	Price established for the year.
Band Uniform Cleaning Fees	\$10.00
FFA, FCCLA	As set by the organization.
Cheerleading Clinic	As set by sponsoring group.
Miscellaneous Fees:	
Lost textbooks and library books.	Cost to replace.
Damaged textbooks and library books.	Cost to repair or replace.
Lost school or athletic equipment.	Cost to replace.
Broken or destroyed school or athletic equipment.	Cost to repair or replace.

### **SUGGESTED PERSONAL OR CONSUMABLE ITEMS**

Teachers may suggest students to supply various personal or consumable items for use in school. The following list provides an example of the types of items that may be considered personal or consumable. Teachers shall furnish the principal with a list of all items suggested prior to the beginning of the school year. This will allow students and parent's time to purchase them.

Pencils	Markers (no neon or glitter)
Colored Pencils	Highlighters
Pens	Activity Calendars
Paper	Compass
Graph Paper	Protractor
Tablets	Calculator (Tillman's class TI-36X or 30X IIS)

BOARD POLICY

BAYARD PUBLIC SCHOOLS

Notebooks

Blank Computer Disks

White Out

Blank Audio or Video Tapes

Organizers

Reeds for Musical Instruments

Planners

Make-up kits for Drama

Scissors

Protective Mouthpiece for Sports

Erasers

Elmer's Glue (other types may create usage

Glue Stick

difficulties)

**BAYARD PUBLIC SCHOOLS**

**STUDENT FEE WAIVER APPLICATION**

Students whose families meet the income guidelines for free and reduced price lunches are eligible to have expenses of certain fees, specialized equipment, and specialized attire and project materials waived as provided by district policy. All information provided in connection with this application will be kept confidential. This waiver does not carry over from year to year and must be completed annually.

ALL INFORMATION REQUESTED ON THIS FORM MUST BE COMPLETED FOR THE FEE WAIVER APPLICATION TO BE PROCESSED

**PLEASE PRINT**

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

Name of Parent or Guardian: \_\_\_\_\_

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

City, State, Zip Code: \_\_\_\_\_

Student Name(s)	School Attending	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Your signature below is required for the release of information regarding the student or students' family financial eligibility for the programs checked above. Without your signature, this application cannot be processed.

Signature of parent or guardian: \_\_\_\_\_

\*\*\*\*\*

Specific fees, equipment, attire or materials to which this wavier applies: \_\_\_\_\_

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

Submit this form to Mr. Dennis Dubry at the Elementary Principals Office

**STUDENT COURSE PROJECT PURCHASE FORM**

Amendments to the Public Elementary and Secondary Student Fee Authorization Act prohibit the district from requiring students to furnish materials for standard course projects. In general, all course projects will remain the property of the district. However, it is the district’s policy to allow students to purchase their projects provided they have agreed to such a purchase prior to beginning work on the project.

**ALL INFORMATION REQUESTED ON THIS FORM MUST BE COMPLETED PRIOR TO BEGINNING THE PROJECT TO ALLOW PURCHASE BY THE STUDENT.**

**PLEASE PRINT**

To be completed by the instructor:

Course: \_\_\_\_\_

Expected Completion Date \_\_\_\_\_

Project

\_\_\_\_\_

Estimated Cost: \_\_\_\_\_

Instructor’s Signature: \_\_\_\_\_

I \_\_\_\_\_ agree to purchase this project and/or all project

Student’s Name

Materials following the project’s expected completion date:

Student’s Signature: \_\_\_\_\_

I permit my student to purchase this project and/or all project materials following the project’s expected completion date:

Parent/Guardian’s Signature \_\_\_\_\_

Adopted: 6-10-02

Revised: 2-14-05

Reviewed: 8-8-05, 8-14-06, 8-13-07, 8-11-08; 7-12-10; 8-8-11

**POLICY NO. 5416 - SCHOOL WELLNESS POLICY**

The Bayard Public School (BPS) District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Bayard Public School District that practical and reasonable efforts will be made to comply with the following:

- The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, our district will participate in available federal school meal programs.
- The district will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

TO ACHIEVE THESE POLICY GOALS:

**I. Wellness Team (School Health Advisory Committee)**

The school district will create, strengthen, or work within the existing wellness team to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The team will also serve as resources for implementing these policies. (The wellness team consists of a group of individuals representing the school and community, and should include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)

**II. Nutritional Quality of Foods and Beverages Sold and Served on Campus****School Meals**

Meals served through the National School Food Program will meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations. When practical and

available in a form that can be efficiently prepared, local foods will be used in the school lunch program.

### **Free and Reduced-priced Meals**

BPS will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

### **Food Vending Machines**

Any food vending will be in compliance with the Nebraska Department of Education School Nutrition Program guidelines.

### **Fundraising Activities**

To support children's health and school nutrition-education efforts, BPS will encourage fundraising activities that will promote physical activity and/or involve food that is in compliance with USDA regulations.

### **Snacks**

Snacks served during the school day will have an emphasis on serving fruits and vegetables as the primary snacks and water or milk as the primary beverage. BPS will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.

### **Rewards**

If using foods or beverages as rewards for academic performance or good behavior, BPS will encourage staff members to use foods or beverages that are in compliance with USDA regulations. BPS will not withhold food or beverages (including food served through school meals) as a punishment.

### **Celebrations**

BPS will limit celebrations that involve food during the school day. The district will keep a list of ideas for healthy celebrations/parties.

## **III. Nutrition and Physical Activity Promotion and Food Marketing**

### **Nutrition Education and Promotion**

Bayard Public School District aims to teach, encourage, and support healthy eating by students. Schools may provide nutrition education and engage in nutrition promotion as follows:

- Encourage nutrition education and nutrition promotion not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- Administrators may inform teachers about opportunities to attend training on nutrition and the importance of role modeling healthful habits for students;
- Teachers will have access to nutrition resources via Nebraska Action for Healthy Kids website and the Nebraska Department of Education Nutrition Services website.

**Family & Community**

Parents may, from time to time, be invited to join students for school meals. Family members and community members are encouraged to become actively involved in programs that provide nutrition education.

**Staff Wellness**

Bayard Public School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. This wellness team will develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, exercise, and other elements of a healthy lifestyle among school staff. BPS staff members are encouraged to serve as healthy role models for students.

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- Students will spend at least 50 percent of physical education class time participating in moderate to vigorous exercise.
- The curriculum will meet or exceed the health and physical education standards established by the Nebraska Department of Education.

**Daily Recess**

Elementary students will have at least 20 minutes a day of supervised recess, preferably outdoors. As a general guideline, if the wind chill factor is above zero degrees Fahrenheit recess will be conducted outdoors. Parents of students with medical conditions for whom this policy is a concern are to inform the school nurse, the classroom teacher, and the building administrator and upon request from school personnel shall provide medical verification, physician treatment protocols and prescribed medication as appropriate.

Moderate to vigorous exercise will be encouraged verbally and through the provision of adequate space and age-appropriate equipment.

**Physical Activity and Punishment (This guideline does not apply to extracurricular activities)**

Teachers and other school personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity, other than reasonable limitations on recess, as

punishment. Upon the agreement of the teacher, the principal, and the parent, students may be required to complete school assignments prior to attending recess. Alternative recess times or alternate recess activities may be assigned (walking during recess or cleaning the sidewalk during recess) for school disciplinary purposes.

### **Integrating Physical Activity into the Classroom Setting**

For students to receive the nationally-recommended amount of daily exercise (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for exercise beyond physical education class. Toward that end:

- Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- Opportunities for physical activity will be incorporated into other subject lessons;
- When circumstances make it necessary for students to remain indoors and inactive for more than two consecutive hours, the students will be given periodic breaks during which they will be encouraged to stand and be moderately active;
- School administrators may inform teachers about opportunities to attend training on physical activity/physical education and the importance of modeling healthful habits for students; and
- Teachers will be able to access physical education/physical activity resources via Nebraska Action for Healthy Kids website and the Nebraska Department of Education PE Health website.

### **Family & Community**

Information will be made available upon request to help families incorporate physical activity into the lives of all household members. Families and community members may be encouraged to institute programs that support physical activity, such as a walk to school program. The district may provide information about physical education and other school-based physical activity opportunities before, during, and after the school day, and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports may include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

School staff will continue to make school facilities available to community members and groups to promote physical activity and wellness for community members in accordance with other board policies and in accordance with the requirements of the district's insurance.

## **V. Monitoring and Policy Review**

### **Monitoring**

The superintendent or designee will monitor compliance with established district-wide nutrition and physical activity wellness policies. The elementary and high school principal or designee will monitor compliance with those policies in their school and will report on the school's compliance to the school district superintendent or designee upon request of the superintendent.

School food service staff will monitor compliance with nutrition policies within school food service areas and will report on this matter to the superintendent upon request of the superintendent.

The district may annually incorporate wellness policy information into the annual report.

### **Policy Review**

To help with the initial development of the 2015 revision of the district's wellness policies, a baseline assessment of the school's existing nutrition and physical activity environments was conducted in 2015 utilizing the *School Health Index* from the Centers for Disease Control and Prevention. As part of that review, the school district reviewed nutrition and physical activity policies, provisions of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district may as necessary revise the wellness policies and develop work plans to facilitate their implementation and the School Health Index may be reviewed at least every three years.

Policy Reference:     Policy No. 1000 – Principles and Objectives for Community Relations  
                              Policy No. 1401 – General Regulations for Use of School Facilities  
                              Policy No. 1406 – Use of School Grounds and Facilities

Adopted: 5-8-06

Reviewed: 7-12-10

Revised: 6-8-15

## **POLICY NO. 5800 - STUDENTS – ANTI BULLYING**

One of the missions of the District is to provide a physically safe and emotionally secure environment for all students and staff.

The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others.

The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

The school district shall review the anti-bullying policy annually.

Legal reference: Laws 2008, LB 205

Student Discipline Act, Neb. Rev. Stat 79-254 to 79-296;

NDE February 2003 State Board Action; Reaffirmed December 2005

Adopted: 8-9-04

Revised: 7-14-08

Reviewed: 7-12-10



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**QUOTE PREPARED FOR:**

Bayard Jr Sr High School  
726 4TH AVE  
BAYARD, NE 69334  
ACCOUNT NUMBER: 310099

**SUBSCRIPTION/DIGITAL CONTACT:**

Holly Nolte  
holly.nolte@bayardtigers.org

**CONTACT:**

Holly Nolte  
holly.nolte@bayardtigers.org

**SALES REP INFORMATION:**

Amanda Kelly  
amanda.kelly@mheducation.com  
(720) 601-3265

Section Summary	Value of All Materials	Free Materials	Product Subtotal
<a href="#">STUDY SYNC 2021 with 2 NOVELS</a>	\$32,640.00	\$0.00	\$32,640.00
<a href="#">TEACHER MATERIALS</a>	\$2,033.82	(\$2,033.82)	\$0.00
<b>PRODUCT TOTAL*</b>	\$34,673.82	(\$2,033.82)	\$32,640.00
ESTIMATED S&H**			\$2,611.20
ESTIMATED TAX**			\$0.00
<b>GRAND TOTAL*</b>			<b>\$35,251.20</b>

\* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

\*\*Shipping and handling charges are not included in the quote total. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
<b>STUDY SYNC 2021 with 2 NOVELS</b>					
STDYSNC CORE ELA GR 7 STDRD SINGLE BIND STDNT BNDL 7YR PRNT AND DGTL PLUS 2 NVLS	978-0-07-683518-8	28	\$170.00	\$0.00	\$4,760.00
STDYSNC CORE ELA GR 8 STDRD SINGLE BIND STDNT BNDL 7YR PRNT AND DGTL PLUS 2 NVLS	978-0-07-683519-5	32	\$170.00	\$0.00	\$5,440.00
STUDYSNC CORE ELA GR9 STDRD SNGL BIND STDNT BNDL 7YR PRNT AND DGTL PLUS 2 NVLS	978-0-07-683785-4	33	\$170.00	\$0.00	\$5,610.00
STDYSNC CORE ELA GR10 STDRD SNGL BIND STDNT BNDL 7YR PRNT AND DGTL PLUS 2 NVLS	978-0-07-683789-2	33	\$170.00	\$0.00	\$5,610.00
STDYSNC CORE ELA GR11 STDRD SGL BND SET STDNT BNDL 7YR PRNT AND DGTL PLUS 2 NVLS	978-0-07-683928-5	33	\$170.00	\$0.00	\$5,610.00
STDYSNC CORE ELA GR12 STDRD SGL BND SET STDNT BNDL 7YR PRNT AND DGTL PLUS 2 NVLS	978-0-07-683931-5	33	\$170.00	\$0.00	\$5,610.00
<b>STUDY SYNC 2021 with 2 NOVELS Subtotal:</b>				<b>\$0.00</b>	<b>\$32,640.00</b>
<b>FWO TEACHER MATERIALS</b>					
STUDYSYNC CORE ELA GRADE 7 TEACHER ONLINE 7YR SUBSCRIPTION	978-0-07-681574-6	1	\$168.99	\$168.99	*Free Materials
STUDYSYNC CORE ELA GRADE 7 TEACHER EDITION VOLUME 1	978-1-94-973924-4	1	\$84.99	\$84.99	*Free Materials
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STUDYSYNC CORE ELA GRADE 9 TEACHER ONLINE 7YR SUBSCRIPTION	978-0-07-683532-4	1	\$168.99	\$168.99	*Free Materials
STUDYSYNC CORE ELA GRADE 9 TEACHER EDITION VOLUME 1	978-1-94-973926-8	1	\$84.99	\$84.99	*Free Materials
STUDYSYNC CORE ELA GRADE 9 TEACHER EDITION VOLUME 2	978-1-94-973933-6	1	\$84.99	\$84.99	*Free Materials
STUDYSYNC CORE ELA GRADE 10 TEACHER ONLINE 7YR SUBSCRIPTION	978-0-07-683536-2	1	\$168.99	\$168.99	*Free Materials

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STUDYSYNC CORE ELA GRADE 10 TEACHER EDITION VOLUME 2	978-1-94-973934-3	1	\$84.99	\$84.99	*Free Materials
STUDYSYNC CORE ELA GRADE 11 TEACHER ONLINE 7YR SUBSCRIPTION	978-0-07-683537-9	1	\$168.99	\$168.99	*Free Materials
STUDYSYNC CORE ELA GRADE 11 TEACHER EDITION VOLUME 1	978-1-94-973928-2	1	\$84.99	\$84.99	*Free Materials
STUDYSYNC CORE ELA GRADE 11 TEACHER EDITION VOLUME 2	978-1-94-973935-0	1	\$84.99	\$84.99	*Free Materials
STUDYSYNC CORE ELA GRADE 12 TEACHER ONLINE 7YR SUBSCRIPTION	978-0-07-683541-6	1	\$168.99	\$168.99	*Free Materials
STUDYSYNC CORE ELA GRADE 12 TEACHER EDITION VOLUME 1	978-1-94-973929-9	1	\$84.99	\$84.99	*Free Materials
STUDYSYNC CORE ELA GRADE 12 TEACHER EDITION VOLUME 2	978-1-94-973936-7	1	\$84.99	\$84.99	*Free Materials
<b>FWO TEACHER MATERIALS Subtotal:</b>				<b>\$2,033.82</b>	<b>\$0.00</b>

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726 4TH AVE  
BAYARD, NE 69334  
ACCOUNT NUMBER: 310099

**CONTACT:**

Holly Nolte  
holly.nolte@bayardtigers.org

VALUE OF ALL MATERIALS	\$34,673.82
FREE MATERIALS	(\$2,033.82)
<b>PRODUCT TOTAL*</b>	<b>\$32,640.00</b>
ESTIMATED SHIPPING & HANDLING**	\$2,611.20
ESTIMATED TAX**	\$0.00
<b>GRAND TOTAL</b>	<b>\$35,251.20</b>

**SUBSCRIPTION/DIGITAL CONTACT:**

Holly Nolte  
holly.nolte@bayardtigers.org

Comments:

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**School Purchase Order Number:** \_\_\_\_\_

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Name of School Official (Please Print)

\_\_\_\_\_  
Signature of School Official

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Item	Item Number	Quantity	Price	Total
Gov Alive! Power, Politics, and You: Student Bundle (6 Yrs)	TB-0144-6	35	\$87.00	\$3,045.00
Gov Alive! Power, Politics, and You: Teacher Subscription (6 Yrs)	0137-06	1	\$450.00	\$450.00
HA! Pursuing American Ideals: Student Bundle (6 Yrs)	TB-0663-6	35	\$98.00	\$3,430.00
HA! Pursuing American Ideals: Teacher Subscription (6 Yrs)	0656-06	1	\$825.00	\$825.00
HA! World Connections: Student Bundle (6 Yrs)	TB-0915-6	35	\$98.00	\$3,430.00
HA! World Connections: Teacher Subscription (6 Yrs)	0908-06	1	\$825.00	\$825.00
GA! Regions and People: Student Bundle (6 Yrs)	TB-0687-6	35	\$92.00	\$3,220.00
GA! Regions and People: Teacher Subscription (6 Yrs)	0670-06	1	\$725.00	\$725.00
HA! US Through Modern Times: Student Bundle (6 Yrs)	TB-8940-6	35	\$92.00	\$3,220.00
HA! US Through Modern Times: Teacher Subscription (6 Yrs)	8933-06	1	\$725.00	\$725.00
HA! Medieval World & Beyond: Student Bundle (6 Yrs)	TB-2320-6	35	\$92.00	\$3,220.00
HA! Medieval World & Beyond: Teacher Subscription (6 Yrs)	2313-06	1	\$725.00	\$725.00
SSA! Me and My World: Student Bundle (6 Yrs)	TB-0340-6	25	\$48.00	\$1,200.00
SSA! America's Past: Student Bundle (6 Yrs)	TB-9947-6	30	\$72.00	\$2,160.00
SSA! America's Past: Teacher Subscription (6 Yrs)	9923-06	1	\$325.00	\$325.00
SSA! Regions of Our Country: Student Bundle (6 Yrs)	TB-7431-6	30	\$72.00	\$2,160.00
SSA! Regions of Our Country: Teacher Subscription (6 Yrs)	7417-06	1	\$325.00	\$325.00
SSA! Our Community & Beyond: Student Bundle (6 Yrs)	TB-1361-6	30	\$58.00	\$1,740.00
SSA! Our Cmty & Beyond: Teacher Subscription (6 Yrs)	1347-06	2	\$275.00	\$550.00
SSA! My Community: Student Bundle (6 Yrs)	TB-0968-6	25	\$58.00	\$1,450.00
SSA! My Community: Teacher Subscription (6 Yrs)	0944-06	2	\$275.00	\$550.00
SSA! My School and Family: Student Bundle (6 Yrs)	TB-0890-6	25	\$58.00	\$1,450.00
SSA! My School and Family: Teacher Subscription (6 Yrs)	0876-06	2	\$275.00	\$550.00
SSA! Me & My World: Teacher Subscription (6 yrs)	0081-06	1	\$250.00	\$250.00
Econ Alive! The Power to Choose: Student Bundle (6 Yrs)	TB-0472-6	18	\$87.00	\$1,566.00

Item	Item Number	Quantity	Price	Total
Econ Alive! The Power to Choose: Teacher Subscription (6 Yrs)	0465-06	1	\$450.00	\$450.00
			Subtotal	\$38,566.00
			Shipping	\$1,564.55
			Total	\$40,130.55

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**VALLEY ALTERNATIVE LEARNING TRANSITIONING SCHOOL  
BYLAWS**

**ARTICLE I  
NAME**

An Interlocal Cooperative Agreement among Banner County School District No. 04-0001, Bayard Public School District No. 62-0021, Bridgeport Public School District No. 62-0063, Gering Public School District No. 79-0016, Kimball Public School District No. 53-0001, Minatare Public School District No. 79-0002, Mitchell Public School District No. 79-0031, Morrill Public School District No. 79-0011, Scottsbluff Public School District No. 79-0032, and Sidney Public School District No. 17-0001 creates an interlocal educational agency named Valley Alternative Learning Transitioning School hereinafter referred to as VALTS.

**ARTICLE II  
PURPOSES**

- A. The Interlocal Agreement hereby establishes a separate entity for the purpose of providing for the general educational needs and providing educational services as identified and required by member school districts and further providing for economy, efficiency and cost effectiveness in the cooperative delivery of educational services.
  
- B. Goals
  - 1. To provide alternative ways for students to achieve high school graduation resulting in increased graduation rates and preparation for life after high school.
  - 2. To certify that, upon completion of a course, students will have reached or surpassed the district and/or state performance assessments which measure student progress.
  - 3. To develop innovative student performance assessments which measure student progress.
  - 4. To provide a caring, diversified learning environment where students will develop positive self-concepts, increase their self-esteem, and recognize and appreciate the correlation between education and success in the workplace.
  - 5. To be accountable to the community and the home school district through quality student achievement.
  - 6. To provide opportunities for community involvement.
  - 7. To provide a safe and orderly school environment.
  - 8. To provide an alternative, diversified environment where students can achieve success.

- C. The Mission of VALTS is to empower students to meet the challenges of our changing world. Our setting will create engaging and empowering learning opportunities.

**ARTICLE III  
MEMBERSHIP**

- A. Membership includes the districts participating in the Interlocal Cooperative Agreement.
- B. Participation will be determined by the Interlocal Cooperative Agreement.
- C. Any party may withdraw from the Interlocal Cooperative Agreement by giving written notification as outlined in the Agreement.

**ARTICLE IV  
BOARD OF EDUCATION**

- A. The Interlocal Cooperative Agreement provides for a governing Board of Education. The name of the Board will be the VALTS Board of Education hereinafter referred to as VALTS BOE.
- B. Membership of the VALTS BOE is defined in the Interlocal Cooperative Agreement.
- C. In the event a member is unable to attend either a regular or special meeting, a substitute member with full voting privileges will be appointed from the represented district.
- D. Should a vacancy on the VALTS BOE occur, it will be the responsibility of the district represented by the vacant position to appoint a replacement member.
- E. The Board shall elect from its members a President and Vice President. The Board shall appoint a Secretary and the ESU #13 Business Manager as the Treasurer.
- F. Officers of the Board

President: The President will preside at all meetings. The President will conduct all meetings in accordance with the bylaws adopted by the VALTS BOE. The President will have the right to discuss questions and to vote. The President will have signature authority for the VALTS BOE.

Vice President: In the absence of the President, the Vice President will perform the duties and have the obligations of the President.

Secretary: The Secretary will keep the minutes of the meetings, send out notices of meetings and arrange publication of meeting notices and minutes of the meetings.

Treasurer: The Treasurer will maintain copies of all transactions of the VALTS BOE.

G. The term of office for the officers of the VALTS BOE will be one year.

H. Duties and Responsibilities of the Board

1. Review the compensation of any Administrator, teacher, service contractor, or other employee which will be in accordance with ESU 13's compensation package process.
2. Determine the per slot amount each school district will pay.
3. Adopt and administer a budget funded by revenue from assessments of the member school districts.
4. Receive any school district, county, state or federal funds or funds or property received from any other source for operating expenses and for the purpose of matching any funds that may be made available to it on a matching basis by any state or federal agency.
5. Contract for services connected with operation of VALTS as needs and interests demand.
6. Establish any necessary fees and charges.
7. Shall have the power to exercise any powers, duties, and responsibilities necessary to carry out the purposes of VALTS authorized by the laws of the State of Nebraska.

## **ARTICLE V MEETINGS OF THE BOARD**

A. Regular Meetings

1. A regular quarterly meeting will be held to legally transact any and all business in accordance with appropriate statutes.
2. Regular meeting time will be TBA.
3. Regular meeting location will be published in the meeting notification.
4. Regular meetings will be held on or before the second Thursday during the months of March, June, September and December.

B. Special Meetings

1. Special meetings of the VALTS BOE may be called between regularly scheduled meetings in order to discuss or take action on a single issue, a set of issues, or any necessary emergency issue.

2. Special meetings may be called by the VALTS BOE as a whole, the President of the VALTS BOE, or through written request of a quorum of the VALTS BOE.
- C. A majority of the members will constitute a quorum for the transaction of business.
  - D. All meetings of the VALTS BOE will be announced in advance through publication as required by statute.
  - E. Meeting agendas will be prepared by the VALTS BOE President and an official from the VALTS Administration or a service contractor, when used.

**ARTICLE VI  
FINANCES**

- A. The fiscal year will be the same as the fiscal year for Nebraska public schools, September 1 through August 31.
- B. Fiscal Officer: ESU #13 will serve as the Fiscal Officer for VALTS.
- C. Annual Audit
  1. An annual audit of the books, accounts, policies, and procedures will be performed following the close of each fiscal year as part of the ESU #13 annual audit.
  2. A prepared audit report or a report of the pertinent findings from the audit of the contracting agency and the fiscal agent's district will be presented to the VALTS BOE at a regularly scheduled meeting.
- D. Members of the VALTS BOE shall receive no compensation for their services, but shall be reimbursed for the actual and necessary expenses incurred in the performance of their duties.

**ARTICLE VII  
ELECTION OF BOARD OFFICERS**

- A. Election of Board officers will be from VALTS BOE members.
- B. An annual reorganizational meeting will be held at the regularly scheduled quarterly meeting in March of each year.

**ARTICLE VIII  
ADVISORY COUNCIL**

- A. The function of the Advisory Council is to act in a supportive and consultative capacity between the VALTS Administration, or service contractor, and the VALTS BOE.
- B. The VALTS Administration will designate an Advisory Council consisting of principals and/or counselors from each member district.

**ARTICLE IX  
PARLIAMENTARY AUTHORITY**

- A. Except as otherwise provided by law, by regulation or by the VALTS bylaws, meetings will be conducted according to Robert's Rules of Order, Revised.
- B. Any action taken on any question or motion duly moved and seconded will be by roll call vote of the VALTS BOE in open session. The record will state how each member voted or if the member was absent or not voting.
- C. Public comment may be taken during any meeting. A limitation of five minutes will be observed for each individual. The presiding officer may limit redundant comments.

**ARTICLE X  
PROCEDURAL RULINGS**

- A. The VALTS BOE reserves to itself the function of providing guides for the procedures to be followed in the transaction of VALTS operations. These guides shall constitute the procedures governing the operations of VALTS.
- B. Procedures may be adopted after consideration at a meeting of the VALTS BOE with prior written notification.
- C. The formal adoption of procedures shall be recorded in the minutes of the VALTS BOE.
- D. The operation of any section or sections of procedures, not established by law or contract, may be temporarily suspended by a majority vote of the VALTS BOE members present at regular or special meeting times.
- E. VALTS BOE procedures may be subject to amendment only by a majority vote of all members of the VALTS BOE.

F. Proposals for New Procedures or Changes to Existing Procedures

1. Proposals for new procedures or changes to existing procedures may be initiated, in writing, by any VALTS BOE member or Advisory Council member.
2. Procedure proposals and suggested amendments to or revisions of existing procedures shall be submitted to all VALTS BOE members, in writing, at least three days prior to a regular or special VALTS BOE meeting, at which such a proposed procedure of revision shall be voted upon.

**ARTICLE XI  
AMENDMENTS TO BYLAWS**

A. Bylaws may be adopted after consideration at a meeting of the VALTS BOE with prior written notification.

B. Any section or sections of the bylaws not established by law or contract may be temporarily suspended by a majority vote of the VALTS BOE members present at a regular or special meeting, but such bylaw suspension must be reviewed at the next regular or special meeting.

C. VALTS bylaws may be subject to amendment only by a two-thirds vote of all members of the VALTS BOE.

D. Amendments to the Bylaws

1. Amendments to the bylaws may be initiated, in writing, by any VALTS BOE member.
2. Suggested amendments shall be submitted to all VALTS BOE members in writing, at least two weeks prior to a regular or special VALTS BOE meeting, at which such a proposed procedure or revision shall be voted upon.

**INTERLOCAL COOPERATIVE AGREEMENT  
AMENDED MAY 2020**

This **AMENDED INTERLOCAL COOPERATIVE AGREEMENT** made and entered into by and between Banner County Public School District No. 04-0001 (hereinafter referred to as “Banner County”), Bayard Public School District No. 62-0021 (hereinafter referred to as “Bayard”), Bridgeport Public School District No. 62-0063 (hereinafter referred to as “Bridgeport”), Gering Public School District No. 79-0016 (hereinafter referred to as “Gering”), Kimball Public School District No. 53-0001 (hereinafter referred to as “Kimball”), Minatare Public School District No. 79-0002 (hereinafter referred to as “Minatare”), Mitchell Public School District No. 79-0031 (hereinafter referred to as “Mitchell”), Morrill Public School District No. 79-0011 (hereinafter referred to as “Morrill”), Scottsbluff Public School District No. 79-0032 (hereinafter referred to as “Scottsbluff”), and Sidney Public School District No. 17-0001 (hereinafter referred to as “Sidney”), collectively referred to in this Interlocal Cooperative Agreement as the “parties”.

**RECITALS**

**WHEREAS**, Banner County, Bayard, Bridgeport, Gering, Kimball, Minatare, Mitchell, Morrill, Scottsbluff, and Sidney are desirous to enter into an Interlocal Cooperative Agreement, the purpose of which is to provide an alternative learning environment for students; and

**WHEREAS**, Banner County, Bayard, Bridgeport, Gering, Kimball, Minatare, Mitchell, Morrill, Scottsbluff, and Sidney are determined that the establishment of this Interlocal Cooperative Agreement will best serve the students of each respective school district and further shall provide the means of improving and facilitating the quality of education for said students and further shall provide a means of sharing instructional assignments, programs, activities, and functions thereby eliminating duplications of cost of providing such services.

**NOW, THEREFORE, IT IS AGREED** by and between the parties as follows:

1. **NAME**

The name of the Interlocal Cooperative Agency hereby established shall be:  
**VALLEY ALTERNATIVE LEARNING TRANSITIONING SCHOOL** (hereinafter referred to as “VALTS”)

2. **PURPOSE**

Banner County, Bayard, Bridgeport, Gering, Kimball, Minatare, Mitchell, Morrill, Scottsbluff, and Sidney hereby agree pursuant to the terms of this Interlocal Cooperative Agreement that there is hereby established an Interlocal Cooperative Agreement pursuant to Sec. 13-804 R.R. S. 1943 et seq. hereby establishing a separate entity for the purpose of providing for the general education needs and providing educational services as identified and required by member school districts and further providing for

economy, efficiency and cost effectiveness in the cooperative delivery of education services.

Subject to approval by the Board of Education of VALTS, the allocation of educational slots for students attending VALTS shall be as follows:

Gering Public School District #16	=	20 slots
Mitchell Public School District # 31	=	7 slots
Sidney Public School District #1	=	7 slots
Scottsbluff Public School District #32	=	5 slots
Bayard Public School District #21	=	2 slots
Bridgeport Public School District #63	=	2 slots
Kimball Public School District #1	=	2 slots
Minatare Public School District #2	=	2 slots
Morrill Public School District #11	=	2 slots
Banner County Public School District #1	=	1 slot

Additional slots for districts may be allowed if approved by VALTS/ESU #13 Administration. Member districts also have the option of transferring excess student slots. Any transfer must meet the following conditions:

1. Should a district assume such a slot, the cost of the slot will be the prevailing rate charged all member districts for that same year.
2. The district assuming the slot will pay for the slot on a quarterly basis.

### **3. GOALS**

1. To provide alternative ways for students to achieve high school graduation resulting in increased graduation rates and preparation for life after high school.
2. To certify that, upon completion of a course, students will have reached or surpassed the district and/or state performance assessments which measure student progress.
3. To develop innovative student performance assessments which measure student progress.
4. To provide a caring, diversified learning environment where students will develop positive self-concepts, increase their self-esteem, and recognize and appreciate the correlation between education and success in the workplace.
5. To be accountable to the community and the home school district through quality student achievement.
6. To provide opportunities for community involvement.
7. To provide a safe and orderly school environment.
8. To provide an alternative, diversified environment where students can achieve success.

**4. MISSION**

The mission of VALTS is to empower students to meet the challenges of our changing world. Our setting will create engaging and empowering learning opportunities.

**5. PHILOSOPHY**

The philosophy is based upon the belief that students have a right to a free, appropriate education; and students, when offered the appropriate environment, can experience educational success. The traditional education model, effective as it may be for the majority of our students, does not provide the right environment for some students. VALTS will be student rather than department centered. Its curriculum will be built upon state and district mandated standards.

**6. DURATION**

This Interlocal Cooperative Agreement shall continue until terminated by the Parties as provided herein. This Agreement may be terminated by agreement of all Parties.

**7. NOTICE OF PARTICIPATION**

The district will be committing to participate in VALTS for two school years beyond the current school year. Each member district agrees it shall budget and pay an assessed amount per slot as determined and agreed to each year by the VALTS Board of Education. The VALTS Board of Education shall, on an annual basis, discuss procedures to address any shortfalls or excesses in the budget which may exist.

A district may notify ESU #13 and the VALTS Board of Education of its intent to withdraw from the VALTS program prior to March 1st of the current school year. If a withdrawal is received by ESU #13 and VALTS Board of Education, such withdrawal shall become effective two years from the end of the school year notification is received. A party who has withdrawn shall have no right to accumulated assets of the Interlocal Cooperative Agency, nor shall the withdrawing party have a right to require the remaining parties to liquidate or otherwise dispose of assets of the Interlocal Cooperative Agency.

**8. GENERAL POWERS**

Said Interlocal Cooperative Agency shall have all power authorized by the laws of the State of Nebraska including the power to acquire or dispose of real and personal property and shall constitute a separate public body corporate and politic of the state and shall have power: (a) to sue and be sued; (b) to make and execute contracts and other instruments necessary and convenient to exercise of its power; (c) and from time to time to make, amend and repeal bylaws, rules and regulations not inconsistent with the Interlocal Cooperative Act and the agreement providing for its creation, and to carry out and effectuate said powers and purposes.

**9. GENERAL ORGANIZATION**

This Interlocal Cooperative Agency shall be governed by a Board of Education which

shall be comprised of three duly elected Board of Education members from the district that purchases the most slots, two duly elected Board of Education members from the district that purchases the second most slots, and two duly elected Board of Education members from the district that purchases the third most slots. In the event of a tie, the superintendents of the participating districts shall determine the appropriate district(s) to provide Board of Education members. Members of the Board shall receive no compensation for their services, but shall be reimbursed for the actual and necessary expenses incurred in the performance of their duties. The Board shall elect from its members a President and a Vice President. The Board will also appoint a Secretary and a Treasurer. The Board may receive for a purpose for which is made available any school district, county, state, or federal funds made available to it or funds or property received from any source for operating expenses and for the purpose of matching any funds that may be made available to it on a matching basis by any state or federal agency. The Board shall further have the power to contract for services connected with the operation of this Interlocal Cooperative Agency as needs and interest demand and shall establish fees and charges for services including the power to establish tuition rates for course of instruction offered and shall have the power to exercise any other powers, duties and responsibilities necessary to carry out the purpose of the Interlocal Cooperative Agency authorized by the laws of the State of Nebraska.

**10. PURCHASING PROCEDURES**

The VALTS Board of Education recognizes the importance of a sound fiscal management program and expects VALTS to maintain an efficient and consistent procedure in purchasing materials and services for the school. All purchasing for VALTS will adhere to the ESU #13 approved purchase process and relevant Board policies.

**11. TERMINATION-DISPOSAL OF ASSETS**

Upon agreement of the participating parties (all parties other than a party who may have withdrawn) to terminate this Interlocal Cooperative Agreement, the participating parties shall, upon payment of all debts, distribute remaining assets on pro rata; i.e.:

Gering Public School District #16	=	40%
Mitchell Public School District #31	=	14%
Sidney Public School District #1	=	14%
Scottsbluff Public School District #32	=	10%
Bayard Public School District #21	=	4%
Bridgeport Public School District #63	=	4%
Kimball Public School District #1	=	4%
Minatare Public School District #2	=	4%
Morrill Public School District #11	=	4%
Banner County Public School District #1	=	2%
		<hr/> 100%

This **AMENDED AGREEMENT** shall be effective upon its approval by the Board of Education of Banner County Public School District No. 04-0001, the Board of Education of Bayard Public School District No. 62-0021, the Board of Education of Bridgeport Public School District No. 62-0063, the Board of Education of Gering Public School District No. 79-0016, the Board of Education of Kimball Public School District No. 53-0001, the Board of Education of Minatare Public School District No. 79-0002, the Board of Education of Mitchell Public School District No. 79-0031, the Board of Education of Morrill Public School District No. 79-0011, the Board of Education of Scottsbluff Public School District No. 79-0032, and the Board of Education of Sidney Public School District No. 17-0001, and upon execution of such agreement by the Presidents of such school districts.

**SIGNATURE PAGES TO FOLLOW**

BANNER COUNTY PUBLIC SCHOOL  
DISTRICT NO. 04-0001

Dated \_\_\_\_\_

By \_\_\_\_\_  
President, Board of Education

ATTEST:

\_\_\_\_\_  
Secretary of the Board

**ADDITIONAL SIGNATURE PAGES TO FOLLOW**

Dated \_\_\_\_\_

By \_\_\_\_\_  
President, Board of Education

ATTEST:

\_\_\_\_\_  
Secretary of the Board

**ADDITIONAL SIGNATURE PAGES TO FOLLOW**

Dated \_\_\_\_\_

By \_\_\_\_\_  
President, Board of Education

ATTEST:

\_\_\_\_\_  
Secretary of the Board

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President, Board of Education

ATTEST:

\_\_\_\_\_  
Secretary of the Board

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Dated \_\_\_\_\_

By \_\_\_\_\_  
President, Board of Education

ATTEST:

\_\_\_\_\_  
Secretary of the Board

**ADDITIONAL SIGNATURE PAGES TO FOLLOW**

Dated \_\_\_\_\_

By \_\_\_\_\_  
President, Board of Education

ATTEST:

\_\_\_\_\_  
Secretary of the Board

**ADDITIONAL SIGNATURE PAGES TO FOLLOW**

Dated \_\_\_\_\_

By \_\_\_\_\_  
President, Board of Education

ATTEST:

\_\_\_\_\_  
Secretary of the Board

**ADDITIONAL SIGNATURE PAGES TO FOLLOW**

Dated \_\_\_\_\_

By \_\_\_\_\_  
President, Board of Education

ATTEST:

\_\_\_\_\_  
Secretary of the Board

**ADDITIONAL SIGNATURE PAGES TO FOLLOW**

SCOTTSBLUFF PUBLIC SCHOOL  
DISTRICT NO. 79-0032

Dated \_\_\_\_\_

By \_\_\_\_\_  
President, Board of Education

ATTEST:

\_\_\_\_\_  
Secretary of the Board

**ADDITIONAL SIGNATURE PAGES TO FOLLOW**

SIDNEY PUBLIC SCHOOL  
DISTRICT NO. 17-0001

Dated \_\_\_\_\_

By \_\_\_\_\_  
President, Board of Education

ATTEST:

\_\_\_\_\_  
Secretary of the Board

**ADDITIONAL SIGNATURE PAGE TO FOLLOW**

Dated \_\_\_\_\_

By \_\_\_\_\_  
President, Board of Education

ATTEST:

\_\_\_\_\_  
Secretary of the Board

**ADDITIONAL SIGNATURE PAGE TO FOLLOW**

## **Student Board Representative**

*"Building the future through student leadership"*

### **Strategic Plan**

- Invest in student development by continuing to offer leadership opportunities for our students.

### **Goal of LB399**

- Committee on American Civics
- Develop future civic leaders

### **LEAD/Leader in Me Training**

- Currently have students in leadership positions in the school district working on initiatives for the betterment of the school.

### **State Education Conference**

- Shelby Rising City Public Schools – located south of Columbus
- Class C2 School District with enrollment at 415 students
- 6 member Board of Education
- In 2017, the Board of Education recognized a need for developing student leadership and increasing student ownership. In spring of 2018, the Board of Education decided that both could be accomplished through a Student Board Representative.
- Term of Service – One Semester / 4 Meetings
- Work toward a major initiative for the school district by gathering data, developing an action plan, and presenting to the Board.

### **Benefits to the Students**

- Learning how a Board of Education works.
- Opportunity for increased student ownership.
- Developing a connection between the board and the students.
- Understanding of the chain of command to resolve issues.
- Becoming civic leaders.

### **Benefits to the Board of Education**

- Getting our students' input regarding decisions that directly affect them.
- Improve student board relations by working together.
- Hearing firsthand from students what initiatives are important to them.
- Developing students' interest in serving on a board in their community.

# **PROPOSED SUPERINTENDENT GOALS (2020-2021)**

## **1. Board and Superintendent Practices**

- Board workshops – strategic plan, board development, strengths finder training, etc.
- Effective communication practices between Board and Superintendent – develop flow chart to clarify expected procedures
- Board and superintendent attendance at professional development opportunities – NASB meetings, state conference, etc.
- Board committee work
- Development of tool to communicate progress of strategic plan
- Develop systems for effective Board/superintendent relationships
- Work together as a cohesive team in these ever-changing times

## **2. Student Excellence through Academics and Leadership**

- Results of student data and test scores conveyed to stakeholders
- Recognition and promotion of student achievement
- Development of a student board representative program
- Implementation of a student data portfolio
- Provide additional student academic opportunities
- Provide additional student leadership opportunities for all students
- Develop community partnerships to provide career opportunities for students

## **3. Communication**

- Identify key communicators using social network map
- Develop effective system to communicate district information to staff
- Promote school district via multiple communication methods
- Develop policy regarding content of school district social media accounts
- Communicate student achievement and district opportunities to all stakeholders
- Promote staff achievement through parent and student nominations
- Communicate three positive recognitions/opportunities quarterly with all stakeholders

## **POLICY NO. 5077 - ATHLETIC INSURANCE**

All pupils participating in interschool athletics (including practice) shall have athletic insurance. They may purchase school sponsored insurance or sign a verification form informing the school district that they have their own insurance carrier.

Adopted: 8-17-76

Reviewed: 6-14-10

## **POLICY NO. 5079 - MARRIED STUDENTS**

Married students residing in the district are considered to be of legal age.

The district encourages married students and students with children to complete requirements for graduation and to participate in school activities under the same terms and conditions as other students.

Legal Reference: Neb. Statute 43-2101

Adopted: 8-17-76

Reviewed: 6-14-10

Revised: 7-12-10

## **POLICY NO. 5080 - INITIATIONS**

There shall be no initiation of any student for membership in any organization or activity of the Bayard Public Schools.

Adopted: 8-17-76

Reviewed: 6-14-10

Revised: 7-12-10

## **POLICY NO. 5081 - GRADUATION EXERCISES**

1. The use of an invocation and/or benediction at high school graduation exercises shall rest within the discretion of the graduating senior class, with the advice and counsel of the senior class sponsor.
2. The senior class, or a committee appointed by the senior class, should decide whom to invite to deliver the prayer.
3. The school district shall not participate in the decision process or participate either directly or indirectly in the composition or content of any prayer.
4. Consistent with the principle of equal liberty of conscience, the invocation and benediction shall be non-sectarian and non-proselytizing in nature.
5. All graduating seniors are expected to attend the graduation exercises in cap and gown unless excused by the Superintendent.
6. The top 10% of the graduating class will be publicly honored at the graduation exercises.
7. Students to be eligible for scholastic honors must have completed two years of school at the Bayard Public Schools.
8. The graduation exercises will be held in the auditorium. Additional seating will be available in the gymnasium. Television viewing may be provided for persons in the gymnasium.
9. No senior will be allowed to take part in the graduation exercises if they have not met all the requirements for graduation.
10. The district will not award Certificates of Attendance, except in accordance with Nebraska State Statute 79-770.
11. All money owed to the school, students class, activities program, lunch program, etc. must be paid prior to graduation. Failure to pay will eliminate a student's right to participate in the graduation exercises.

12. The names of the valedictorian and the salutatorian shall be announced during the passing out of the diplomas.

13. Nothing in this policy shall be interpreted to conflict with Nebraska State Statute 79-770.

Adopted: 8-17-76

Revised: 8-8-77; 8-9-93; 8-10-98; 8-13-01; 11-11-13

Reviewed: 6-14-10

## **POLICY NO. 5082 - STUDENT LUNCH**

In compliance with Federal regulations to serve lunches free of charge or at reduced price to all children who are determined to be in need of them, the Board of Education of the Bayard Public Schools hereby adopts the following set of policies to regulate the program:

1. Criteria used for consideration will include economic need as reflected by family income, including welfare payments, family size, and other family needs. All children will be provided meals if they wish to participate and have funds available to purchase a meal each day.
2. The income scale prepared by the Office of Economic Opportunity shall be used as the guideline for determining if a family shall be eligible.
3. All appeals from decision by the determination officer shall be reviewed by the Superintendent of Schools.
4. Collections of payment shall be handled by school office personnel.
5. Knowledge of names of recipients of free or partial payment meals shall be held in strict confidence.
6. A letter explaining and announcing the policies of this statement shall be sent to all patrons of the school district at the beginning of each school year.
7. A statement announcing the policies will be published in the local newspaper at the beginning of each school year.
8. It is the policy of the Bayard Public Schools that if a family has insufficient funds in the student's lunch account, the student will not be allowed to charge a meal from the school until the student's account has a positive balance. Notice will be given to students when they have a low balance. The program is designed that meals be paid for in advance so that situations like this do not occur. It is not the desire of the school district to keep any child from a meal; nonetheless, it is the responsibility of the parent to provide the financial means for their children.

9. Refunds will be issued to graduating seniors with no siblings enrolled at Bayard Public Schools and families ceasing enrollment in the school district. Funds remaining in family accounts at the end of the year will be carried over to the following term.

Adopted: 8-17-76

Revised: 8-12-85; 7-12-10; 6-13-16

Reviewed: 6-14-10

## **POLICY NO. 5083 - RESPONSIBILITY FOR DISCIPLINE**

Discipline is the responsibility of the teachers and administration.

In the classroom, discipline problems will be the responsibility of the teacher. However, discipline problems with which the teachers feel unable to cope with, be referred to the Principal and/or the Superintendent. If the student becomes such a discipline problem that the normal instruction in the classroom is disturbed the principal has the power to suspend the student for a period up to five (5) days subject to a conference with the parents. During the period of suspension, the student will receive grades of zero (0) for all DAILY assignments. Exclusion from class for a brief time may be necessary in order to provide time for the Teacher and Principal and/or Superintendent to confer with the parents in regard to a solution to the problem.

Responsibility for discipline may also be designated to other school employees, volunteer sponsors or other deemed necessary by the school administrators. (Examples: teacher aides, bus drivers and trip sponsors)

Adopted: 8-17-76

Revised: 1-14-80; 10-10-88

Reviewed: 6-14-10

## **POLICY NO. 5084 - PUPILS DRIVING CARS**

Pupils driving cars to school are required to park them in the designated area upon arrival at school.

The school assumes no liability for pupils driving motor vehicles.

It shall be the responsibility of all faculty and school employees to report any violation of traffic laws or any improper conduct of student drivers to the principal. Based on the nature of the violation, the principal (with a signed complaint from the school employees) will (a) require the student to check in his/her keys at the Principal's office from 8:30 a.m. – 3:30 p.m. for one week, or (b) file a civil complaint with the Bayard Police Department for legal action to be brought against the student.

Adopted: 8-17-76

Revised: 1-14-80; 7-13-81

Reviewed: 6-14-10

## **POLICY NO. 5085 - RESPONSIBILITY FOR SCHOOL PROPERTY**

All property for use of the pupils, including books, desks, furniture and equipment of all kinds and buildings, shall be used and handled with reasonable care. Any pupils who intentionally, willfully, or maliciously loses, damages, defaces, or destroys property of the school shall pay the cost of replacement or repair of such property. All teachers and employees shall at once report any such loss, damage, destruction, or defacement of school property to the Principal and/or Superintendent, who shall investigate the matter and require any pupil, or pupils, responsible to make payment. A deposit may be required from the student prior to using school equipment or materials. If equipment or materials are not returned in good condition the student will forfeit their deposit and pay the additional cost required to replace the item.

Adopted: 8-17-76

Revised: 8-12-85

Reviewed: 6-14-10

## POLICY NO. 5086 - TOBACCO, ALCOHOLIC BEVERAGES, DRUG AND CONTROLLED SUBSTANCES

Any Bayard School student engaging in the selling, using, possessing or dispensing of alcoholic beverages, tobacco, narcotics, drugs, drug paraphernalia, controlled substance, inhalant or being under the influence of any of the above; will be subject to the following disciplinary actions, providing the incident has been reported in one of the following ways:

1. ADMISSION by the participant involved.
2. WRITTEN STATEMENT of the violation from a school employee.
3. WRITTEN STATEMENT of the violation from a parent/guardian of the participant.
4. CHARGED WITH OR CITED by law enforcement personnel or accepting a diversion program in lieu of charges being filed.

**Note:** The term “under the influence” for school purposes has a less strict meaning than it does under criminal law. For school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant. In addition, “possession” of alcohol or drugs will be considered to have occurred for purposes of school rules if the student is in such close proximity to alcohol or drug (for example, a student being in a car where alcohol is in the back seat and no adults are present in the car) or to others who are consuming alcohol or drugs (for example, being at a student party at which other students are drinking) that school officials may reasonably determine that the student was in “possession” of the items as well).

The following disciplinary actions for violations occurring while not on school property are based on self-reporting. The student must self-report any violations/possible violations within a 48-hour period from the time of violation to the administration, athletic director, or coach. If a student fails to self-report such violation and it is later learned that the violation took place, the discipline for the action will be doubled.

***Violations occurring while not on school property*** – Violations not occurring on school property will result in the following discipline. The student shall not be allowed to participate in, but must still attend practice for the activity with the team or group, or attend any school sponsored activity for fourteen (14) calendar days from the date of written notification and must complete a minimum of eight (8) hours of professional alcohol and or drug education and counseling. (The education course and or counseling will be the parents or students expense).

The eight (8) hours of professional education/counseling must be completed before the student can again begin participation in the activities program. Suspensions for violations occurring during the summer shall commence with the beginning of the next school year.

***Violations occurring while on school property*** - Violations occurring on school property or while attending or participating in school related activities will result in the student being suspended from school for five (5) school days. After the suspension, the student shall not be allowed to participate in, but must still practice for the activity with the team or group, or attend any school sponsored activity for fourteen (14) calendar days from the date of written notification and must complete a minimum of eight (8) hours of professional alcohol and or drug education and counseling. (The education course and or counseling will be the parents or students expense). The eight (8) hours of professional education/counseling must be completed before the student can again begin participation in the activities program.

If the disciplinary actions from any violation of this policy, are not completed during the current school term the following will apply. The number of days that remain to complete the suspension from activities will be completed during the next school term. The 8 hours of professional alcohol and or drug education must also be completed before the student can begin participation in the activities program the following year. Forfeiture of the right to hold honorary positions will not be carried forward to the next school term. In the case of violations occurring on school property, days suspended from school will not carry forward to the next school year.

A second violation of these rules and regulations during any one year period, whether occurring on or off school property, will result in the student being ineligible to compete in or participate in or attend any extracurricular activity for the remainder of the school year.

Any student who is suspended under this policy will forfeit their right to hold any of the following honorary positions during the year in which the suspension occurred. This includes: homecoming king or queen, winter royalty king or queen, prom king or queen, Citizenship Award, Book of Knowledge, Class Yoke, School Spirit Award, Athletic Letter Award, current standing in the National Honor Society, prom server, class officer, student council officer, and nomination for any post season athletic awards including all conference, all district, all regional, and all state.

Any transfer student, who is under suspension at their previous school for alcohol and/or drug policy violations, may be required to complete their period of suspension prior to becoming eligible at Bayard Public Schools at the discretion of the superintendent.

Notice of the suspension hereunder shall be given to the student and the student's parents and the student and his or her parent shall have an opportunity to present his or her version, however, the suspension shall take effect upon the delivery of the notice of suspension to the student.

This policy is in effect 12 months of the year, including both the school term and the summer months. The 12 months is in effect beginning with the date of the first violation. These consequences will carry over from one school year to the next.

Adopted 8-17-76

Revised: 8-14-78; 1-14-80; 7-13-81; 2-10-97; 8-11-97; 8-14-00; 8-11-03, 5-09-05, 6-11-07  
7-11-11, 10-08-12

Reviewed: 6-14-10

## **POLICY NO. 5087 - CHARGED WITH OR CONVICTED OF A CRIME**

Any student charged with or convicted of a violation of the law may be suspended from all extra curricular activities. This suspension will be discontinued if the charges are dropped or if found innocent of the charges. If convicted the suspension may become permanent. However, after ninety (90) school days and upon a request by the student's parent(s) or guardian(s) the suspension may be reviewed by a committee. This committee may, (1) vote to continue the suspension for another ninety (90) school days; (2) vote to discontinue the suspension and the student could begin to take part in extra curricular activities at once, or (3) vote to continue the suspension for a period of time less than ninety (90) school days. (Committee members would be the building principal, the sponsors of the activities from which the student had been suspended and the Superintendent.)

The decision of the committee could be appealed to the Bayard Board of Education. The appeal request must be presented to the superintendent of schools within the (10) calendar days from the date that the committee's decision was given to the parents or guardian. The Board of Education would hear the case at their next regularly scheduled meeting.

The suspension will begin with the first day of classes if the action occurred during the summer, the first day after a vacation if the action occurred during a vacation, or the first day of school after the action if the action occurred during the school year.

Adopted: 8-12-85

Revised: 8-11-86

Reviewed: 6-14-10

## **POLICY NO. 5088 - RANDOM ILLEGAL DRUG AND ALCOHOL TESTING PROGRAM**

### Drug/Alcohol Use Prohibited

Bayard Public Schools students who participate in the school-sponsored extracurricular activities listed below shall not use alcohol or illegal drugs.

### Purposes of the Policy

1. To promote the safety and health of students participating in school-sponsored extracurricular activities.
2. To discourage alcohol and illegal drug use and provide students a reason to refute peer pressure to use alcohol and illegal drugs.
3. To encourage students who have used alcohol and/or illegal drugs to seek and receive the appropriate interventions, education, and treatment.

### Random Drug Testing

All students in grades 7 through 12 who participate in the school-sponsored extracurricular activities listed below must participate in the District's Random Drug Testing Program, as spelled out in this policy. In addition, students in grades 7 through 12 who do not participate in the extracurricular activities listed below may choose to opt into the District's Random Drug Testing Program with the written constant of their parents or guardians.

### Applicable School-Sponsored Extra-Curricular Activities

In addition to those students who opt into the District's Random Drug Testing Program, this policy applies to students who participate in the following school-sponsored extracurricular activities (referred to "Applicable Activities"):

**Student Council, National Honor Society, Quiz Bowl, One Act, Speech, Destination Imagination, Football, Volleyball, Cross Country, Cheerleading, Wrestling, Girls Basketball, Boys Basketball, Track, Girls Golf and Boys Golf.**

### Consent Forms/Duration

Prior to participating in an Applicable Activity, a student and his or her parent or guardian must have consented in writing, on a form provided by the District, to the District's Random Drug Testing Program and provided the form to the District. The consent form shall remain effective unless and until the student or his or her parent or guardian withdraws the consent in writing to the District. If a student and his or her parent or guardian have not consented to the District's Random Drug Testing Program, then the student is ineligible to participate in any Applicable Activity. If a student or his or her parent or guardian withdraws his or her previous written consent, then the student is ineligible to participate in any Applicable Activity for at least the remainder of the then-current school year and must provide a new written consent before the student once again becomes eligible to participate in any Applicable Activity. School Administration may request an updated consent form from a student and parent or guardian at any time, but no less frequently than at least once for each school year and upon any amendment to this Policy.

### Random Drug Testing Procedure

*Use of Drug Program Administer/Medical Review Officer:* The District shall contract with a qualified drug program administrator ("DPA") and medical review officer ("MRO") to administer and review the random drug tests. The DPA and MRO shall abide by all applicable laws and best practices related to testing, transporting and preserving specimens, confirming tests, and confidentiality.

*Drugs Tested For:* Alcohol and any substance, the use of which is considered illegal under Nebraska law, may be tested for, as determined by the DPA and/or MRO from time to time, provided that the determination of which drugs will be tested for in a particular test shall not be made between the time a student is identified for a test and the test of that student.

*Random Nature of Tests:* The Superintendent, in conjunction with the Activities Director, shall determine from time to time the frequency of tests and the number of students to be tested. All students who consent to be tested will be entered into a testing pool, but identified by number only. From the testing pool, the DPA will determine who will be tested.

*Sample Collection:* Samples will be collected as directed by the DPA on the same day the student is selected for testing. Breath, saliva, or urine samples may be required. If a urine sample is required, the student shall provide the sample in a private bathroom or stall, alone, with the door closed.

*Determining Results:* The DPA, in conjunction with the MRO, will determine if the drug test has a positive result which identifies the use of alcohol or illegal drugs.

*Communicating Results:* The MRO shall convey all positive test results to the parent or guardian of the student and allow the student or his or her parent or guardian to discuss the result with the MRO. All positive results shall also be conveyed to the Activities Director.

### Positive Tests/Consequences

The following consequences of a positive result shall apply:

For the first offense the student shall not be allowed to participate in, but must still practice for the activity with the team or group, and shall not attend any school sponsored activity for fourteen(14) calendar days from the date of written notification and must complete a minimum of eight (8) hours of professional drug education and counseling. (The education course and or counseling will be the parents or students expense).

The eight (8) hours of professional education/counseling must be completed before the student can again begin participation in the activities program.

A second violation of these rules and regulations during any one year period, will result in the student being ineligible to compete in or participate in or attend any extracurricular activity for 12 months is in effect beginning with the date of the first offense.

Failure or refusal to participate in the actions described above after a positive test will make the student ineligible for all Applicable Activities for one calendar year.

Positive results will not lead to any academic consequences or disciplinary actions, except as specified above. The results of alcohol and drug tests administered under this policy shall be (1) disclosed only to school staff members, coaches, and activity sponsors who need to know the information to carry out their duties and/or the consequences set forth in this policy; and (2) kept in a separate file and not become a part of the student's academic or discipline records.

The results of alcohol or drug tests will not be disclosed to law enforcement or other juvenile or criminal enforcement authorities except as required by a judicial order, lawfully issued subpoena, or other legal process, provided that to the extent allowed by law, upon receipt of any judicial order, subpoena, or other legal process, the District shall make a reasonable effort to notify the student and parent or guardian in advance of compliance so that they may seek protective action.

### Refusal to Submit to a Drug or Alcohol Test

If a student (either by himself or herself or by his or her parent or guardian) refuses to submit to a drug or alcohol test for which the student is selected, then at the student's and his or her parent's or guardian's option, the refusal may be treated as (1) the withdrawal of consent to test and the student shall be ineligible to participate in any Applicable Activity for at least the remainder of the then-current school year and must provide a new written consent before once again becoming eligible to participate in any Applicable Activity or (2) a positive test result for which the provisions pertaining to positive test results shall apply (without any right to appeal).

### Tampering with Samples

If a student tampers with any drug or alcohol test or sample, the student will be subject to discipline as determined appropriate by School Administration, which could include, without limitation, ineligibility from any Applicable Activity for up to a year.

Appeal Procedures.

Within five calendar days after a positive test result, the student may make an appeal in writing to the Superintendent. Filing an appeal with the Superintendent will stay any consequences as a result of the positive test until the Superintendent rules on the appeal. If the appeal involves the validity of the test result, then the Superintendent will consult with the DPA and MRO prior to ruling on the appeal. The Superintendent's ruling on the appeal will be final.

Policy Not Limiting

This policy shall not limit any other District policy, rule, or procedure regarding student discipline and/or student drug and alcohol use.

Adopted: 1-14-19

Revised:

Reviewed:

**Superintendent's School Improvement Report**  
Presented to the  
**Board of Education of Bayard Public Schools**  
July 13, 2020

**Vision, Culture, & Instructional Leadership**

*The superintendent leads the district by promoting the success of all students, articulating a vision of learning, developing a positive school climate and demonstrating best practices in instructional programs and staff professional development.*

- Custodians will be attending training on sanitation/disinfecting later this month. This training will be provided by ESU#13 and Bluffs Facility Solutions.
- Coaches/Activity Sponsors are scheduled for training on August 5<sup>th</sup>. This training will be provided by KSB law firm in partnership with the Western Trails Conference schools.
- We are scheduled for Empowering Instruction training (Franklin-Covey) on August 11<sup>th</sup> for teachers and administrators.

**Operations, Resource, & Personnel Management**

*The superintendent demonstrates the knowledge, skills, and ability to effectively manage operations that promote a safe and effective environment for students and staff, ensure the fiscal health of the district, and implement sound personnel practices.*

- By the Numbers:
  - During the Pandemic Response, members of our staff completed 1260 training courses on the SafeSchools Training Platform.
  - Through operation of the continuity of nutrition program our staff prepared, served, or delivered 29,343 meals, including 14,643 breakfasts and 14,700 lunches. The typical day included just over 260 lunches with a daily high of 284 lunches served.
  - Teachers provided instruction through the alternate learning environment for 39 days.
- Our three-year asbestos re-inspection has been completed. A copy of the cover letter is attached. If you are interested in reading the full spiral-bound reports (one for each building), Bobbie Stuart has them available with our safety files.

**Board Governance & Policy**

*The superintendent works effectively with the board of education, exhibits a shared understanding of board and superintendent roles, leads and manages the district consistent with board policies, and demonstrates the skills to work effectively with the board.*

- The legislature will reconvene on July 20<sup>th</sup>. Our state aid has been certified, but the state budget has not been passed. It will be important for the state to allocate funding in order for us to operate.
- We continue to operate in a state of regulatory uncertainty/flux. Recommendations continue to change on a regular basis.
- At this time we have not scheduled the Board/Staff Steak Fry Employee Recognition Dinner. I would appreciate some guidance on whether to schedule this event for August or wait and have it later in the year.

**Mission Statement:**

*The mission of Bayard Public Schools is to work in partnership with parents to provide a successful educational experience for all students to meet and exceed their potential through challenging and integrated curriculum, innovative technology, and diverse opportunities.*

## **Ethical Leadership**

*The superintendent promotes the success of every student and staff member by acting with integrity, fairness and in an ethical manner.*

- There are two things that I would like all of our staff to be thinking about in terms of providing a quality experience for our students next year.
  - Providing quality learning opportunities to students in a variety of health/medical situations. I fully expect that we will have students (for a variety of reasons) who will be attending virtually. I anticipate that this will entail students zooming into your classroom concurrent to in-person instruction. I have already been contacted by parents of students with medical needs of this nature.
  - Working as a team to provide positive leadership to the community regarding the need for respectful treatment of people who become ill due to COVID-19. Our understanding from the public health department is that in some communities, people who have become ill are experiencing hostility and/or mistreatment from other people. Public Health officials are asking for help to encourage kindness and decency to anyone who might become ill.

## **Communication & Community Relations**

*The superintendent establishes effective communication with students, parents, staff and community, and has the knowledge and awareness of different cultures among all community members to effectively engage and respond to diverse interests and needs that support the success of all students.*

- I was recently contacted by Mrs. Pam Plummer about starting a scholarship in honor of her late husband, Paul Plummer. Mrs. Rafferty is working with the faculty identify a recipient from the class of 2020. We will be working with Oregon Trail Community Foundation to work toward development of a continuous offering of this scholarship through the Bayard Public Schools Support Fund. Mrs. Plummer would like the scholarship recipient to be selected by a vote of the faculty. She would like the recipient to be one who exemplifies the traits of leadership, honesty, compassion, and loyalty. She would like the scholarship to go to a student attending college or a technical school.
- As you know, we are in the process of completing a survey of staff and parents. Once the survey information is compiled by NASB I will send that to the board.

## **Leave Log**

- During the former term, which ended on June 30th, I used 19 ½ vacation days. (7-19-19, 12-18-19 ½ 4-28-20, 4-29-20, 5-26-20, 5-29-20 ½, 6-5-20, 6-10-20, 6-11-20, 6-12-20, 6-15-20, 6-16-20, 6-17-20, 6-18-20, 6-19-20, 6-23-20 ½, 6-23-20, 6-25-20, 6-26-20, 6-29-20, 6-30-20) and 4 sick days (sick bank contribution, 8-5-19 ½, 2-3-20 ½, 2-21-20, 5-20-20) during the current term. I had 5 ½ vacation days remaining in the term that ended on June 30th. 5 of these “rollover” to the new term.
- During the current term, I have not used any leave.

## **Mission Statement:**

*The mission of Bayard Public Schools is to work in partnership with parents to provide a successful educational experience for all students to meet and exceed their potential through challenging and integrated curriculum, innovative technology, and diverse opportunities.*

June 10, 2020

Superintendent Dr. Travis W. Miller  
Bayard Public Schools  
P.O. Box 607, 726 4<sup>th</sup> Ave.  
Bayard, NE 69334

Re: AHERA Three-year Asbestos Re-inspection for Bayard Public Schools

Dear Superintendent Miller:

I am enclosing the three-year re-inspection report for your school buildings that are known to, or assumed to contain asbestos.

There are two copies of the re-inspection for each building; the original of each should be placed in the school main asbestos file, and the copy should be given to the designated person/head custodian as a work copy.

Additional Comments: Once again, the help and knowledgeable support provided by your staff was outstanding. In the schools that I visited (High/Elementary), I was met with a positive friendly attitude and the assistance was excellent. Your entire operation continues to be commendable.

Again, thank you for your cooperation, consideration, and support. If in the future you have any questions/problems relating to any environmental issues (mold, indoor air quality, lead), please call me for any additional help you may need.

Yours sincerely,



Gary L. Collins  
EPA Certified Inspector/Management Planner

Enclosures:  
Three-year Re-inspection Report