

**Board of Education Regular Meeting
Monday, July 12, 2021 7:00 PM**

**Bayard High School Library
726 4th Avenue
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 12, 2021 at 7:00 PM in the Bayard High School Library located at 726 4th 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 4th 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. Recognition of Student Achievements
- VI. Invited Presentations and Discussions with Presenters
 - VI.A. Strategic Plan Progress Presentation and Discussion
 - VI.A.1. Presentation and Discussion on the Following Strategy:
Continue to implement and refine a system of curriculum, instruction, and assessment, aligned to the Nebraska State Standards, that will enable every student to engage in challenging, rigorous, and creative learning experiences throughout the district. (Specifically a presentation by Mr. Matt McLaughlin regarding instructional walkthroughs and summer reading strategies).
- VII. Board Committee Reports and Recommendations
- VIII. Action Items
 - VIII.A. Consent Agenda
 - VIII.A.1. Minutes of Previous Meeting
 - VIII.A.2. Bills
 - VIII.A.3. Board Member Reports
 - VIII.A.4. Reports and Correspondence Requiring No Action
 - VIII.A.4.a. General Reports and Financial Reports
 - VIII.A.4.b. Reports for Information Only
 - VIII.A.5. Approval of Contracts within Policy Guidelines
 - VIII.A.5.a. Engagement Letter with Rauner & Associates, P.C.
 - VIII.B. Discuss, Consider, and Take All Necessary Action in Regard to Reaffirmation of Vision Statement, Mission Statement, and Core Covenants
 - VIII.C. Discuss, Consider, and Take All Necessary Action in Regard to Approval of the Student-Parent Handbook, Certificated Staff Handbook, and the Substitute Teacher Handbook

- VIII.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
- VIII.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
- VIII.F. Discuss, Consider and Take All Necessary Action with Regard to Establishing Prices for Athletic Admission and Activity Tickets for the 2021-2022 School Term
- VIII.G. Discuss, Consider, and Take All Necessary Action in Regard to Adoption of the Superintendent's Goals for the 2021-2022 School Term.
- VIII.H. Discuss, Consider, and Take All Necessary Action in Regard to Approving the Payment of the Following Monthly Bills Prior to the August 16, 2021 Board Meeting: Walmart Card, Cannon, Phone Services, and Amazon) to Avoid Late Charges
- VIII.I. Discuss, Consider, and Take All Necessary Action in Regard to Purchase of Math Curriculum Textbooks for Business Math, Pre-Algebra, and Algebra II
- IX. Discussion Items
 - IX.A. Review and Discussion of Policies 2000 through 2113 in the 2000 series.
 - IX.B. Discussion Regarding Working Draft of Emergency Operations Procedures for the Bayard Public Schools
- X. Reports
 - X.A. Principals and District Administrators
 - X.B. Superintendent
- XI. Set Next Meeting Date (August 16, 2021)
- XII. 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 Board Room

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 - VIII.A.4.b. Reports for Information Only
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 - X.A. Principals and District Administrators
 - X.B. Superintendent
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Public Comment Sign-In Sheet

During the public comments portion of the meeting there is a time limit of 5 minutes per speaker and a time limit of 30 minutes for the duration of the public comments portion of the meeting as per Board Policy NO. 9239. Visitors will be required to identify themselves if they speak at this meeting.

Comments will be received in the order in which individuals have placed their names on the sign-in sheet.

The Board will not respond or take action on public comments.

The Board meeting is a business meeting open to the public but it is not a public meeting.

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POLICY NO. 9239 - PUBLIC PARTICIPATION AT BOARD MEETINGS

A. Attend

Members of the public shall be permitted to attend and to speak at board meetings. They will not be required to identify themselves as a condition for admission to the meeting.

The Board may allow advisors, consultants, and other persons who are not Board members to appear at the meeting via telephone or other similar means.

The chair has the authority to assure that people conduct themselves in an orderly manner at the meeting. Undue interruption or other interference with the orderly conduct of business will not be allowed. The chair may order persons who are disorderly to be removed from the meeting.

Legal Reference:	§§ 79-570; 79-571; § 84-1411 (3) and (6); § 84-1412 (1) and (3)
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B. Hear

The board will, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

Legal Reference:	§ 84-1412 (7)
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C. Record

Members of the public may use recording devices (tape recorder, video camera, etc.) to record any part of a meeting of a public body, except for closed sessions. No recording, other than note taking, shall be done without informing the President in advance. The President shall control the placement of the recording device so the device does not obstruct the view of Board members or other members of the public attending the meeting and does not otherwise interfere with the meeting.

Legal Reference:	§ 84-1412 (1)
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D. Access to Written Materials

At least one copy of all reproducible written material to be discussed at an open meeting will be made available at the meeting for examination and copying by members of the public.

Legal Reference:	§ 84-1412 (8)
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E. Speak

Members of the public will be permitted to speak at Board meetings at which a public forum is on the Agenda. Members of the public may also speak when invited to make a presentation or when recognized by the chair. The Board is not required to allow members of the public to speak at each meeting. However, the Board will not forbid public participation at all meetings.

Members of the public will not be required to have their name be placed on the agenda prior to the meeting in order to speak about items on the agenda.

Members of the public who desire to address the Board will be required to identify themselves.

The President or chair for the meeting shall have the authority to establish reasonable time limits for individual speakers and for the duration of public forum sessions. The following time limits are established but may be altered by the President or chair if the pressure of business or other circumstances dictate at a particular meeting: 5 minutes for individual speakers and 30 minutes for the duration of the public forum session.

Speakers will be permitted to address the Board consistent with free speech rights. However, offensive language, defamatory remarks, and hostile conduct will not be tolerated. Further, charges or complaints against a school employee shall not be made for the first time at a public Board meeting without having followed the school's complaint procedure.

Legal Reference:	§ 84-1412 (1) (2) and (3)
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Adopted: 7-14-08

Reviewed: 10-11-10

Revised 12-12-11

Refine the system of Curriculum, Instruction, and Assessment

July 12, 2021

Instructional Effectiveness and Collaboration

Jenny Gier, Dr. Rice and I have developed a Google Form that allows us to give feedback to our teachers in real time.

The data is able to:

- help us better evaluate and provide assistance to our instructional techniques used in the classroom
- Provide a central tracking method for administrators to know which classrooms have been visited
- Give administrators and teachers evidence of areas in need of added professional development

Continued

- Help our staff better understand the strengths and weaknesses of lesson presentation
- Ensures that all students are getting the same quality of lesson delivery between classrooms (common techniques, common resources, all researched based and effective when implemented by all staff each and every day)
- Provides our PLC groups with an opportunity to evaluate the data (in a non-evaluative way) to further their efforts in identifying areas to improve instructionally.

Curriculum Effectiveness

Dr. Downing meetings:

1. Align all of our curriculum to the state standards
2. Track the occurrence of directly taught standards
3. Assess those standards in a meaningful way to prove/assure mastery before state and national assessments (NSCAS and NWEA)
4. These meetings happened in May of last school year and will continue through the year

Professional Development

1. 3-6th teachers attended Reading conference on getting struggling readers to develop in that area
2. Consensus made between staff to continue PLC process, but also add back in more opportunities to discuss curriculum components and presentation
3. Staff trained on developing common assessments that verify state standards met
4. Looking into more trainings for staff on the changes to the State Assessment

The Boat don't go if we all don't Row

Teachers

- Active in the PLC process
- Monitoring standards
- Quality lesson planning and delivery
- Feedback for students to improve their learning and the teachers teaching

Administrators

- Tracking walkthrough data (getting into the classrooms daily)
- Monitoring standards and lesson planning
- Providing quick feedback to teachers to enhance their practice
- Providing opportunities for instructional staff to collaborate and implement within their classrooms.

Board of Education Regular Meeting

Monday, June 14, 2021 7:00 PM

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

Carolyn Applegate: Present
Joe Applegate: Present
Kim Burry: Present
Becky Henkel: Present
Kim Kildow: Present
Donna Stuart: Present

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 07:02p.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 and informed the audience of the Board's policy and procedures regarding public comment.

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 published in the Bayard Transcript 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, Joe Applegate, Donna Stuart
Administrators present: Superintendent Miller, Principals McLaughlin and Rice, Directors Miller and McKibbin.

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, Joe Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Donna Stuart: Yea

III. Introduction of Guests

Dr. Miller introduced the following guests to the board: Richard Pieper, Kelsey Miller, Dana Korell, Karen and Travis Petersen, Mike and Courtney Cerny, Roland and Krissy Whitney, Bill and Cheryl Ferrero, and Heather Spalding.

IV. Public Comments

V. Recognition of Student Achievements

Kim Kildow recognized the following student achievements: State Track Qualifiers
Daemon Avilez, Danika Hassel, Joslyn Hopkins, Kierra Miller

State National History Day Qualifiers
Stephanie Edmunds, Hunter Miller, Madison Oliverius, Tayley Streeks

Panhandle Pre All-Star Basketball Players
Grace Burry and Hallie Cochran

President Kildow also wanted the Hopkin's family to know the board is keeping Joslyn in their prayers.

VI. Student Board Representative Report

VII. Invited Presentations and Discussions with Presenters

VII.A. Transportation Director's Report with Mr. Richard Pieper

Mr. Pieper presented the transportation report to the board: Contracted Drivers for 2021-2022 1. Crystal Hopkins 2. Linda Safford 3. Marie Brown-Part Time 4. Alvin Salazar 5. Kurt Wagner
Maintenance: All maintenance has been kept up to date. Bus 20 is having major electrical issues, I have contacted Nebraska/Central Equipment about the issue as it is under warranty, but have not had any success on getting it repaired. Mr. Pieper also reported the current mileage on the fleet.

VII.B. Strategic Plan Progress Presentation and Discussion

VII.B.1. Presentation and discussion on the Following Strategy: Develop Processes to Ensure a Positive and Conducive Environment for Student Learning. Specifically, Presentation and Introduction of the Working Draft of Emergency Operations Procedures for the Bayard Public Schools by Bobbie Stuart and Dana Korell.

Mrs. Stuart and Mr. Korell presented their progress on the Emergency Operations Plans to the board.

VIII. Board Committee Reports and Recommendations

IX. Action Items

IX.A. Consent Agenda

Motion Passed: Motion to approve the Consent Agenda passed with a motion by Becky Henkel and a second by Kim Burry.

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

IX.A.1. Minutes of Previous Meeting

IX.A.2. Bills

IX.A.3. Board Member Reports

IX.A.4. Reports and Correspondence Requiring No Action

IX.A.4.a. General Reports and Financial Reports

IX.A.4.b. Reports for Information Only

IX.A.4.b.a. State Aid Certification Documents for Review

IX.A.5. Approval of Contracts within Policy Guidelines

IX.B. Discuss, Consider, and Take All Necessary Action in Regard to Adoption of a Revised Principal/Director Evaluation Form Aligned to the Nebraska Principal Performance Standards

Motion Passed: Motion to approve the adoption of a revised Principal/Director Evaluation form aligned to the Nebraska Principal Performance Standards passed with a motion by Kim Burry and a second by Donna Stuart. Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Donna Stuart: Yea

IX.C. Discuss, Consider, and Take All Necessary Action in Regard to Mass Action Litigation against JUUL®

Motion Passed: Motion to approve joining the mass action litigation against JUUL® passed with a motion by Becky Henkel and a second by Kim Burry.

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

IX.D. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Mrs. Julie Cochran as Mental Health/Counseling Support Professional for the 2021-2022 School Term

Motion Passed: Motion to approve the employment of Mrs. Julie Cochran as Mental Health/Counseling Support Professional for the 2021-2022 School Term passed with a motion by Kim Burry and a second by Donna Stuart.

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

IX.E. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Ms. Tara Rowley as Music Teacher for the 2021-2022 School Term

Motion Passed: Motion to approve the employment of Tara Rowley as Music Teacher, contingent upon issuance of a teacher certificate or permit from the Nebraska Department of Education passed with a motion by Donna Stuart and a second by Becky Henkel.

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

IX.F. Discuss, Consider, and Take All Necessary Action in Regard to Approval of a Revised Interlocal Agreement with ESU#13 and Regional School Districts for the Operation of the Valley Alternative Learning and Transitioning School (VALTS)

Motion Passed: Motion to approve a revised Interlocal Agreement with ESU#13 and Regional School Districts for the operation of the Valley Alternative Learning and Transitioning School (VALTS) passed with a motion by Kim Burry and a Second by Becky Henkel

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

IX.G. Discuss, Consider, and Take All Necessary Action in Regards to Approval of an Revised Interlocal Agreement with ESU#13 and Regional School Districts for Panhandle Beginnings Day Treatment Center

Motion Passed: Motion to approve revised Interlocal Agreement with ESU#13 and Regional School Districts for Panhandle Beginnings Day Treatment Center passed with a motion by Donna Stuart and a second by Kim Burry.

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

IX.H. Discuss, Consider, and Take All Necessary Action in Regard to Adoption of the NSAA-Related Activities Budget for the 2021-2022 School Term

Motion Passed: Motion to adopt the NSAA –Related Activities Budget for the 2021-2022 in the amount of \$104,850.00 school term passed with a motion by Donna Stuart and a second by Kim Burry.

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

IX.I. Discuss, Consider, and Take All Necessary Action in Regard to Proposals to Replace Concrete at Bayard Elementary School

Motion Passed: Motion to approve bid from Perry Construction LLC in the amount of \$21,000.00 to replace concrete at Bayard Elementary School passed with a motion by Joe Applegate and a second by Donna Stuart.

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

IX.J. Discuss, Consider, and Take All Necessary Action in Regard to Proposals to Improve Security in the High School Office

Motion Passed: Motion to approve bid from Perry Construction LLC in amount of \$7108.37 to improve security in the High School Office passed with a motion by Kim Burry and a second by Donna Stuart.

Votes: Carolyn Applegate: Nay, Joe Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Donna Stuart: Yea

IX.K. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Extra-Duty Assignments

Motion Failed: Motion to approve the extra duty failed with a motion by Donna Stuart and a second by Kim Burry.

Votes: Carolyn Applegate: Nay, Joe Applegate: Nay, Becky Henkel: Nay, Kim Burry: Yea, Kim Kildow: Yea, Donna Stuart: Yea

Motion Passed: Motion to approve accept extra duty all extra duty assignments but the One Acts assignment passed with a motion by Kim Burry and a second by Becky Henkel.

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

IX.L. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Math Textbooks/Licenses for Business Math, Pre-Algebra, and Algebra II.

This motion was tabled until more information is received.

IX.M. Discuss, Consider, and Take All Necessary Action in Regard to Sanctioning Girls Wrestling beginning with the 2021-2022 Winter Sports Season

Motion Passed: Motion to approve sanctioning Girls Wrestling beginning with the 2021-2022 Winter Sports Season passed with a motion by Donna Stuart and a second by Carolyn Applegate.

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

IX.N. Discuss, Consider, and Take All Necessary Action in Regard to Approval of the Following Handbooks for the 2021-2022 School Term: Activities Handbook for Head Coaches and Sponsors, the Student and Parent Activities Handbook, and the Student and Parent Handbook

Motion Passed: Motion to approve the Following Handbooks for the 2021-2022 School Term: Activities Handbook for Head Coaches and Sponsors, the Student and Parent Activities Handbook and to table approval of the Student Parent Handbook passed with a motion by Kim Burry and a second by Donna Stuart.

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

IX.O. Discuss, Consider, and Take All Necessary Action in Regard to Completing the Superintendent Evaluation

Motion Passed: Motion to accept the Superintendent Evaluation passed with a motion by Kim Burry and a second by Becky Henkel.

Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Donna Stuart: Yea

Dr. Miller was rated effective on all of the standards

X. Discussion Items

X.A. Discussion Regarding Goals for the Superintendent for the 2021-2022 School Year

President Kildow and the board discussed the following goals for Dr. Miller:

Goal 1. Data and Communication

Goal 2. Board and Superintendent Practices

Goal 3. Moral and Engagement- Intentionality around positive atmosphere and engagement

X.B. Review and Discussion of Policies 1403 through 1414 in the 1000 series

Dr. Miller discussed policies 1403 through 1414 in the 1000 series with the board.

XI. Reports

XI.A. Principals and District Administrators

Mr. McLaughlin provided his report to the board. Academics: Summer school is ending today. We had a huge summer of excellence. We used Moby Max Math, Zearn Math, Reading, and the Beyond School Bells grant materials. 35 Students on average were able to attend the summer school and we did projects based on solar power, birds habitats, and we even managed to get in some great Nebraska History with a field trip to Alliance. There has been a lot of work done with our 3-6th grade team in the area of reading that will strengthen our core curriculum and get all of our staff on the same page as to what we do in order to meet those who struggle, those who are on grade level and those who are above grade level. Our staff is doing a great job in making sure we are all offering a world class education in each and every classroom. Leadership: Leader in Me trainings this summer are going to focus on our staff making their way to becoming a Lighthouse school. This isn't easy to do but we are excited at the possibility of having our school being a model for other Nebraska schools to follow. Our 3-6th grade teachers are attending a training this summer that is aimed at struggling readers and developing their skills at identifying the areas in which those students need to improve in order to become successful readers. Engagement: Average Pathfinder attendance was around 40 students each day. We had some really special projects including Rocket Club, Bread making, sports camps and a variety of other activities to keep our students engaged and active this summer. The workbooks that we purchased for the students are a huge success, many of the students are working through their summer Brain Quest and are excited about the materials we provided for them. Community: Student's will be invited to help with the

concrete project upon its completion. Our goal is to get our seating area and planting area completed for this important upgrade to the school (this is assuming the concrete project is approved by the Board). Summer feeding has been great this summer and we typically have a full house during our lunch service, breakfast is a little down but we are continuing to focus our efforts on quality items to eat so our kids can have a great summer.

Mrs. Rice provided her report to the board. Academics: JH/HS Completed the year with 84% of the students in good academic standing. Students who need to finish their learning will have the opportunity to retake classes or attend summer school. Mrs. Rafferty and I have visited with students and have created a plan of action to get them on track to graduate. 18 HS and 11 JH students have regularly attended summer school. While most of our students worked on credit recovery through Moby Max and Odysseyware, a few of our students completed their learning with cooperation of the classroom teachers who were willing to keep their grade book open throughout summer school. Leadership: Mrs. Ferrero, Mrs. Cochran and I attended the Bridges Out of Poverty training in Alliance. This was the first in a series of 3. The next training will be in October and the final training will be held in June 2022. The training is provided by Panhandle Partnership. We are pleased to have Mrs. Ehler in our building part time next year. Her focus at the High School will be on Truancy and gathering NWEA data to make our PLC's function at a higher level. Mr. McLaughlin and I have a meeting with Alex, our Leader in Me Coach on August 4th. The focus of the meeting will be on moving student leadership to a higher level. Engagement: Bobbie Stuart and I are in the process of applying for a Federal grant through COPS to help update the security system in both buildings. The application is due the 22nd of June. A big Thank you to Mr. Posey, Mrs. Ferguson, Mrs. Posey, and Mrs. White for their help through summer school. I appreciate their dedication to help our students be successful.

Mr. Miller provided his report to the board. Academics: I attended our end of the year SFI meeting on May 28. It was a time to reflect and learn from Shirley Vargas. Educational Equity and bias were key points in our discussion. Our Second Semester Report, for the SFI Grant, was submitted to NDE on June 1, 2021. Jenny Gier, Cindy Korell and I have attended 3 different sessions that have helped us start transitioning from FamilyID to Infinite Campus Online. Leadership: Jenny Gier/Cindy Korell - Jenny and Cindy have both been instrumental in the transition from FamilyID to Infinite Campus! This transition will allow every parent to have a parent portal where they can check their students' grades and access all of the paperwork that they need for registration, transportation and activity paperwork. Engagement: Weight Room - Is open Monday - Thursday, from 6am-8am in the morning and 5pm-7pm in the evenings. Football - 11 students attended the Football Camp in Bridgeport on June 3 and 4. Basketball - 20 Girls participated in the Concordia BB camp on June 5. The Boys and Girls teams will be participating in League play during the month of June. XC - XC will be hosting a camp on June 17 and 18. They will also have their pledge run on July 29. VB - The Volleyball team will be participating in camps on July 7 in Hemingford, July 10 and 11 in Chadron and July 13, 14, and 15 in Bayard. Wrestling - The wrestling team will be participating in camps on June 13-16 in Kearney and June 30-23 in Chadron. Cheerleading - The Cheer team will be hosting a camp on July 30 and 31.

Community: Emergency Evacuation Drill - On June 19, Bayard High School will be hosting an emergency drill. Part of the drill will include the AirLink Helicopter landing on the practice field.

XI.B. Superintendent

Dr. Miller provided his report to the board. I would like to commend our students and staff on the completion of the 2020-2021 school year. Our community demonstrated great resilience during a period of change and challenge. I am proud of the commitment of our parents, students, and staff to ensure that learning opportunities continued throughout the school year. We have staff members taking classes and attending trainings this summer. The ongoing commitment of our team to professional development is appreciated. We have received approval of our grant application for the following ESSER II projects from NDE: Replacement of Windows at Bayard High School, Replacement of the HVAC Unit Servicing the Bayard High School Auditorium, Installation of Telecommunications/Distance Education Equipment, Installation/Expansion of Camera Systems on Campus and on Buses, Purchase of Additional Transportation Vehicles. We

are will be advertising to fill some vacancies for the 2021-2022 school term. These include accompanist, para for distance learning (Spanish language skills preferred), cook, and special education and after school program paras. We have completed the first phase of the ESSER III application and continue to identify opportunities through ESSER III Funding. Please take some time to read and provide input on the ongoing development of the Emergency Operations Procedures. We are taking a team to ALICAP training at the end of June regarding cybersecurity and preventing sexual abuse in Gering on the 29th of June. If you are interested in joining, please let me know and I can add you to the registration. NDE has officially certified our state aid. We are scheduled to receive \$1,992,532 in state aid for the 2021-2022 school term. The policy committee will need to meet in July. With the completion of the recent Legislative session there will likely be several new areas of policy to review, revise, and adopt. I appreciate the partnership with the City of Bayard to honor seniors with banners displayed on Main Street. Our students made significant impact on the community during the recent community cleanup day and subsequent partnership. In particular, the efforts to partner with the Bayard Public Library were notable. If you get the chance, please stop by and see the results of their efforts in partnership with the Library. We look forward to installation of bike repair stations at Bayard Elementary and the Bayard Public Library. These repair stations are intended to help encourage students to engage in a healthy and active lifestyle and to promote attendance at the summer programs at both the school and the library. This partnership effort is being funded by a grant Mr. McLaughlin authored. I would like to thank and commend Mr. Joe Foland on an excellent commencement address. I received many positive compliments on Mr. Foland's message to the graduates.

XII. Set Next Meeting Date

Next meeting set for July 12, 2021 at 7:00p.m.

..

XIII. Adjournment

Motion Passed: Motion for adjournment at 10:24p.m. passed with a motion by Donna Stuart and a second by Kim Burry.

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

Secretary

Bayard Public Schools

7/07/2021

GENERAL FUND

Vendor Name	GL Acct #	Description	Amount
21ST CENTURY EQUIPMENT LLC	01 2710 610 000 000 0	m10x80 Cap Screw (Shear Bolt)	3.36
	01 2710 610 000 000 0	M10 Lock Nut	4.08
	Total		7.44
21ST EQUIPMENT SIDNEY	01 2610 350 001 001 1	mower repairs	128.75
	01 2610 350 002 002 2	mower repairs	187.01
	Total		315.76
ALARM SECURITY TECHNICIANS	01 2620 352 002 002 2	ast monnthly monitoring	28.95
	01 2620 352 001 001 1	ast monnthly monitoring	28.95
	Total		57.90
ASB WORKSHOP	01 1100 330 001 001 1	broadcasting workshop-keszler	595.00
	Total		595.00
BAYARD AUTOMOTIVE	01 2610 610 001 001 1	tow connector	23.94
	Total		23.94
Bayard Tiger Paws	01 2320 580 000 000 0	fuel	38.65
	01 2320 580 000 000 0	discount-fuel	(0.77)
	01 2610 626 001 001 1	jun21custodial fuel	158.55
	01 2610 626 001 001 1	discount	(3.17)
	Total		193.26
BENZEL PEST CONTROL	01 2620 352 001 001 1	pest control	110.78
	01 2620 352 002 002 2	pest control	110.77
	Total		221.55
BLACK HILLS ENERGY	01 2610 621 001 001 1	#242155 heating fuels	209.77
	01 2610 621 002 002 2	#462419 heating fuels	58.69
	01 2610 621 000 000 0	#267959 heating fuels	(3.78)
	Total		264.68
BORDER STATES INDUSTRIES INC	01 2610 610 002 002 2	LED light tubes	541.50
	01 2610 610 001 001 1	light tubes	1,526.80
	Total		2,068.30
BROWN INDUSTRIES, INC	01 2310 610 000 000 0	Years of service pins	67.49
	01 2310 610 000 000 0	Alumni Pins	335.00
	01 2310 610 000 000 0	Shipping	17.99
	Total		420.48
Cadwallader, Deb	01 1292 591 003 000 0	0-2 resource teacher	287.32
	Total		287.32
Capital One	01 6968 610 002 002 2	cooking club	11.67
	Total		11.67
CARDMEMBER SERVICE	01 2510 810 000 000 0	mailchimp	9.99
	01 2510 531 000 000 0	postage	11.95
	01 2320 810 000 000 0	journal star	9.99
	01 2320 330 000 000 0	national forum to advance rural ed	300.00
	01 2510 382 001 001 1	1 mo cell phone	37.10
	01 1100 610 001 001 1	Jumbo Magnetic Polar Coordinate Plane	38.95
	01 2410 330 001 001 1	Registration Fees-rice	35.00
	01 6968 330 002 002 2	Registration Fees ferrero cochrane	70.00
	01 3599 610 000 000 0	Beyond School Bells bird viewing supplie	132.18
	01 2610 610 002 002 2	vinigar	41.45
	01 3599 610 000 000 0	Wild Bird Habitat purchase Beyond School	466.94
	01 6992 610 004 000 0	16-inch MacBook Pro with Touch Bar:	2,199.00
	Total		3,352.55
CASECADE SCHOOL SUPPLIES	01 1100 610 001 001 1	pencil markers	75.94
	01 1100 610 002 002 2	folders markers dictionary	193.50
	Total		269.44
CENTURY LINK	01 2510 382 002 002 2	#1510 telephone	158.37
	01 2510 382 001 001 1	#0450 telephone	175.37
	01 2510 382 001 001 1	#1785 telephone	547.06
	01 2510 382 002 002 2	#7931 telephone	201.97
	Total		1,082.77
CITY OF BAYARD	01 6968 610 002 002 2	summer program field trip	200.00
	01 2610 621 000 000 0	#31200 electric	37.00
	01 2610 621 001 001 1	#75400 electric	7,243.50
	01 2610 410 001 001 1	#75400 utilities	2,256.00
	01 2610 621 002 002 2	#75600 electric	2,380.68
	01 2610 410 002 002 2	#75600 utilities	1,308.00
	Total		13,425.18
COMPUTERS ETC.	01 2220 610 001 001 1	speakers cable wipes	227.30
	01 1100 610 000 000 0	cleaning wipes	15.50
	Total		242.80

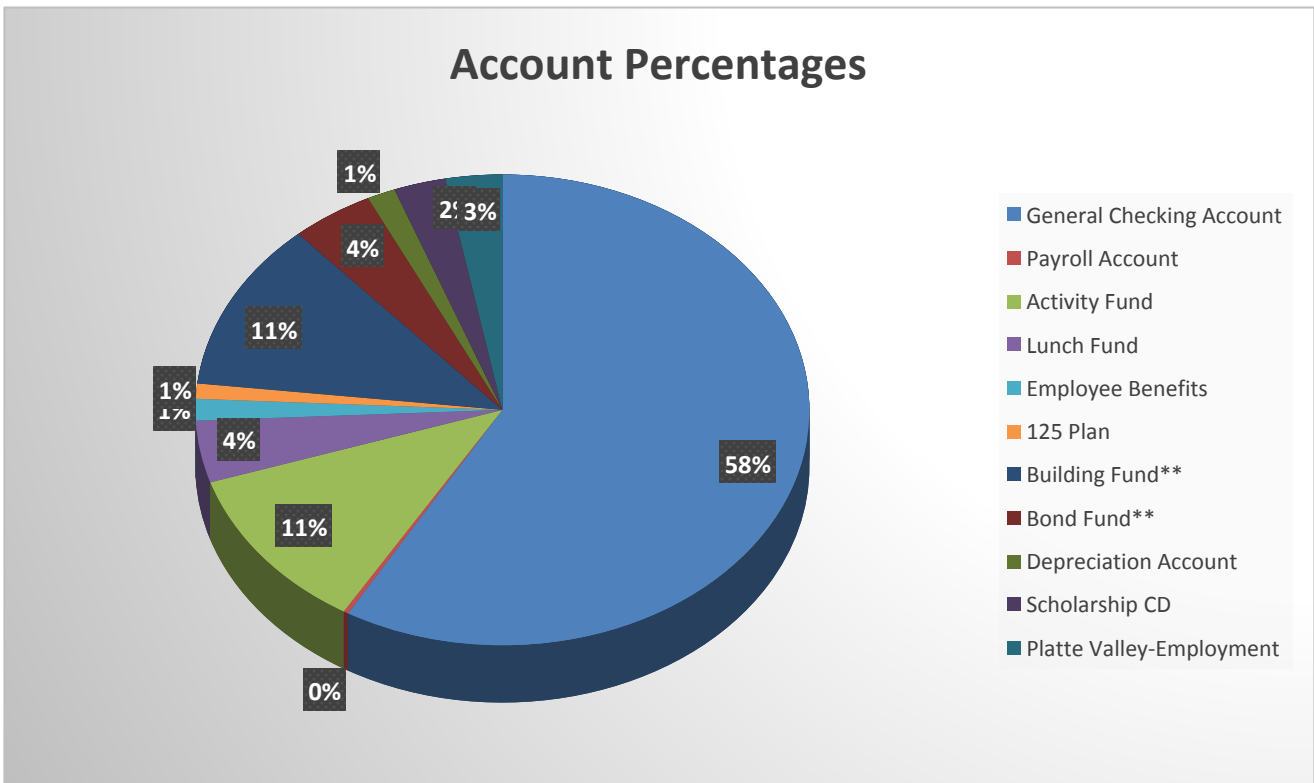
CONNECTING POINT	01 1100 610 001 001 1	jun21 service contract	213.90
	01 1100 610 002 002 2	jun21 service contract	<u>213.91</u>
	Total		427.81
CULLIGAN WATER CONDITION	01 2610 610 001 001 1	r/o jun 21	25.50
	01 2610 610 002 002 2	r/o jun 21	<u>105.90</u>
	Total		131.40
DEMCO INC.	01 2220 610 001 001 1	library supplies- book tape due date sli	<u>178.65</u>
	Total		178.65
EDUCATIONAL SERVICE UNIT #13	01 1160 320 000 000 0	3rd quarter valts	3,771.96
	01 2190 591 000 000 0	jun21 therapeutic behavior/mental health	300.00
	01 2140 591 002 002 2	nonsped counseling	459.17
	01 2140 591 001 001 1	nonsped counseling	1,463.59
	01 1100 382 000 000 0	jun 21 dl	747.00
	01 1100 382 000 000 0	jun 21 erate	350.00
	01 1160 320 000 000 0	jun 21 neva	708.33
	01 1200 591 003 000	sup school age esu programs	658.38
	01 1200 591 003 002 2	meridian b program	2,850.60
	01 1200 591 003 001 1	lifelink	3,927.00
	01 1200 591 003 002 2	elem pt supervision	5.31
	01 1200 591 003 001 1	meridian a program	1,178.10
	01 1200 591 003 002 2	meridian b program .80	950.20
	01 1200 591 003 002 2	elem speech sup	3.91
	01 1200 591 003 002 2	elem low vision sup	16.20
	01 1200 591 003 002 2	elem ot sup	48.60
	01 1292 591 003 000 0	0-2 ot sup	5.40
	01 1292 591 003 000 0	0-2 esu program sup	37.24
	01 1292 591 003 000 0	0-2 summer speech sup	2.92
	01 2181 591 003 002 2	elem low vision	202.50
	01 2162 591 003 000	3-5 ot	232.20
	01 1291 591 003 000 0	3-5 ot sup	18.58
	01 1292 591 003 000 0	sup 3-5 esu programs	62.98
	01 2161 591 003 002 2	elem ot	607.50
	01 2171 591 003 002 2	elem pt	66.40
	01 2151 591 003 002 2	elem speech	3,717.65
	01 1200 591 003 001 1	lifelink	(1,963.50)
	01 2152 591 003 000 0	3-5 speech	787.29
	01 2153 591 003 000 0	0-2 speech	465.51
	01 2153 591 003 000 0	0-2 summer speech	36.50
	01 2151 591 003 001 1	hs speech	70.80
	01 2151 591 003 002 2	meridian elem speech	48.91
	01 2163 591 003 000 0	0-2 ot	67.50
	01 2712 334 003 001 1	transportation to pan. beginnings	102.90
	01 1200 330 003 000 0	sped inservice	86.10
	01 2141 591 003 002 2	psych counseling elem	545.26
	01 2141 591 003 001 1	psych counseling hs	1,664.48
	01 2141 591 003 002 2	psych assessment elem	<u>2,042.50</u>
	Total		26,345.97
EDUCATIONAL SERVICE UNIT #2	01 1100 330 001 001 1	21-22 canvas subscription	150.00
	01 1100 330 001 001 1	21-22 canvas subscription	<u>150.00</u>
	Total		300.00
FES	01 1100 810 001 001 1	21-22 socs web hosting royalty	900.00
	01 1100 810 002 002 2	21-22 socs web hosting royalty	<u>900.00</u>
	Total		1,800.00
FRANK PARTS COMPANY	01 2710 610 000 000 0	Engne Fan Clutch, tool 09a	370.46
	01 2710 610 000 000 0	09a maf sensor	<u>168.99</u>
	Total		539.45
HEALY AWARDS	01 1100 610 001 001 1	updated names added to boards	<u>216.13</u>
	Total		216.13
IDEAL/BLUFFS FACILITY SOLUTIONS	01 2610 610 001 001 1	fortify floor sealer	437.97
	01 2610 610 001 001 1	spray bottles	<u>36.36</u>
	Total		474.33
INNOVATIVE OFFICE SOLUTIONS LLC	01 1100 610 001 001 1	annual buy school supplies	1,685.74
	01 1100 610 002 002 2	annual buy school supplies	<u>1,685.74</u>
	Total		3,371.48
INSIGHTS ENTERPRISES, INC	01 1100 610 002 002 2	annual buy school supplies	<u>1,936.91</u>
	Total		1,936.91
Jobman, Justine	01 1160 330 000 000 0	reimburse summer splash course	<u>40.00</u>
	Total		40.00
KUSKIE OIL CO.	01 2710 626 000 000	jun21fuel	<u>906.75</u>
	Total		906.75
LINGO COMMUNICATIONS	01 2510 382 000 000 0	jun 21 telephone	<u>149.51</u>
	Total		149.51
MC SCHAFF & ASSOCIATES	01 2610 330 001 001 1	erdman asbestos workshop	<u>30.00</u>
	Total		30.00

MCI COMM SERVICE	01 2510 382 000 000 0	telephone	36.49
	Total		36.49
MENARDS	01 2610 610 001 001 1	sprinkler greenhouse	98.54
	01 2610 610 001 001 1	summer projects	53.66
	Total		152.20
MORRILL COUNTY HOSPITAL	01 2710 340 000 000 0	Is physical	162.00
	Total		162.00
NATIONAL BUSINESS FURNITURE LLC	01 1200 733 003 000 0	L-Desk with Rt. Return & Lateral File	2,860.53
	01 1200 733 003 000 0	shipping	448.04
	Total		3,308.57
NCS PEARSON, INC.	01 6998 610 000 000 0	Wechsler Intelligence Scale for Children	1,350.00
	01 6998 610 000 000 0	shipping	67.50
	Total		1,417.50
NE COLORADO CELLULAR, INC	01 1100 382 000 000 0	STRIV HUDL	237.01
	Total		237.01
NE COUNCIL OF SCHOOL	01 2510 330 000 000 0	nasbo membership meeting	25.00
	Total		25.00
NE RURAL COMMUNITY SCHOOLS AS	01 2310 810 000 000 0	21-22 dues	850.00
	Total		850.00
NEBRASKA ASSOCIATION OF SCHOO	01 2510 330 000 000 0	naep board meeting training	60.00
	Total		60.00
R & M PRODUCTIONS	01 2310 610 000 000 0	16 Leaving employment pictures	2,865.00
	Total		2,865.00
REMIND101 INC	01 1100 810 001 001 1	remind app renewal	880.00
	01 1100 810 002 002 2	remind app renewal	880.00
	Total		1,760.00
RIVERSIDE INSIGHTS	01 6998 610 000 000 0	Woodcock Johnson IV Achievement Test	1,147.93
	Total		1,147.93
S & S WORLDWIDE, INC.	01 1100 610 000 000 0	glue dots	8.04
	Total		8.04
SCHOOL NURSE SUPPLY INC.	01 1160 610 000 000	Shurband elastic bandage 2"	31.80
	01 1160 610 000 000	shur band elastic bandage 4"	23.90
	01 1160 610 000 000	Powder free exam gloves med 250/bx	500.00
	01 1160 610 000 000	Alcohol prep pads	5.98
	01 1160 610 000 000	Chlorox wipes refill 700/container	48.00
	01 1160 610 000 000	Aspirin	2.19
	01 1160 610 000 000	Jr Str Ibuprofen	38.94
	01 1160 610 000 000	Ibuprofen	49.96
	01 1160 610 000 000	Tylenol	25.90
	01 1160 610 000 000	tums	25.28
	01 1160 610 000 000	Ward School Nurse Plan book	11.95
	01 1160 610 000 000	Refresh eye gtts	57.80
	01 1160 610 000 000	Bausch Lomb Sensitive saline sol	12.98
	01 1160 610 000 000	Surqilance One step 1.8mm	17.49
	01 1160 610 000 000	Hot/Cold Pk 3 X 5	15.80
	01 1160 610 000 000	Disposable cover 4 X 7 100/pkg	49.00
	01 1160 610 000 000	ST 37	38.50
	01 1160 610 000 000	Water Jel cool jel	12.98
	01 1160 610 000 000	Jr. tonque blades	6.79
	01 1160 610 000 000	Dynarex Sensi Wrap 2"	98.00
	01 1160 610 000 000	freight	19.95
	01 1160 610 000 000	Hemostatic forceps	2.85
	01 1160 610 000 000	splinter out	12.76
	01 1160 610 000 000	Callergy clear	8.78
	01 1160 610 000 000	Dynarex sensi wrap 1"	25.95
	01 1160 610 000 000	Dynarex sensi wrap 3"	95.00
	01 1160 610 000 000	Hydrocortisone 144's	12.95
	01 1160 610 000 000	Bacitracin 144's	16.75
	01 1160 610 000 000	Save a tooth	12.95
	Total		1,281.18
SCHOOL SPECIALTY LLC	01 1100 610 002 002 2	Post it 3x3 magnetic stickers tags labels	227.80
	01 3540 610 002 002 2	Name Tags magnetic tape name plates	39.01
	Total		266.81
SHERWIN WILLIAMS	01 2610 610 001 001 1	paint and supplies	750.12
	01 2610 610 001 001 1	Paint	84.42
	Total		834.54
SHOUTPOINT INC.	01 2660 610 000 000	enhanced messaging services	690.00
	Total		690.00
SOFTWARE UNLIMITED INC.	01 2510 735 000 000 0	21-22 software renewal	7,645.00
	Total		7,645.00
STAPLES ADVANTAGE	01 2510 610 000 000 0	refund-wipes	(44.02)
	01 2610 610 002 002 2	trash bags	1,022.00
	Total		977.98

SYNCB/AMAZON	01 2610 610 001 001 1	Sh-wipe KIT mop and handle	76.00
	01 1100 610 000 000 0	9" x 12" Sketch Book, Top Spiral Bound S	249.80
	01 1100 610 001 001 1	Humidifier	124.69
	01 6212 610 057 002 2	(2 Pack) Supershieldz for Samsung	318.71
	01 3540 610 002 002 2	24 Packs Drawstring Backpack Bags	18.99
	01 6212 610 057 002 2	(2 Pack) Supershieldz for Samsung	179.85
	01 1100 580 002 002 2	Replacement filters	<u>49.48</u>
	Total		1,017.52
TIME MANAGEMENT SYSTEMS	01 2510 610 000 000 0	jun21 timeclock	<u>162.50</u>
	Total		162.50
VERIZON	01 2710 610 000 000 0	jun21 gps	<u>210.47</u>
	Total		210.47
WEST CO	01 2710 610 000 000 0	55 Gallons 15W40 Sinclair oil	537.25
	01 2710 610 000 000 0	55 gallons DEF	<u>291.00</u>
	Total		828.25
PIPE WORKS PLUMBING LLC	03 4700 720 000 000	restrooms by concessions flushometers	<u>1,415.95</u>
	Total		1,415.95
		General Fund Total	\$85,632.42
		Building Fund	\$1,415.95
		Payroll	\$386,036.37

BAYARD PUBLIC SCHOOL
 TREASURER REPORT
 BANK STATEMENT BALANCES as of June 30, 2021

General Checking Account	\$	1,561,284.77	
Payroll Account	\$	6,878.51	
Activity Fund	\$	304,177.87	
Lunch Fund	\$	113,671.34	
Employee Benefits	\$	39,673.07	
125 Plan	\$	27,864.95	
Building Fund**	\$	311,259.05	
Bond Fund**	\$	116,488.07	
Depreciation Account	\$	39,814.53	
Scholarship CD	\$	73,141.73	
Platte Valley-Employment	\$	79,830.21	
	\$		2,674,084.10

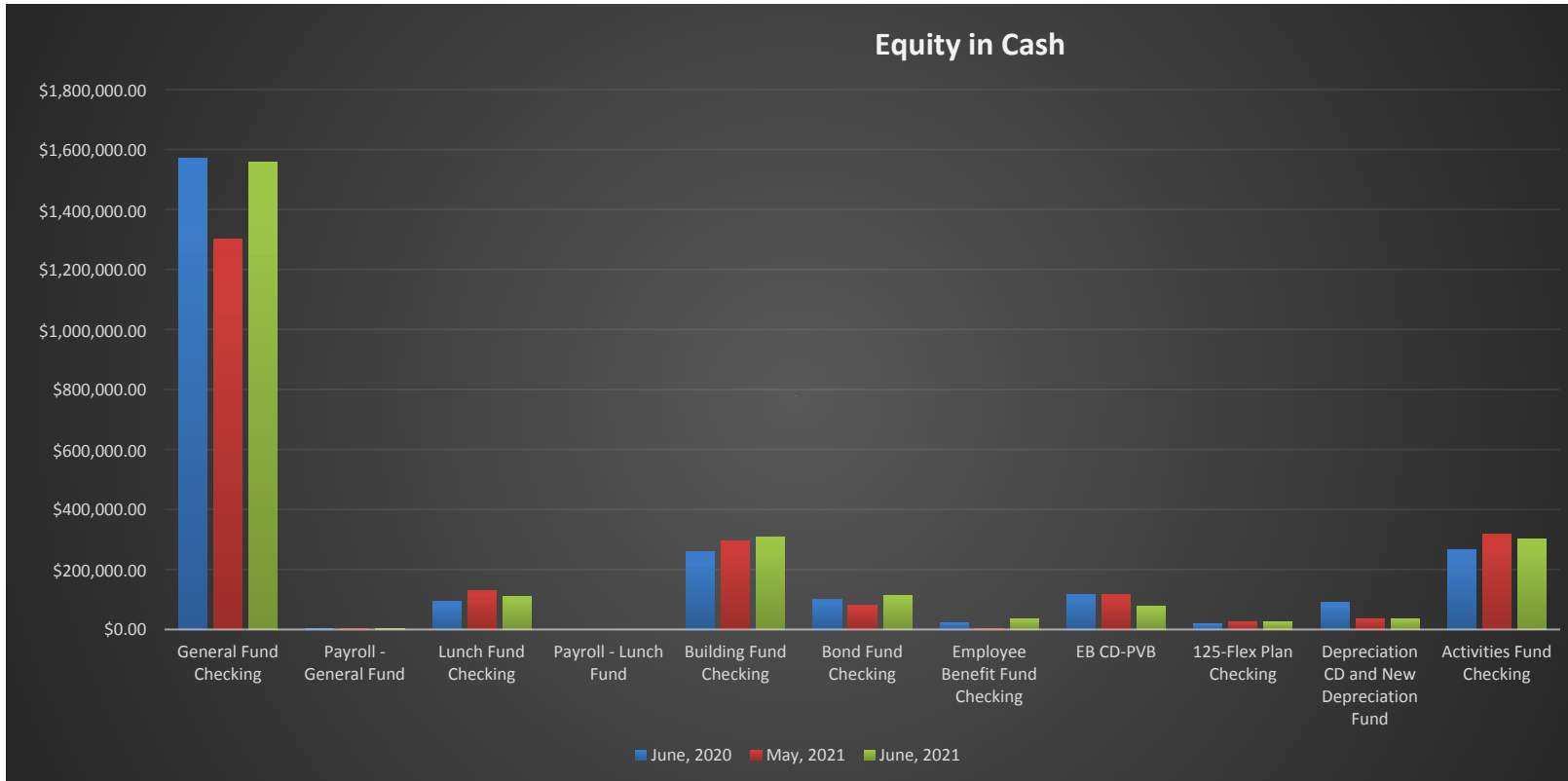


Bayard Public Schools

Equity in Cash

June 30, 2021

Fund	Fund #	June, 2020 PRIOR YEAR BALANCE	May, 2021 PRIOR MONTH BALANCE	June, 2021 REVENUES	June, 2021 EXPENSES	June, 2021 ENDING BALANCE
General Fund Checking	01-101	\$1,571,784.86	1,301,953.33	833,227.37	(573,895.93)	\$1,561,284.77
Payroll - General Fund	01-104	\$6,312.87	6,877.51	402,635.80	(402,634.80)	\$6,878.51
Lunch Fund Checking	02-101	\$96,516.14	133,233.38	1,914.36	(21,476.40)	\$113,671.34
Payroll - Lunch Fund	02-104	\$0.00	0.00	6,493.67	(6,493.67)	\$0.00
Building Fund Checking	03-101	\$261,412.00	296,876.64	14,715.85	(333.44)	\$311,259.05
Bond Fund Checking	04-101	\$105,161.27	83,381.23	33,106.84	0.00	\$116,488.07
Employee Benefit Fund Checking	05-101	\$26,603.87	741.97	41,828.53	(2,897.43)	\$39,673.07
EB CD-PVB	05-106-1000	\$118,217.70	119,830.21	0.00	(40,000.00)	\$79,830.21
125-Flex Plan Checking	05-107	\$21,688.64	28,428.37	4,063.34	(4,626.76)	\$27,864.95
Depreciation CD and New Depreciation Fund	06-101	\$94,904.98	39,751.64	62.89	0.00	\$39,814.53
Activities Fund Checking	07-101	\$269,617.95	320,872.40	3,357.34	(20,051.87)	\$304,177.87
Scholarship CD	07-114	\$79,462.36	73,141.73	0.00	0.00	\$73,141.73
TOTAL		\$2,651,682.64	\$2,405,088.41	\$1,341,405.99	\$(1,072,410.30)	\$2,674,084.10



Year	Grant	Amount Award	Current Expenditures	Received Reimbursements	Amount Left to be reimbursed	Pending Reimbursements	Amount to Roll over
18/19	Solar and Wind Energy (Teacher Evaluation)	\$18,748.32	\$18,748.32	\$0.00	\$18,748.32	\$18,748.32	
18/19	SFI (CSI)1 yr 2 yr grant	\$542,000.00	\$449,487.00	\$456,846.00	\$85,154.00		\$85,154.00
19/20	ESSERS #1	\$100,454.00	\$100,454.00	\$100,454.00	\$0.00		
19/20	FEMA #1	\$9,350.55	\$9,350.55	\$9,350.55	\$0.00		
19/20	FEMA #2	\$3,149.70	\$3,149.70	\$7,316.45	(\$4,166.75)		
19/20	Diesel Mitigation Bus Grant	\$42,000.00	\$42,000.00	\$42,000.00	\$0.00		
19/20	EdQuest 5yr	\$20,000.00		\$1,400.00	\$18,600.00	\$0.00	
19/20	Afterschool Equip grant	\$15,841.90	\$9,333.66	\$0.00	\$15,841.90	\$9,333.66	
19/20	FEMA Generator	\$180,000.00	\$22,854.12	\$17,140.59	\$0.00		
20/21	Title I	\$142,285.00	\$131,568.88	\$0.00	\$142,285.00		
20/21	21st Century Pathfinders	\$50,000.00	\$52,561.53	\$0.00	\$50,000.00		
20/21	Early Childhood	\$11,474.00	\$11,474.00	\$11,474.00	\$0.00		
20/21	IDEA 6408	\$75,785.00	\$75,785.00	\$75,785.00	\$0.00		
20/21	IDEA 6406	\$1,073.00	\$1,073.00	\$1,073.00	\$0.00		
20/21	SFI Year 3	\$385,451.00	\$278,100.23	\$0.00	\$385,451.00	\$250,046.12	
20/21	REAP	\$23,683.00	\$11,368.60	\$0.00	\$23,683.00		
20/21	ESSERS #2 (pending)	\$382,767.00	\$1,204.50	\$0.00	\$382,767.00		
20/21	Vape Detector Grant	\$5,000.00	\$5,000.00	\$5,000.00	\$0.00		
20/21	HAL		\$524.63	\$0.00	\$0.00		
20/21	Flex	\$17,523.00	\$17,721.85	\$0.00	\$17,523.00		
20/21	PEAK	\$1,633.50	\$1,633.50	\$1,750.00	(\$116.50)		
20/21	NASA	\$250.00		\$250.00	\$0.00		
20/21	RLIS	\$8,953.12	\$0.00	\$0.00	\$8,953.12		
20/21	Beyond School Bells -Summer Innovation (pending)	\$14,351.00	\$0.00	\$14,351.00	\$0.00		
21/22	ESSERS III (pending)	\$859,640.00	\$3,782.83	\$0.00	\$859,640.00		
20/21	Cares Afterschool Grant	\$5,550.00	\$5,550.00	\$5,550.00	\$0.00		
20/21	Albertson's Grant (Nutrition)	\$3,000.00	\$0.00	\$1,500.00	\$1,500.00		
Totals		\$2,919,963.09	\$1,252,725.90	\$751,240.59	\$2,168,722.50	\$278,128.10	\$85,154.00

Total Awarded Grants	\$2,919,963.09
Total money spent toward grants	\$933,991.21
Grant Reimbursement Received	\$751,240.59
Pending Reimbursements	\$278,128.10
Entitled Funds Not yet claimed	\$223,357.21



June 14, 2021

Administrator
Bayard Public Schools
PO Box 607
Bayard, NE 69334

RE: 2021/2022 Accreditation

Dear Administrator,

On June 4, 2021, the State Board of Education voted to classify Bayard Public Schools as Accredited for the period July 1, 2021, through June 30, 2022. This action is based upon records indicating that Bayard Public Schools operated in compliance with Title 92, *Nebraska Administrative Code*, Chapter 10 (Rule 10), *Regulations and Procedures for the Accreditation of Schools*. This action confers upon your school system the legal right to fulfill provisions of the compulsory education law.

We have appreciated the cooperation you have extended to us during the past year in the continued efforts to provide a quality education to Nebraska students.

Sincerely,

Donald E. Loseke

Donald E. Loseke
Accreditation Section Director
Office of Accountability, Accreditation, and Program Approval
Nebraska Department of Education



Certificate of Accreditation

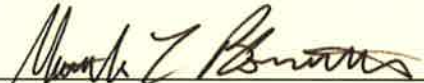
The Nebraska Department of Education


Recognizes

Bayard Public Schools

AS AN ACCREDITED SCHOOL
FOR THE SCHOOL YEAR 2021-2022

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

NASB Monthly Update for Board Meetings - Agenda Item:

July 2021

View the Monthly Update in video form at:

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

[Latest 'Board Notes' – Monthly Newsletters](#)

“NASB Update”

As a board, some items you should doing, or have on the monthly agenda include:

<http://members.nasbonline.org/index.php/resources>

MISSION, VISION, & GOALS

- Strategic Plan Update; District Goals Update

POLICY GOVERNANCE

- **Student Fees Policy.** On or before August 1, every school board is required to hold a public hearing proposing a student fee policy. In the meeting, the board shall review the amount of money collected from student fees (per policy) the prior year. They shall then propose and adopt the upcoming school year policy and publish in the student handbook. The written Meal Charge Policy and guidelines shall be in place and ready to be communicated to staff and households. § 79-2,134
- **Student Conduct.** On or before August 1, each year, all school boards shall annually review in collaboration with the county attorney of the county in which the principal office of the school district is located the rules and standards concerning student conduct adopted by the school board. § 79-262

ACCOUNTABILITY & STUDENT ACHIEVEMENT

- **Review Summer School Program** [Content of report: staff, # students served, purpose and value, etc.]
- **Review the Alternative Education Program** [Content of report: staff, # students served, curriculum, etc.]
- **Review Multi-Cultural Education Program**
- **Apply for Distance Education Incentives.** On or before August 1, School districts and educational service units shall apply for Distance Education Incentives (through 2020) § 79-1337
- **Students receiving instruction in another district; contracts authorized.** On or before August 15, if the school district is contracting with a neighboring district(s) for instruction of all or any part of pupils residing in the district, written contracts shall be filed in the office of the superintendent of the primary high school district. § 79-598

DISTRICT/ESU RESOURCES [BUDGET]

- **Conduct a Public Hearing on the Proposed Budget Statement.** §13-506 The hearing shall be held separately from any regularly scheduled meeting and shall not be limited by time. Notice of place and time of such hearing, together with a summary of the proposed budget statement, shall be published at least four calendar days prior to the date set for hearing in a newspaper of general circulation within the governing body's jurisdiction. At such hearing, the governing body shall make at least three copies of the proposed budget statement available to the public and shall make a presentation outlining key provisions of the proposed budget statement, including, but not limited to, a comparison with the prior year's budget. Any member of the public desiring to speak on the proposed budget statement shall be allowed

to address the governing body at the hearing and shall be given a reasonable amount of time to do so. After such hearing, the proposed budget statement shall be adopted, or amended and adopted as amended, and a written record shall be kept of such hearing. The amount to be received from personal and real property taxation shall be certified to the levying board after the proposed budget statement is adopted or is amended and adopted as amended. If the levying board represents more than one county, a member or a representative of the governing board shall, upon the written request of any represented county, appear and present its budget at the hearing of the requesting county. The certification of the amount to be received from personal and real property taxation shall specify separately (a) the amount to be applied to the payment of principal or interest on bonds issued by the governing body and (b) the amount to be received for all other purposes. If the adopted budget statement reflects a change from that shown in the published proposed budget statement, a summary of such changes shall be published within twenty calendar days after its adoption in the manner provided in this section, but without provision for hearing, setting forth the items changed and the reasons for such changes.

- **Budget Authority and Allowable Reserve Percentage Certification** §79-1023

BOARD/SUPERINTENDENT RELATIONS

- Complete first year superintendents second evaluation and review goals.
- **Superintendent Pay Transparency Act.** On or before August 1, file with NDE a copy of approved contracts or any amendments, for superintendent/ESU administrator services. § 79-2403

REPORTS

- Board Committees; Superintendent; Administrators

NASB's Video Resources: <http://members.nasbonline.org/index.php/news-resources/videos>

- Legal Resources, NASB's Live & Learn Series, Q&A's with the Governor and Commissioner Blomstedt, EHA Updates, Advocacy breakdowns, Monthly Board Agendas, and MUCH more!

Networking & Events: <http://members.nasbonline.org/index.php/events>

- NASB Orientation – July 21 in Lincoln
- Area Membership Meetings – August to October
 - August 24 – Gering
 - August 25 – North Platte
 - August 31 – Valentine
 - September 1 – Norfolk
 - September 8 – Kearney
 - September 15 – York
 - September 29 – Fremont
 - October 5 – La Vista
 - October 6 – Nebraska City
- Facilities & Construction Workshop – September 9 – Kearney
- Labor Relations Conference – October 12-13 – Lincoln
- 5th Annual Sparq Tailgate Party – October 30 – Embassy Suites - Lincoln



-
- State Education Conference – November 17-19 – CHI Health Center, Omaha

Advocacy/2021 Legislative Session:

- The 2021 legislative session has wrapped. Keep tabs with all things pertinent to your school at NASB's Govt Relations page at <http://members.nasbonline.org/index.php/government-relations>

Follow NASB on twitter at www.twitter.com/NASBOnline using the hashtag #liveNASB
and on Facebook at www.facebook.com/NASBOnline

Watch all of the NASB videos at <http://members.nasbonline.org/index.php/news-resources/videos>

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>



July 1, 2021

Board of Education, Bayard Public Schools
Travis Miller, Superintendent
PO Box 607
Bayard, NE 69334

We are pleased to confirm our understanding of the services we are to provide Bayard Public Schools for the year ended August 31, 2021. We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the related notes to the financial statements, which collectively comprise the basic financial statements, of Bayard Public Schools as of and for the year ended August 31, 2021.

We have also been engaged to report on supplementary information that accompanies Bayard Public Schools' financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements.

1) Schedule of Expenditures of Federal Awards.

The following other information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements, and our auditor's report will not provide an opinion or any assurance on that other information.

- 1) Management's Discussion and Analysis
- 2) Budgetary Comparison Information
- 3) Supplemental Schedules

Our responsibility for the other information listed above and included with the audited financial statements and auditor's report does not extend beyond the financial information identified in this report. We have no responsibility for determining whether such other information contained in these documents is properly stated.

Audit Objectives

The objective of our audit is the expression of opinions as to whether your financial statements are fairly presented, in all material respects, in conformity with the modified cash basis of accounting which is a comprehensive basis of accounting that than U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. The objective also includes reporting on—

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; standards contained in the Nebraska State Statutes and the Nebraska Department of Education; the *Single Audit Act Amendments of 1996*; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Superintendent and the Board of Education of Bayard Public Schools. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, an unavoidable risk exists that some material misstatements or noncompliance may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit Procedures—Internal Control

Our audit will include obtaining an understanding of the government and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance

matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are *required to be* communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Bayard Public Schools' compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of Bayard Public Schools' major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on Bayard Public Schools' compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will also (1) assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes based on the trial balance of Bayard Public Schools in conformity with the modified cash basis of accounting which is a comprehensive basis of accounting other than U.S. generally accepted accounting principles and the Uniform Guidance based on information provided by you and (2) propose journal entries affecting the financial statements that management reviews and accepts; and understands the nature of the proposed entries and the impact the entries have on the financial statements. These nonaudit services do not constitute an audit under *Government Auditing Standards*. and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

Management Responsibilities

Management is responsible for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with the modified cash basis of accounting which is a comprehensive basis of accounting other than U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant

(Continued)

contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are responsible for including all informative disclosures that are appropriate for the modified cash basis of accounting. Those disclosures will include (1) a description of the modified cash basis of accounting, including a summary of significant accounting policies, and how the modified cash basis of accounting differs from GAAP; (2) informative disclosures similar to those required by GAAP; and (3) additional disclosures beyond those specifically required that may be necessary for the financial statements to achieve fair presentation.

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including identification of all related parties and all related-party relationships and transactions, (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance, (3) additional information that we may request for the purpose of the audit, and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review on September 15, 2021.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with the modified cash basis of accounting. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with the modified cash basis of accounting; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with the modified cash basis of accounting; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the

reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

With regard to including the auditor's report in an exempt offering document, you agree that the aforementioned auditor's report, or reference to Rauner & Associates, P.C., will not be included in any such offering document without our prior permission or consent. Any agreement to perform work in connection with an exempt offering document, including an agreement to provide permission or consent, will be a separate engagement.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

You agree to assume all management responsibilities relating to the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with (1) the preparation of the financial statements, schedule of expenditures of federal awards, and related notes based on the trial balance of Bayard Public Schools and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them and (2) proposed journal entries affecting the financial statements that management reviews and accepts; and understands the nature of the proposed entries and the impact the entries have on the financial statements prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to Bayard Public Schools; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Rauner & Associates, P.C. and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Nebraska State Auditor and the Nebraska Department of Education or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Rauner & Associates, P.C. personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the Nebraska State Auditor and the Nebraska Department of

(Continued)

Education. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit on approximately August 1, 2021 and to issue our reports no later than November 5, 2021. Robert R. Rauner, Jr. is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.


Our fee for these services will be at our standard hourly rates and we agree that our gross fee for an audit of financial statements and a Single Audit based on two major programs will not exceed \$17,392 plus out-of-pocket costs (such as report production, postage, travel, telephone, etc.). Additional major programs will be charged at our standard hourly rates. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s). You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

The Nebraska Department of Education has requested the performance of additional services not addressed in this engagement letter related to compliance with the calculation of the Average Daily Membership as required by Rule 1 of the Nebraska Administrative Code. We will communicate with you regarding the scope of the additional services and the estimated fees in a separate engagement letter.

In the event that the Governmental Accounting Standards Board (GASB), the American Institute of CPA's (AICPA), the General Accounting Office (GAO), the Office of Management and Budget (OMB), or any other federal or state agency promulgates additional standards or audit procedures during the audit period, we will discuss these requirements with you before proceeding further. Before starting the additional work, we will prepare an estimate of the time necessary, as well as the fee for performing the additional work.

We appreciate the opportunity to be of service to Bayard Public Schools and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us. You have requested that we provide you with a copy of our most recent external peer review report and any subsequent reports received during the contract period. Accordingly, our 2020 peer review report accompanies this letter.

Very truly yours,



Rauner & Associates, P.C.

RESPONSE:

This letter correctly sets forth the understanding of Bayard Public Schools.

Management signature: _____

Title: _____

Date: _____

Governance signature: _____

Title: _____

Date: _____

Report On The Firm's System Of Quality Control

December 21, 2020

To the Owner of
Rauner & Associates, P.C.
and the Peer Review Committee of the
Nevada Society of CPA's

We have reviewed the system of quality control for the accounting and auditing practice of Rauner & Associates, P.C. (the Firm) in effect for the year ended May 31, 2020. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The Firm is responsible for designing a system of quality control and complying with it to provide the Firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The Firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the Firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included audits performed under *Government Auditing Standards*, including a compliance audit under the Single Audit Act.

As part of our peer review, we considered reviews by regulatory entities as communicated by the Firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Rauner & Associates, P.C. in effect for the year ended May 31, 2020 has been suitably designed and complied with to provide the Firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of pass, pass with deficiency(ies), or fail. Rauner & Associates, P.C. has a peer review rating of pass.

A handwritten signature in black ink that reads "BergankDV, LLC". The signature is written in a cursive, flowing style.

BergankDV, LLC
Omaha, Nebraska

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!**



SUBSTITUTE TEACHER HANDBOOK



Bayard Public Schools 2021-2022

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 2021-2022. 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 2021-2022 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. Leggings and yoga pants are not considered business casual and are not appropriate for the instructional staff in the school. Staff attire needs to be compliant with expectations for student dress.

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 and 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: _____

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

PROFESSIONAL BOUNDARIES BETWEEN EMPLOYEES AND STUDENTS

All employees (which for purposes of this policy includes student teachers and interns) are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions which the board deems unacceptable and will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging, social networking sites, or any other type of personal communication system to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.

- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
-
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student's or employee's personal matters when it is not appropriate outside of the instructional setting.
- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A staff member seeking an exception must receive advance approval from his or her administrator. If a staff member is unable to communicate with an administrator in advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

Any person who suspects a District employee of engaging in any prohibited conduct under this policy, including grooming, should contact the Superintendent or other administrator

immediately.

An employee who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline.

A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

Each school year, all employees shall sign a certification verifying that this policy was received and understood.

Legal Reference: LB 1080 (2020)

Adopted: 10-12-09

Revised: 1-11-21

Reviewed: 5-10-10

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.

COPPA Notification Statement

Dear parents/legal guardians of school-aged children under the age of 13,

Our district utilizes several computer software applications and web-based services, operated not by this district, but by third parties. These include Teach TCI, Big Ideas Math, Amplify Science, Google Apps for Education, Clever, Remind, MobyMax, Pearson, Khan Academy and similar educational programs. A list of the possible sites and programs used in our classrooms with the privacy policy for each can be found on our district website's Instructional Technology page. Web-based educational programs and services may be added during the upcoming academic year as needed.

In order for our students to use these programs and services, certain personal identifying information - generally the student's name and school email address - must be provided to the website operator. By law, the operator may only use this information for educational purposes. Under federal law entitled the Children's Online Privacy Protection Act (COPPA), these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. The law permits districts/schools such as ours to consent to the collection of personal information on behalf of all its students, thereby eliminating the need for individual parental consent given directly to the website operator.

For more information on COPPA, please visit <http://www.ftc.gov/privacy/coppafaqs.shtm>.

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 21st 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.

Teachers or media specialists who are exploring digital content with a class do not need special parental permission for such activity if the teacher or media specialist is in control of the navigation to known educational sites. A student accessing digital content at the constant direction of the teacher is not working independently. This circumstance does not require special parental permission. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

In addition, this form, when completed below and on file with the district, will constitute consent for our schools to provide personal identifying information for your child consisting of first name, last name, school email address and username (for educational use only) to the following web operators: Teach TCI, Big Ideas Math, Amplify Science, Google Apps for Education, Clever, Remind, MobyMax, Pearson, Khan Academy and to the operators of any additional web-based educational programs and services which our schools may add during the upcoming academic year.

(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.

Teachers or media specialists who are exploring digital content with a class do not need special parental permission for such activity if the teacher or media specialist is in control of the navigation to known educational sites. A student accessing digital content at the constant direction of the teacher is not working independently. This circumstance does not require special parental permission. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

In addition, this form, when completed below and on file with the district, will constitute consent for our schools to provide personal identifying information for your child consisting of first name, last name, school email address and username (for educational use only) to the following web operators: Teach TCI, Big Ideas Math, Amplify Science, Google Apps for Education, Clever, Remind, MobyMax, Pearson, Khan Academy and to the operators of any additional web-based educational programs and services which our schools may add during the upcoming academic year.

(Printed) Parent Name _____

Parent Signature _____

Date _____

Adopted: 2-10-97

Reviewed: 7-12-10

Revised: 6-11-12, 6-8-20

CERTIFICATED STAFF HANDBOOK



Bayard Public Schools 2021-2022

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 2021-2022. 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 in writing through the Weblink online leave system to the principal. 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 2021-2022

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 1st.

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. Requisition Orders for a class or organization must be approved 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. Leggings and yoga pants are not considered business casual and are not appropriate for the instructional staff in the school. Staff attire needs to be compliant with expectations for student dress.

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

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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

POLICY NO. 4007

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 1st 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

POLICY NO. 4008

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

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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.

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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 fro 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 lease 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.

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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 1st, 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

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

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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

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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.

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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.

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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), location(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

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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.

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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.

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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.

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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.

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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. 4112

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

POLICY NO. 4112

Page 2

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

PROFESSIONAL BOUNDARIES BETWEEN EMPLOYEES AND STUDENTS

All employees (which for purposes of this policy includes student teachers and interns) are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions which the board deems unacceptable and will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging, social networking sites, or any other type of personal communication system to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.

- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
-
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student's or employee's personal matters when it is not appropriate outside of the instructional setting.
- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A staff member seeking an exception must receive advance approval

from his or her administrator. If a staff member is unable to communicate with an administrator in advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

Any person who suspects a District employee of engaging in any prohibited conduct under this policy, including grooming, should contact the Superintendent or other administrator immediately.

An employee who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline.

A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

Each school year, all employees shall sign a certification verifying that this policy was received and understood.

Legal Reference: LB 1080 (2020)

Adopted: 10-12-09

Revised: 1-11-21

Reviewed: 5-10-10

POLICY NO. 5114

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.

COPPA Notification Statement

Dear parents/legal guardians of school-aged children under the age of 13,

Our district utilizes several computer software applications and web-based services, operated not by this district, but by third parties. These include Teach TCI, Big Ideas Math, Amplify Science, Google Apps for Education, Clever, Remind, MobyMax, Pearson, Khan Academy and similar educational programs. A list of the possible sites and programs used in our classrooms with the privacy policy for each can be found on our district website's Instructional Technology page. Web-based educational programs and services may be added during the upcoming academic year as needed.

In order for our students to use these programs and services, certain personal identifying information - generally the student's name and school email address - must be provided to the website operator. By law, the operator may only use this information for educational purposes. Under federal law entitled the Children's Online Privacy Protection Act (COPPA), these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. The law permits districts/schools such as ours to consent to the collection of personal information on behalf of all its students, thereby eliminating the need for individual parental consent given directly to the website operator.

For more information on COPPA, please visit <http://www.ftc.gov/privacy/coppafaqs.shtm>.

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 21st 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.

Teachers or media specialists who are exploring digital content with a class do not need special parental permission for such activity if the teacher or media specialist is in control of the navigation to known educational sites. A student accessing digital content at the constant direction of the teacher is not working independently. This circumstance does not require special parental permission. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

In addition, this form, when completed below and on file with the district, will constitute consent for our schools to provide personal identifying information for your child consisting of first name, last name, school email address and username (for educational use only) to the following web operators: Teach TCI, Big Ideas Math, Amplify Science, Google Apps for Education, Clever, Remind, MobyMax, Pearson, Khan Academy and to the operators of any additional web-based educational programs and services which our schools may add during the upcoming academic year.

(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.

Teachers or media specialists who are exploring digital content with a class do not need special parental permission for such activity if the teacher or media specialist is in control of the navigation to known educational sites. A student accessing digital content at the constant direction of the teacher is not working independently. This circumstance does not require special parental permission. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

In addition, this form, when completed below and on file with the district, will constitute consent for our schools to provide personal identifying information for your child consisting of first name, last name, school email address and username (for educational use only) to the following web operators: Teach TCI, Big Ideas Math, Amplify Science, Google Apps for Education, Clever, Remind, MobyMax, Pearson, Khan Academy and to the operators of any additional web-based educational programs and services which our schools may add during the upcoming academic year.

(Printed) Parent Name _____

Parent Signature _____

Date _____

Adopted: 2-10-97

Reviewed: 7-12-10

Revised: 6-11-12, 6-8-20

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.



Proposed Changes to Student Handbook 2021-2022

Updated Dates

Page 23/24 - Revised to match policy on graduation.

Page 24 - Added language clarifying types of snacks that are appropriate for classroom settings.

Page 25 - Add the following to concussions: If a student is suspected of sustaining a concussion away from school the student and his/her parent will need to notify the school nurse and activities director so the appropriate return to learn measures and return to activities participation protocols can be initiated.

Page 27 - Added clarification that backpacks are not to be brought into classrooms.

Page 28.- Add new policy on ATVs, etc.

Page 34 - Updated language regarding testing

Page 35 - Added the following to Alternate Learning Environment: When authorized by the Principal for health or other reasons, students may be granted permission to attend class via electronic means.

Page 41-43 - Update attendance language

Page 46 - Updated credit recovery language

Page 49 – Update Language regarding cell phones.

Page 52 – Additional specificity regarding dress code.

Page 61 and 62 – Revised programs requiring specialized equipment.

Page 63 - Removed FCCLA from list of programs

Page 72 - Additional specificity regarding student appearance.

Page 75 - Updated device descriptions.

Page 77 - Updated language regarding gum, candy, and pop.

Page 82 - Updated Activities List and Removed 1:00 am prom ending time (to be done before midnight).

Page 87 - Removed obsolete language about bracelets for admission to dances.

Page 87 - Added additional reminder information/clarification regarding expectations for academic intervention in the section on activities eligibility.

STUDENT PARENT HANDBOOK



Bayard Public Schools 2021-2022

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

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General Information

BAYARD PUBLIC SCHOOLS Student-Parent Handbook 2021-2022

This student handbook is Board of Education policy, and in the event there are inconsistencies or conflicts with any other rules or regulations, the board policies and regulations as they appear in this handbook will regulate.

INTRODUCTION

The purpose of this booklet is to help the parents and students of Bayard Public Schools to understand the philosophy, practices, policies, and regulations of the school. It is designed to help students choose courses and classes which will benefit them later for a life after graduation. If you have questions or concerns about these matters, or any other facet of your education, please contact an administrator at any time.

The experience of school is of critical importance. Not only do students learn the academic skills of reading, writing, calculating, thinking, and speaking; but they also learn who they are and how to deal with and relate to fellow students and adults. For these reasons, it is of paramount importance that the school environment be supportive of the students, offering encouragement, acceptance, and genuine concern for the individual student. The school, along with parents, family, and community must teach the students that all people have value and dignity. They must also strive to teach the values of honesty, respect for others, personal integrity, individual achievement, cooperation, self-discipline, a sense of humor, and good citizenship.

The classroom should be a very special environment. It must be stimulating and challenging, and at the same time, warm and supportive. Discipline should be present to enhance learning and engender proper academic and social development. It should not, however, be so rigid as to stifle individual creativity. It must foster self-worth and respect for the rights of other individuals and build a positive relationship between the student and the teacher. We believe in firm, fair, and consistent discipline that is built on sound educational principles. We also believe that all students are special and can succeed to the level of their abilities. There should be a real joy in learning, and students should be encouraged and rewarded for their many successes.

We hope that this school year will be exciting and rewarding, and we look forward to the opportunity of helping each student become the very best that they can become

VISION STATEMENT

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

MISSION STATEMENT

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

“A NATION AT RISK”

“When you work to your full capacity, you can hope to attain the knowledge and skills that will enable you to create your future and control your destiny. If you do not, you will have your future thrust on others. Take hold of your life, apply your gifts and talents, and work with dedication and self-discipline. Have high expectations for yourself and convert every challenge into an opportunity.”

BAYARD PUBLIC SCHOOLS 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 and 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!

BAYARD PUBLIC SCHOOLS STUDENT EXPECTATIONS

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.

MUTUAL RESPECT

The Bayard Public Schools expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of the student will not be tolerated.

ACADEMIC SEAL



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

A BRIEF HISTORY OF BAYARD SCHOOLS

The first school session was held in a room above a store building in about 1885, with Miss Ottie Wisner as teacher. Later, a one room school house, a Soddy, was built where the Western Sugar factory now stands in Bayard. Between 1890 and 1900 the school was closed due to an epidemic of smallpox, measles, and whooping cough.

Bayard's next school building, the "pink" school house, was a two-story structure, built in 1900. At the time there were eight grades, with two instructors. About five years later the ninth and tenth grades were added, and a third teacher was hired. In 1917 the building which was known as North Ward was constructed to house the high school. Our former high school was first used in 1921. This school building cost our school district \$275,000. It housed the grades nine through twelve. At this time the North Ward building was occupied by the junior high school, and the "pink" school house held the elementary school.

In 1949 the school district voted bonds for \$135,000 to build a new gymnasium and vocational agricultural building. Our auditorium was facilitated with new seats and a new stage front. This renovation also included the transformation of the swimming pool into a girls' dressing room.

The science laboratory and home economics room were completely remodeled and equipped with modern facilities in the year 1955. In 1956 a new library and garage were added to our school building. 1961 ushered in its full share of progressive changes. After District 58 consolidated with the Bayard City School, a bus service and cafeteria were installed in our system. For the academically inclined, 1961 witnessed the conversion of an old third-story school classroom into a modernized, well-equipped math room. The old woodworking shop was expanded, rearranged, and equipped with many new tools. In 1987 new locker rooms and a concession area were constructed between the gym and the junior/senior high building. This addition provided over 5,000 square feet of much needed space for the junior and senior high students. This project cost \$246,000.

In 1991, a new junior/senior high school was completed at a cost of \$2,989,356.50 and concurrently consists of 51,000 square feet of space. This very modern building was designed to meet the educational needs of the Bayard community well into the 21st century.

In November, 2008, the Bayard School District approved a \$3,500,000 (\$500,000 being a gift) construction project which included 7,200 additional square feet of classrooms and 5,000 square feet of remodeling at the elementary school; and 23,000 additional square feet including a gymnasium and locker rooms at the high school. The elementary project was completed the beginning of the 2009/2010 school year, while the High School was completed during the summer of 2010. Both projects have proven to be great assets to the students and faculty of Bayard Schools and the Bayard community.

There are approximately 400 students, PK-12, attending Bayard Public School.

WELCOME TO BAYARD PUBLIC SCHOOLS

PRINCIPALS' MESSAGE

Dear Parents and Students:

Welcome! We are looking ahead to an exciting year of learning and growing. Your cooperation and full participation will help us to reach that goal.

It is our greatest hope that everyone will get excited about learning and come to appreciate the endless possibilities of a trained mind. We can do it together – you, the student; your teachers; and myself, the principal; and your parents! All of us, working together in a positive manner can, and will, achieve another highly productive and successful school year.

Our focus this year will be on effective communication and to improve educational opportunities. Your focus for the future will hopefully be on learning; not just memorizing a head full of interesting facts, but learning how to be a self-directed learner – a life-long learner.

Your parents have given you the love and security to know that they dream big dreams for you. The staff is committed to supplying you abundant time, talent, and energy to underwrite your success. You, in turn, must supply the effort necessary to make the dreams a reality.

Don't accept second best for yourself. Be everything you ever dreamed you could be. Be committed! Be determined!

We'd like to share the following poem found in a magazine several years ago. We hope it tells you that we are here for you.

Love Me When I'm Most Unlovable
There's a time for us in life that no one understands.
We grow and change in many ways and later find out why.
We face new problems everyday, and sometimes it's just so unbearable
We have to break down and cry.
During these times there are good and bad,
And we hope our parents will just understand,
For what is happening to us cannot be controlled,
No matter what we are told.
So bear with us, grow with us, and learn to love us through it.

Parents are encouraged to come to school or call the school if you have questions, suggestions, or comments.

Your Principals,

Mr. Matthew McLaughlin, Elementary Principal
Dr. Kelley Rice, Jr./Sr. High School Principal

NONDISCRIMINATION IN EDUCATION PROGRAMS AND ACTIVITIES

It is the policy of the Bayard Public Schools not to discriminate on the basis of race, color, national origin, creed, age, marital status, sex, or disability in its educational programs, activities, or employment policies, as required by Titles VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, the Section 504 Rehabilitation Act of 1973, and the Nebraska Equal Educational Opportunity Act. Any person who believes she or he has been discriminated against, denied a benefit, or been excluded from participation in any district education program or activity on the basis of sex, race, or handicap, in violation of this policy, may grieve such matters using the adopted grievance procedures of this district. Such procedures shall provide for prompt and equitable resolution of complaints alleging acts of discrimination. Inquiries regarding compliance with Title IX, Section 504, Title VI of the Nebraska Equal Opportunity in Education Act may be directed to the High School Principal, Bayard High School, (308) 586-1700, or in the case of Title IX and Section 504 Rehabilitation Act, to the Director of the Region VII Office for Civil Rights, 10220 North Executive Hills Boulevard, 8th Floor, Kansas City, Missouri 64153, or call (816) 891-8026.

POLICY ENFORCEMENT:

To ensure compliance with this policy, the superintendent shall:

I. Designate a member of the administrative staff:

- A. To coordinate efforts of the district to comply with this policy;
- B. To develop and ensure maintenance of a filing system to keep records required under this policy;
- C. To investigate any complaints of violations of this policy;
- D. To administer the grievance procedure established in this policy;
- E. To develop affirmative action programs, as appropriate;

II. Provide for the publication of this policy on an ongoing basis to students, parents, employees, prospective employees, and district employee unions or organizations, with such publication including the name, office address, and telephone number of the compliance administrator designated, pursuant to this policy in paragraph C., 1. above.

GRIEVANCE PROCEDURE:

Any student or employee of this district who believes he or she has been discriminated against, denied a benefit, or excluded from participation, in any district education program or activity, on the basis of sex, in violation of this policy, may file a written complaint with the compliance administrator designated in Paragraph C, 1, of this policy, above. The compliance administrator shall cause a review of the written complaint to be conducted and a written response mailed to the complainant within ten (10) working days after receipt of the written complaint. A copy of the written complaint and the compliance administrator's response shall be provided each member of the Board of Education. If the complainant is not satisfied with such response, he or she may submit a written appeal to the Board of Education, indicating with particularity the nature of disagreement with the response and his or her underlying disagreement. The Board of Education shall consider the appeal at its next regularly scheduled board meeting, following receipt of the response.

The Board of Education shall permit the complainant to address the board in public or closed session, as appropriate and lawful, concerning his or her complaint and shall provide the complainant with its written decision on the matter as expeditiously as possible following completion of the hearing.

The designated administrator for Title IX is: Dr. Kelley Rice, 726 4th Avenue, Box 607, Bayard, Nebraska 69334. 308-586-1700. A complete copy of Title IX and Assurance of Compliance under Title IX of the Education Amendments of 1972 was posted for the students' use on Nov. 3, 1972.

HIGH SCHOOL ACADEMIC LETTER

Bayard High School will award Academic Letters. Students who earn this award will be recognized at the beginning of each year at the high school student meeting.

Qualifications:

1. Students must have a Grade Point Average of 94% or higher for the previous school term.
2. Students must have zero unverified absences, no more than eight verified absences, and less than 8 tardies for the previous school term.
3. The student must not receive any semester grade lower than an 86%.
4. The student must be enrolled in at least five courses, four of those courses from the core areas of Math, Science, Social Studies, and English.
5. The students must not be sent to the office for a major infraction at anytime during the school term.
6. The student must be enrolled at Bayard High School for at least 90 days of the previous year.
7. The student must achieve and maintain this standard for two consecutive semesters of the same school year. (Fall Semester and Spring Semester)

ACCIDENT INSURANCE

Accident insurance covering students, while they are at or traveling to or from school or participating in school activities is offered for a nominal cost at the beginning of the school year. Membership is optional. Information pertaining to this policy is made available to all students at the beginning of the school year.

JUNIOR/SENIOR HIGH SCHOOL 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 or a signed waiver from the parents relieving the school of all responsibility

JUNIOR/SENIOR HIGH AWARDS ASSEMBLY

During the last weeks of school, an awards assembly is held to recognize students who have made outstanding contributions to the school.

Citizenship awards are given to one boy and one girl in each class. These students are chosen by a vote from the faculty members.

Scholastic recognition is given to the top two students in each class. This is determined by their grade point average. To be eligible, the student must have been in the Bayard Junior/Senior High School system the entire year.

Perhaps the most important features of the awards assembly are handing down the traditions of Bayard High School by members of the Senior Class to members of the Junior Class.

The Book of Knowledge, which is held by the graduating senior who received it before, is passed down to the junior who ranks highest in his/her class in scholastic ability.

The graduating Senior Class president hands down the honor yoke to the newly elected senior class president.

The graduating Senior Class selects by nomination from the Junior Class, six candidates: three for the school spirit award and three for the athletic letter. These nominations are approved by the administration and returned to the seniors for the final vote. The winners will receive these traditions, which they will pass on, the following year, in like manner.

The Hall of Fame is composed of graduating students, who, through their years of high school, have contributed the most to their school in the line of scholarship, activities, citizenship, and the general welfare of the student body. Four boys and four girls are nominated by the seniors and placed on the ballot in the general election, in which all high school classes vote. The names of the two boys and two girls who receive the most votes are then placed in the Hall of Fame.

SCHOOL BUILDING HOURS AND BELL SCHEDULE

Unless special activities or an early morning class make it necessary, students should not be in the buildings before 7:40 A.M. Students entering the building prior to 7:40 A.M. for a special meeting are to remain in their meeting room until 7:40 A.M. Students who are not involved in special activities or meeting with a staff member are directed to leave the building immediately following their last assigned class. Students may work in classrooms or the library as long as supervision is present. Practices, rehearsals, or meetings in school buildings WITHOUT A SPONSOR BEING PRESENT, are not permitted.

Bayard Jr./Sr. High School Bell Schedule

Zero Hour: 7:11 – 7:57
1st period: 8:00 – 8:48
2nd period: 8:51 – 9:37
3rd period: 9:40 – 10:26
4th period: 10:29 – 11:15
5th period: 11:18 – 12:34
Lunch A: 11:15 – 11:45
5th A: 11:48 – 12:34
5th B: 11:18–12:04
Lunch B: 12:04 – 12:34
6th period: 12:37 – 1:23
7th period: 1:26 – 2:12
8th period – Leadership Development: 2:15 – 2:42
9th period: 2:45 – 3:31

Bayard Elementary School Schedule

Begin: 8:00 am
Dismiss: 3:25 pm

BUS RULES

The safety of our children is of prime importance. All students living outside the city limits of Bayard are eligible to ride the bus. Bus rules concerning regular bus routes or activity trips are as follows:

- I. Previous to Loading (on the road and at school)
 - A. Be on time at the designated school bus stop to keep the bus on schedule.
 - B. Stay off the road at all times while waiting for the bus. Bus passengers must conduct themselves in a safe manner while waiting.
 - C. Do not move toward the bus at loading zones until the buses have been brought to a complete stop.
 - D. After the bus comes to complete stop, take your seat without delay.
- II. While on the Bus:
 - A. Students will sit where assigned by the driver or the activity sponsor.
 - B. Keep hands and head inside the bus at all times after entering the bus.
 - C. Windows will be kept closed - heat and ventilation will be controlled by the driver.

- D. No gum, food, or drink will be allowed on route buses without the bus driver's permission.
- E. Assist in keeping the bus safe and sanitary at all times.
- F. Remember that loud talking and laughing or unnecessary confusion diverts the attention of the bus driver.
- G. Treat bus equipment as you would valuable furniture in your own home. Damage to seats, etc., must be paid for by the offender.
- H. Never tamper with the bus or any of its equipment.
- I. Leave no books, lunches, or other articles on the bus.
- J. Keep books, packages, coats, and all other objects out of the aisles.
- K. Remain in the bus in case of a road emergency, unless directed by the driver to do otherwise.
- L. Keep ABSOLUTELY QUIET when approaching a railroad crossing.
- M. Do not throw anything out of the bus windows.
- N. Remain in seats while bus is in motion (NO STANDING).
- O. Be courteous to fellow pupils, the bus driver, and the driver's assistants.
- P. Parents will be notified if there is misconduct on the bus. The bus rider may be denied the privilege of riding.
- Q. While on the bus, you are in the driver's charge, and you must obey him/her promptly and cheerfully; as well as, any student assistant that is officially designated.
- R. Inform the driver, if possible, when a rider will be absent.
- S. All school rules, regulations, and policies apply to all students while riding school buses.

III. After Leaving the Bus

- A. Cross the road, when necessary, after getting off the bus (at least 12 feet in front of the bus) but only after looking to be sure that no traffic is approaching from either direction.
- B. Help look after the safety and comfort of small children.
- C. Be alert to the danger signal from the driver.
- D. Do not get off the bus at places other than the regular bus stop, unless proper authorization has been given in advance by parent and school officials.

IV. Extra-Curricular Trips

The bus rules and regulations would apply to any trip under school sponsorship. Pupils shall respect the wishes of a competent chaperone appointed by the school.

V. Unsatisfactory Bus Conduct

Bus drivers will report unacceptable bus conduct to the supervisor of transportation or the principal for students who fail to abide by the rules and regulations concerning bus transportation. Unacceptable bus conduct may result in the loss of bus riding privileges. Additionally, the student may face detention, suspension or expulsion in accordance with established policies, for flagrant violation of school bus rider conduct regulations or conduct detrimental to the safe operation of the bus.

RIDING THE BUS IS A PRIVILEGE.

CAFETERIA RULES AND LUNCH ACCOUNT PROCEDURES

Bayard Public Schools participates in the National School Lunch Program and meets eligibility guidelines. A supervised lunchroom is maintained for students who eat hot or cold meals at school. One carton of milk is included with each meal, or juice will be substituted in place of the milk for those children who bring a note from a physician. An additional carton of milk may be purchased if desired. Water is provided in the lunchroom. Students who bring lunches from home may buy milk. Pop or other drinks that do not meet healthy foods guidelines will not be allowed in the lunchroom while meals are being served.

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, we encourage all families to apply for free or reduced meals (breakfast and lunch). An application form for free or reduced price meals will be sent to each household at the beginning of each school year. Application forms may also be picked up in the principals' offices at any time during the school year. The income scale prepared by the Office of Economic Opportunity shall be used as the guideline for determining if a family shall be eligible. Criteria used for consideration will include economic need as reflected by family income, including welfare payments, family size, and other family needs. This information will be kept confidential. All children will be provided meals if they wish to participate and have funds available to purchase a meal each day. Collections of payment shall be handled by school office personnel. All appeals from decision by the determination officer shall be reviewed by the Superintendent of Schools. Free and reduced meal numbers not only help you, but are beneficial to the school.

Bayard Public Schools has a computerized meal program, and the account balances and bookkeeping aspects of the program are beneficial to everyone concerned. Each student's account will show a running balance. 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.

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. We offer a breakfast program to Bayard students starting at 7:45 A.M. in the Jr/Sr High School and 8:00 A.M. at the Elementary School. We encourage all students to eat breakfast.

Lunch Program Non-Discrimination Statement: This explains what to do if you believe you have been treated unfairly.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

CHANGE OF ADDRESS/TELEPHONE

It is very important that every student maintain an up-to-date address and telephone number record at the school office. Notify the school immediately if you have a change of address or telephone number during the school year.

CHECKING OUT

If a student leaves school during the year, he must obtain a check-out form from the principal and get the signatures of his teachers and coaches or sponsors that he has had during the year.

CHOICE STUDENTS

The Bayard Public schools will accept students who elect to attend Bayard Schools under the guidelines of the State of Nebraska School Option Program.

CIVIL DEFENSE AND TORNADO DRILLS

Civil defense and tornado alert drills are conducted periodically to practice indoor survival procedures. Teachers will advise their classes concerning the area to which they will proceed. The student should:

1. Walk quickly; do not run.
2. Remain alert for additional or changed instructions from a faculty member.
3. Proceed to the far end of an assembly area, so that entrances will not be blocked. In the event of a tornado ALERT, faculty and students will be notified and directions given for evacuating the most dangerous portions of the building. Escape plans are to move the entire student body into safe areas.

ELEMENTARY CLOSED CAMPUS / RELEASE OF A STUDENT DURING THE DAY

Students will not be permitted to leave school grounds during the school day without permission from the office and accompanied by a designated adult.

In recognition of the responsibility of the district to parents for health, welfare, and safety of students, the school will not release a student during the school day except to a student's lawful custodian as defined by law and whose identification is verified to the satisfaction of the administration. The name, address, and telephone number of the lawful custodian shall be entered on the permanent record of the student. If a lawful custodian wishes to have a stranger pick up their child during the school day, permission must be given to the school prior to the child being released.

If, in the granting of a release of a student, a change in the record of the student's lawful custodian(s) becomes apparent and is verified to the satisfaction of the administration, such change shall immediately be entered on the student's permanent record.

JUNIOR/SENIOR HIGH SCHOOL CLOSED CAMPUS

Bayard Junior/Senior High School will have closed campus for grades seven, eight, and nine. If necessary, special arrangements to leave campus can be made with the principal. Parents may not excuse their student from closed campus for more than one day at a time. If students must be excused for extended periods, parents need to request a meeting with the principal. Students tardy three times will face disciplinary action up to and including loss of open campus privileges.

CONFERENCES

Individual conferences with parents will be requested by the teacher whenever necessary. Parents are encouraged to arrange for conferences with teachers whenever a problem appears or whenever a problem seems about to develop.

Regularly scheduled parent-teacher conferences will be held during the first and third nine-week periods. Additional conferences can be held at any time with the teacher and/or administration.

COPYRIGHT

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 also must 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.

DISCIPLINE

Good discipline begins in the home where a child learns from his/her parents at an early age to develop self-control. This will carry directly into his/her school behavior. Students are expected to conduct themselves in a manner which is in keeping with the activity in which they are involved, respect the rights of others, and obey safety rules and regulations.

When discipline is used, it will be of a positive nature and will be in the best interest of the student involved. Discipline is used to develop self-control, instill self-discipline, and to assist the student in developing a positive decision-making process.

Each teacher has a set of discipline steps, which he/she will follow. Teachers are to have control of their classrooms at all times and are encouraged to handle the day-to-day discipline problems. If there is a student that constantly hinders the educational process in the classroom for other students, that child will be sent to the principal's office for disciplinary action.

The teachers, paraprofessionals, custodians, and all other staff members have the responsibility and authority to insist upon good discipline in the classrooms, school building, on the school grounds, and at school activities. This discipline plan is not intended to be exclusive or all-inclusive. Modifications will be made if necessary. The administration reserves the right to respond to any inappropriate behavior with immediate suspension of the child, with the child being reinstated only through a parent, teacher, and principal meeting scheduled by the school.

FIRE DRILLS

Fire drills are held at regular intervals throughout the school year. Directions posted in each room should be followed carefully. Every person in the building must leave promptly and quietly at the sound of the fire alarm.

The student should:

1. Walk quickly; do not run.
2. Walk in single file with classmates unless directed to do otherwise.
3. Not wait in line to use a specified exit if another is free.
4. Move away from the exit after leaving the building to make room for those following.
5. Return to the building when safe re-entry is announced.

Each class has special instructions to follow during a fire drill. Listen carefully to your teacher for additional directions. Students not in a supervised class area are to exit via the nearest door and join the rest of the student body. Doors to all rooms are to be left closed. Do not crowd or talk, and remain alert for additional directions. Do not attempt to take books or wraps with you. However, girls should take their purses. Once outside, remain out of the fire lanes and stay out of the path of any vehicles. You will be instructed when to re-enter the building.

JUNIOR/SENIOR HIGH FINAL TEST EXPLANATION

Semester tests may be given. To prepare students for the expectations of college, semester exams can be comprehensive or be in the form of a project or paper that demonstrates the semester's learning.

GRADES AND REPORT CARDS

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. Parents are encouraged to utilize the school district's

InfiniteCampus student information system to keep track of student grades. For help with setting up an account, parents can contact the school's technology teacher for account access and help.

GRADING PRACTICES TO SUPPORT LEARNING

Teachers are expected 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.

GRADES FOR DISTANCE LEARNING AND DUAL CREDIT COURSES

For grading and transcript recording purposes, the grades of students who take distance learning courses and dual credit courses, the grading scale of the originating institution will be considered, and grades will be adjusted to reflect Bayard High School's grading scale.

HIGH SCHOOL GRADUATION

A commencement service will be held for each graduating class of seniors. All graduating seniors are expected to attend graduation exercises in cap and gown, unless excused by the superintendent. The top 10% of the graduating class will be publicly honored at the graduating exercises. Commencement services will be held in the auditorium. No senior will be

allowed to take part in graduation exercises if they have not met all the requirements of graduation.

Bayard High School will use the cum laude system to recognize academic excellence at graduation with the following GPA standards for levels of achievement and recognition after 8 successful semesters of high school attendance:

97% and above = Summa Cum Laude

95-96% = Magna Cum Laude

93-94% = Cum Laude

Beginning with the 2020 graduating class, valedictorian and salutatorian will no longer be determined or recognized.

EDUCATIONAL REQUIREMENTS FOR GRADUATION

Graduation Requirements for Bayard High School are the successful completion of 260 semester hours.

The total number of credits must include at least the number of semester hours listed in the following areas:

English – 40 semester hours

Mathematics – 30 semester hours

Science – 30 semester hours

Social Science – 40 semester hours

American History – 10 semester hours required

American Government – 10 semester hours required

Physical Education – 10 credit hours

Community Service – 8 hours Junior Year and 8 hours Senior Year

Preferred Sequence of Core and Technical Classes for Graduation Progress:

Freshman Year

English I

Math I

Physical Science

World Geography

Sophomore Year

English II

Math II

Biology

World History

~~Speech/Research~~ 8 hours Community

Service

Junior Year

English III

American History

Math III

Science III

8 hours Community Service

Senior Year

College English

or

English IV

American Government

8 hours Community Service

A student who has earned all required credits may graduate early. Students who graduate early may choose to have their diplomas awarded at the time of completion or the student may participate in the spring commencement activities.

STUDENT GUESTS

Personal guests of students (other than parents or guardians) are not allowed in school during school hours. This will help prevent unnecessary disruptions in the school day. In the very rare case that a guest must be in the building, special arrangements must be made through the principal.

GUM AND CANDY FOOD AND DRINKS

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. Snacks that follow the school's wellness policy are permitted in the classroom. Large bags of food or candy, along with sugary drinks and energy drinks are a distraction from the educational environment for students and are not appropriate for the classroom setting.

HEALTH SERVICES

A registered nurse is on duty or on call during school hours. An ill or injured student may not leave school until permission of the parent, or person designated by the parent, has been received. Ill or injured students are not to leave the building without the knowledge of the nurse and without signing out properly in the office.

Participation in the regular activities of the physical education program is expected from all students. Students who are temporarily (1 or 2 days) unable to participate in physical education must bring a written excuse from a parent or legal guardian. A longer absence from physical education requires a written excuse from your family doctor. Any student who is absent for five consecutive days due to either illness or contagious disease, may be required to have a note to re-enter school, signed by a physician. All excuses should include:

1. Reason for absence.
2. Length of time to be absent from physical education.
3. Activity modifications during treatment or upon return to class.

Junior/Senior High - all excuses must be in the principal's office before first-hour class. Students who must remain out of physical activities for more than two weeks may be withdrawn from the physical education class for the balance of the semester. The student's counselor and the school nurse will review each situation before a determination is made.

Elementary - physical screening will be completed for every student during the school year by a registered nurse, and the findings are recorded in the student's permanent record file. Parents will receive a notice of any unusual symptoms found and are urged to seek further medical help when necessary.

Elementary – we are frequently asked to allow students to remain inside during recess. Recess times are scheduled both to allow students time to relax and to provide preparation time for teachers. For the aforementioned reasons, we are asking all students to participate in recess unless a note has been sent from home asking that the child not participate in recess activities.

A health record is on file for each student. Students are required to keep this record up-to-date by reporting to the nurse any booster shots, new glasses, lens changes, or any pertinent health information that should be recorded.

The nurse's office is located at the elementary building. If you are ill, secure a pass from your teacher and report directly to the office, the office staff will contact the nurse, or send you to the nurse's office. If you are seriously ill, you should remain at home for proper treatment and care. The following list of communicable diseases should serve as a guideline to parents with regard to the amount of time a student should be kept out of school with a communicable disease:

- A. Measles – one week and until symptom-free
- B. Three day measles (German measles) – until rash is gone
- C. Mumps – one week and until swelling is gone on both sides
- D. Chicken pox – one week after onset of rash and when all lesions are crusted and not weeping
- E. Strep throat – may return to school 24 hours after being on antibiotic and without fever
- F. Ringworm or impetigo – must remain out of school until under treatment
- G. Any child with a temperature in excess of 100 degrees should remain home from school. Temperature must be normal 24 hours before returning to school
- H. Conjunctivitis (Pink eye) – may return to school 24 hours after treatment with a prescribed eye drop

The school nurse will send students home if they are found to have a fever of 100 degrees or greater or if students have a contagious communicable disease i.e., pink eye, strep throat, chicken pox, suspicious rash, or are vomiting. Students are also sent home when they have live lice in their hair.

CONCUSSION: RETURN TO LEARN PROTOCOL

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.

If a student is suspected of sustaining a concussion away from school the student and his/her parent will need to notify the school nurse and activities director so the appropriate return to learn measures and return to activities participation protocols can be initiated.

ELEMENTARY HOMEWORK CLUB

To assist students, teachers, and parents when a student is at academic risk, we are implementing an after school Homework Club where students will be able to receive assistance. Students attending the after school Homework Club will have access to support, encouragement, structure, and resources to complete their assigned learning tasks.

Homework Club will take place every week from Monday thru Thursday when school is in session for the full day. It will begin immediately following dismissal time at 3:25 until 4:15. At that time, please be sure that you have made arrangements for your child to get home safely. Any student is welcome to attend Homework Club and is encouraged to come in for extra help if needed. However, if your child has either a missing assignment or an incomplete assignment twice in one week, they will be required to come to Homework Club.

We hope that you will see Homework Club as a benefit for your child, as it is our goal to provide the best possible learning opportunities for all of our students.

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)

INITIATIONS

There shall be no initiation of any student(s) for any reason at Bayard Public Schools.

LEAVING SCHOOL DURING THE SCHOOL DAY

Students who must leave school for any reason must check out of the office before leaving. Students leaving must be cleared in advance by a note or phone call from the student's parent or guardian. In the event that school personnel are unable to contact a parent or guardian the school principal or superintendent will make an in loco parentis decision about whether or not a student will be permitted to leave school. Students will be dismissed from the classroom once the parent has signed the child out in the office.

LOST AND FOUND PROCEDURE

The purpose of this section is to provide procedures for handling lost and found articles.

In order to help the school return lost items to students, coats, backpacks, and other personal items should be labeled with the student or staff member's name. All items presumed to be lost or misplaced by students, staff members, and visitors will be placed in the Bayard Public Schools Lost and Found. Items that remain unclaimed will be sold, donated, or discarded at the discretion of the principal in each building.

Items will be sold, donated, or discarded on a timetable set by the administration. Notice will be provided via the Remind system at least two weeks prior to items being removed from the lost and found. All items that remain unclaimed after two weeks will be donated to local charities, sold as a fundraiser for the TigerCARE program or school programs, or discarded. The school assumes no responsibility for lost or misplaced items.

ELEMENTARY AND SECONDARY LIBRARIES

The elementary and secondary school libraries are open on a regularly scheduled basis and are supervised by the librarian. Library classes are held for grades K-6 and for special classes in the secondary school for the purpose of library instruction as well as for the enjoyment of the materials and books.

Students are allowed to use the libraries during library hours with the permission of their classroom teacher. They may use the libraries to read, check out books, return books, use audio-visual materials, do reference work, and work on special projects. Each student may check out books for a period of one week. There is no fine for overdue books, but lost or damaged books must be paid for.

The library collections are constantly updated and expanded. Books are chosen for either their educational or recreational value. A variety of audio-visual materials is available through the libraries for teacher use in the classroom.

JUNIOR/SENIOR HIGH VALUABLES, SAFETY HOOKS, BACKPACKS, AND LOCKERS

Students are directed to not bring valuables to school.

Safety hooks are installed outside of each classroom. Students are expected to carry their backpack from class to class utilizing the hooks while inside the classroom. (Backpacks are not to be taken into classrooms.)

Gym lockers are available upon request if the student does not participate in athletics or PE. Lockers are provided for all students of Bayard Jr. /Sr. High School to store their personal belongings. They are issued at the beginning of the school year. Students are not to change lockers after assignments have been made in the fall, unless the office has been notified, and approval given.

Do not leave valuables such as calculators, money, or personal irreplaceable property in your backpacks or lockers. The school cannot be responsible for theft or damage to such possessions. Students are directed to keep lockers locked. Upon request, the school may check-out a lock to students for this purpose.

ELEMENTARY MESSAGES

Students will be asked to carry messages, announcements, bulletins, newsletters, and calendars home to parents. Please be sure to look for and read messages.

We urge parents to make arrangements for after-school activities and relate pertinent information to students before they come to school. If it does become necessary to get in touch with your child, the secretary will deliver messages approximately five minutes before school is dismissed for the day.

JUNIOR/SENIOR HIGH PUPIL DRIVING, PARKING, AND TRAFFIC RULES

Pupils driving cars to school are to park in the designated student parking area in an orderly fashion. The student parking area has open parking. Slots are available on a first come – first serve basis. Students are required to park only where there is a guardrail present. Students that park where there is no guardrail may be disciplined by the office and the police.

General driving of automobiles by students, except during their lunch period, is prohibited. 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 (with a signed complaint from the school employee) who 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 (1) week or (b.) file a civil legal action to be brought against the student.

VEHICLE PARKING RULES

1. Faculty parking in front of the main building and to the north end of the lot across from the main building is not to be used by students.
2. To facilitate identification, automobiles are to be parked front end in first; only one stall per car.
3. All students must be licensed and covered by insurance. The school is not responsible for the automobile or its contents.
4. Parking regulations are strictly enforced. It is considered a privilege to park on school grounds. Students will be expected to follow general traffic regulations. Suspension of driving privileges, towing of vehicles, and/or suspension from school may occur when violations of these regulations occur.

TRAFFIC RULES

1. No vehicle may be operated on the parking lot at a speed greater than that which is reasonable.
2. No vehicle may be operated on the parking lot in a negligent, reckless, or willfully reckless manner.
3. No person shall ride on the top, hood, or fenders of a vehicle. It is unlawful for the vehicle operator to allow such vehicle operation.
4. Drivers must not back up, unless it can be done in a safe manner.
5. Drivers must stop following an accident, and report it to the police.

CONTINUED PARKING/TRAFFIC VIOLATIONS WILL RESULT IN THE FOLLOWING DISCIPLINE

1. 1st offense: The student will receive detention and parents will be notified.
2. 2nd offense or more: The student will face further disciplinary action and parents as well as the police will be notified.
3. Students choosing to violate the stated regulations will be dealt with by the school and/or the Bayard Police. The privilege to use the B.H.S. parking lot could be taken away.

VEHICLES ON SCHOOL PROPERTY

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.

The Board adopts the following rules regarding parking and driving on School District property.

Parking

1. The Superintendent may designate certain areas of the parking lots as staff only parking. Any areas designated as staff only parking may not be used by students or visitors.
2. Only one vehicle may be parked in a parking stall. Vehicles must be parked in a stall front-end first.
3. Administration may request that any vehicle parked in violation of this policy be towed at the vehicle owner's expense.
4. Students shall have no expectation of privacy regarding vehicles they bring on to School District property. School personnel may search the contents of any vehicle driven or parked on School District property by a student.

Driving/Vehicles

1. All vehicles on School District property must be licensed, registered, and insured according to law. The Administration may report to law enforcement any vehicle suspected to be unlicensed, unregistered or uninsured according to law.
2. Anyone operating a vehicle on School District property must hold the requisite license to operate such vehicle and be covered by insurance as required by law. The Administration may report to law enforcement any suspected violations.
3. No ATVs, UTVs, golf carts, dirt bikes, or similar vehicles may be operated on School District property, unless they meet all of the requirements in item 1 above except by school employees in the course of their employment or as specifically authorized in advance by the Superintendent.
4. Operating a vehicle beyond the established parking lots and driveways of the school is prohibited.
5. Operating a vehicle in an unsafe or reckless manner is prohibited.
6. Anyone operating a vehicle on School District property shall follow all general traffic and driving laws and regulations.
7. Vehicles driven or parked on School District property shall not display images or messages that contain profanity, that are sexual in nature, or that are obscene, vulgar, or offensive. This shall include, but not be limited to decals, bumper stickers, flags, accessories, and license plates.

Any student, staff member, or patron who repeatedly violates this policy may lose his or her right to drive and/or park on School District property. Any student or staff member who violates this policy may be disciplined in the discretion of the Superintendent.

ELEMENTARY PARTIES AND TREATS

Party invitations will NOT be distributed at school unless the entire class is included. When bringing treats, students must bring enough treats for all members of the classroom. The school cannot hand out or make invitations to private activities.

Classroom parties can contribute to the education of school children when they are part of a learning situation. Time will be provided during the school day for parties to observe Halloween, Christmas, and Valentine's Day. Parents are encouraged to help with these parties if asked by a classroom teacher. On special occasions, other parties may be held with administrative authorization.

PERMANENT RECORD FOLDER

A record folder is kept in the principal's office for every student who is a student at Bayard Public Schools. Information recorded includes attendance, classes taken, grades, and test scores. This information is frequently used when answering inquiries from parents, other educational institutions, and prospective employers. Students and parents may request principals or counselors to show them this information.

ELEMENTARY/PETS

Pets can be a nuisance and a real problem on a school playground. A friendly pet often becomes vicious when excited by many children. Please see that dogs and other pets are kept home and not allowed to follow pupils to school.

Teachers may give special permission for pets to be brought to school for show and tell or as part of an activity. At this time, parents are asked to bring the pet(s) and stay long enough to take the pet(s) back home. Under NO circumstances is a potentially dangerous pet to be brought to school.

ELEMENTARY PHYSICAL EDUCATION

The school does not expect all students to wear the same PE uniform. Regular school clothes will be worn by elementary students, and time does not allow for students to shower. However, YOU MUST WEAR A PAIR OF TENNIS SHOES AT LEAST DURING PE TIME. Because of safety factors, staff members discourage students from wearing only stockings as footwear. Boots and hard-soled shoes will not be allowed on either wooden gym floor. If a student continually forgets to have a pair of tennis shoes, other arrangements will have to be made.

The staff at Bayard Elementary School believes that physical education is an important part of the educational experience. The development and maintenance of a healthy body is essential for physical well-being and good mental health. We also believe that attitude development is an important part of education. We attempt to create an atmosphere for the development of leadership, sportsmanship, and congeniality through our physical education program.

If your physician prohibits participation in physical education, please have the doctor send a statement to the classroom teacher and the PE teacher. If a student does not participate in physical education class, then the student will not be able to participate during recess.

PRIDE AND CARE OF BAYARD PUBLIC SCHOOLS

The Bayard Schools are some of the finest facilities in the region for which the community and each student can rightfully be proud. Careful use of the building and grounds is essential to maintaining their beauty and effectiveness. Please remember that everyone pays taxes to support and maintain our schools. Refrain from doing anything to increase maintenance expenses, and discourage others who would vandalize or knowingly damage your school.

If you cause any damage to the building (broken windows, etc.) please report it promptly so that it may be repaired. Breaking of equipment or damage to the building will result in a parent conference and/or payment for damages. Where the minor does not make restitution, the parents or legal guardian shall be held liable. Willful damage or destruction of school property will result in school discipline and/or referral to law enforcement agencies.

SCHOOL PROPERTY USE

The property furnished for use by the pupils, including books, desks, furniture, equipment of all kinds, and buildings, shall be used and handled with reasonable care. Any pupil(s) who intentionally, willfully, or maliciously loose, damage, deface or destroy 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 the superintendent, who shall investigate the matter and require payment if necessary.

ELEMENTARY RESPONSE to INTERVENTION

The goal of Response to Intervention (RtI) is to ensure all students are successful. RtI is a model that enables all educators to put in place practices and procedures to improve achievement. The problem-solving process inherent to the RtI initiative involves identifying and defining the issue, creating an intervention that is based on what each child needs, implementing the intervention, collecting data to monitor progress and making adjustments to the intervention based on the data. RtI becomes a model for intervening early on behalf of any child who is having difficulty. RtI is focused primarily on effective instruction to enhance student growth and is intended to help as many students as possible meet proficiency standards.

RESTRAINT (definition)

The act of controlling the actions of pupil(s) when such actions may inflict harm to others or to himself/herself. School personnel must feel free to use whatever reasonable means are appropriate at the moment, if it is necessary, to prevent a pupil from harming others or himself/herself.

SEVERE WEATHER/SCHOOL CLOSING

The importance of notifying 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 student's file. If you do not wish to be a part of the automated system, please notify the school and your name will be removed from the system.

The school will continue to use local radio stations KMOR, KNEB, KOLT, and KDUH TV to inform parents and students of closing due to inclement weather. The school will make every effort to make this information available as soon as possible.

ELEMENTARY STUDENT COUNCIL

The Bayard Elementary Student Council is a representative body with the purpose of fostering pride at Bayard Elementary School, developing and practicing leadership skills, building skills in responsible decision making, and planning and supporting service to the school and community. Students who will be enrolled in grades 3-6 in the fall must complete an application each year if they are interested in becoming a student council member. The application consists of parental consent, teacher verification, and student questions. Members of each respective class will vote on the applicants for that class once the sponsors have reviewed the applications. The student council will consist of four third graders, four fourth graders, four fifth graders, and four sixth graders. In the case of a tie vote, more students may be represented on the council. Officers are elected from the Student Council.

STUDENT DIRECTORY INFORMATION

Student directory information is designed to be used internally within the school district. Directory information shall be defined in the annual notice. It may include the student's name, address, telephone number, date and place of birth, major field of student, participation in officially recognized activities and sports, weight and height of members of athletic teams, student created work (including writing, video production, artwork, industrial technology creations and others), dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, photograph and other likeness, and other similar information.

Prior to developing a student directory or to giving general information to the public, parents will be given notice annually of the intent to develop a directory or to give out general information and have the opportunity to deny the inclusion of their child's information in the directory or in the general information about the students.

Please notify the principal's office in writing if you do not want your child's information included in the directory.

STUDENT VALUABLES

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary and safekeeping. Bayard Schools is not responsible for students' property that is subject to loss, theft, or damage.

STUDY SKILLS

Specific skills and techniques can make learning easier and more enjoyable. The following are student guidelines for achieving good study habits:

1. Come to class prepared with all necessary materials.
2. Be an ACTIVE PARTICIPANT in class. Listen well and take part in class.
3. Ask questions to clarify problems.
4. Plan your day and schedule time for homework.
5. Use what is learned and apply it to new situations.
6. Strive to do the very best work possible. Just 'getting by' is not a worthwhile goal.

ELEMENTARY/TATTOOS AND STICKERS

Only those tattoos that are permanent (hopefully with parent permission) will be allowed at Bayard Elementary School. If a student has a tattoo or sticker that is visible and is not permanent on their body, the child will be asked to remove it with lotion, soap and water. If they choose to not remove the tattoo or sticker they will be sent home until it is removed. These items can be dangerous if they contain drugs or poisons and are disruptive to the learning environment.

TEACHER SCHEDULE

Teachers are responsible for providing basic knowledge, direction, and motivation. With this properly accomplished, the student's degree of success is an individual matter. Sometimes it is difficult for an instructor to spend the necessary class time to resolve an individual student academic problem. Students are encouraged to make arrangements with their teachers for conference and special help during a teacher's planning period or before or after school. A teacher's daily schedule will be posted in the classroom. Consult these schedules and feel free to ask the teachers for time to discuss any problems you might have pertaining to classes.

ELEMENTARY TELEPHONE MESSAGES

The school telephone is a business phone and is not to be used by student(s) except in special cases. Students must receive permission from their teacher to use the phone. Students are not allowed to use the phone to make personal arrangements such as requesting permission to go to another student's home after school.

In order to keep classroom interruptions at a minimum, we are requesting that parents phone the school and leave messages for their children unless it is an emergency. If it is an emergency, we will get the student out of class.

A teacher will not be called out of the classroom during school hours except in emergency situations. A message will be placed in the teacher's mailbox to return the call at a time when he or she is free.

JUNIOR/SENIOR HIGH TELEPHONE MESSAGES

The school telephone is a business phone and is not to be used by student(s) except in special cases. In order to keep classroom interruptions at a minimum, we are requesting that parents do not phone the school to leave messages for their children unless it is an emergency. If it is an

emergency, we will try our best to deliver the message. Nonemergency messages will be kept in the office, and students will be notified at an appropriate time. It is the students' responsibility to report for messages when notified.

Please refrain from calling your child's cell phone during school hours. If there is an emergency and you need to get in touch with your child, please call the office. Students are instructed to refrain from using their phones during class time to avoid disruptions to the learning process. Regardless of the source of any cellphone-related disruptions, classroom and schoolwide cellphone policies and consequences will apply. Students will not be excused from consequences for violations of cellphone policies on the basis of parents/guardians/etc. initiating classroom disruptions.

HIGH SCHOOL TESTING PROGRAM

Pursuant to Nebraska Department of Education requirements, all juniors will take the ACT at the school on the dates set by NDE. The ACT is also available for all students to take on national test dates. Students may also take the SAT. ~~If you plan to continue your education beyond high school, you may be required to take one or more of the College Entrance Examination Board Tests – The Scholastic Aptitude Test (SAT I and/or II) and individually timed tests in English, mathematics, reading, and science reasoning in the ACT. Most colleges and scholarship sponsors require that applicants submit scores on one or more of these tests. College admissions officials and scholarship program sponsors use the test scores, your school record, and other criteria to assess your ability to do college work to assist in placement in an appropriate program of study on campus. To decide if you should take one or more of these tests, you must know the test requirements of the college and scholarship programs in which you are interested. The Counselor or District Assessment Contact will help you find this information, or you may write directly to the colleges or scholarship program sponsors. These tests are usually taken during the junior year or the first semester of the senior year.~~

They can also be ~~These tests can~~ taken in grades 9 through 12 and students are encouraged to take the tests more than once. Full information about these tests, including fees and location of test centers, can be obtained from the Counselor or or District Assessment Contact. Students who qualify for free lunches may apply for a waiver of the testing fee for the ACT college entrance examination if they choose to take the ACT in addition to the free ACT given to all juniors. Contact the Counselor or District Assessment Contact for testing dates and registration forms.

ELEMENTARY TITLE I SCHOOLWIDE PROGRAM

Title I Schoolwide Programs enable schools to provide opportunities for children served to meet challenging content and performance standards developed for children by:

1. High standards for all children
2. Enriched and accelerated educational programs
3. Effective instructional strategies and challenging academic content
4. Quality professional development
5. Coordinating services with other educational services
6. Quality parent and community involvement
7. Distribution of resources
8. Improving accountability

9. Greater decision-making and flexibility

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.

ALTERNATE LEARNING ENVIRONMENT

When authorized by the Principal for health or other reasons, students may be granted permission to attend class via electronic means.

Virtual Attendance Expectations

Expectations for students:

1. Students will log in at the expected time. Should students be unable to do so, they will contact their teacher via Remind or email as soon as they are able and check Google Classroom for any missed assignments.
2. Students will be dressed appropriately, sit up during the lesson and participate in class discussions via audio, video and/or chat.
3. Students will complete all assignments in a timely manner and seek help by emailing their teacher or attending scheduled office hours.
4. Students will make certain their Remind accounts are active and that they are receiving notifications either through the app, text messages and/or emails.
5. Students will check their email twice daily.
6. Students will contact the designated technology representative if they are having issues with their devices either through Remind or through email.

Expectations for parents/guardians:

1. Parents/guardians will verify their students are participating in our alternate learning environment by observing the above rules daily.
2. Parents/guardians will make certain their Remind accounts are active and that they are receiving notifications either through the app, text messages and/or emails.
3. Parents/guardians will check their Remind and/or emails daily and check for updates from teachers and administrators.

Expectations for teachers:

1. Teachers will post all assignments and activities on Google Classroom in a timely manner.
2. Teachers will post lessons on Google Classroom when new content is taught This may include videos, weblinks, slideshows or other types of documents to ensure access to the information.
3. Teachers will contact parents/guardians and students when a student's grade falls below passing.
4. Teachers will log into their Zoom sessions at the appointed times, including office hours. If a teacher is unable to do so, they will contact their class via Remind and add an announcement in Google Classroom as soon as they are able.

Rules and Regulations

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 expected 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.

DISCIPLINE AND SOCIAL EMOTIONAL LEARNING

Students who have engaged in violations of school rules and behavioral expectations may be required by the principal to complete additional educational activities and/or training in order to have the opportunity to learn proper conduct prior to returning to regular classroom attendance. These assignments may include requiring students to complete Social Emotional Learning (SEL) Modules through the Odysseyware BASE program, Skills Streaming, or other programs as determined by the principal or his/her designee to be necessary for the development of the student. Failure to complete these assigned tasks will be considered to be a violation of a reasonable directive subject to additional discipline in accordance with this handbook and school policy.

Students who violate school rules regarding possession of illicit or prohibitive substances may, at the discretion of the principal, be required to complete additional educational activities to promote an understanding of healthy and safe behaviors prior to returning to regular classroom attendance. These assignments may include completion of an educational program to reduce the use of an illegal or addictive substance, consultation with the school nurse, or additional

meetings between the student, the student's parents/guardians, and substance abuse professionals.

STUDENT ADMISSION REQUIREMENTS

Minimum Age:

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins. The School Board may admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year; (ii) the family anticipates a relocation to another jurisdiction that would allow admission within the current year; or (iii) the child has demonstrated through a recognized assessment procedure approved by the School Board that the child is capable of carrying the work of kindergarten.

Early Admission to Kindergarten:

The following assessment procedure for determining if a child is capable of carrying the work of kindergarten is approved and shall be made available to interested persons:

The kindergarten early entrance assessment procedures are designed to identify and place in kindergarten those children who:

- a. will turn 5 years of age between August 1 and October 15;
- b. are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
- c. are selected on the basis of testing by professionals trained to administer the assessments that will produce evidence of strength determined by:
 1. achieving a score at the 25th percentile or greater on a composite of all subtests of the Pre-Kindergarten Screen (PKS). Skills assessed by the PKS-Pre-Kindergarten Screen include fine- and gross-motor development, understanding of verbal directions, visual perception and discrimination, rudimentary letter and number identification, and impulse control; or
 2. achieving a total of standard scores equal to or greater than 500 on the Young Children's Achievement Test (YCAT). This test assesses General Information, Reading, Writing, Mathematics, and Spoken Language.

The assessment(s) may be administered by the School District's professional staff, or the parents or guardians may, at their own expense, have one of the required assessments completed by reputable professionals and submit the results of such assessments to the School District.

Parents will be notified in writing of the results of the Early Kindergarten Entrance assessment procedures and the determination of the School District in a timely fashion; not to exceed three weeks after the assessments are completed.

Families who seek early admission of their child into kindergarten must obtain an Early Entrance to Kindergarten Packet from the School District Administrative Office. The Early Entrance to Kindergarten Packet must be completed and returned to the School District Administrative Office no later than June 1st of the spring before fall enrollment to allow summer assessment to be completed. The Superintendent may grant an extension of this deadline at his or her discretion.

Admission to First Grade:

A child may be eligible to enter first grade, even if the child has not attended kindergarten, if the child is six years of age or will be six years of age on or before October 15 of the current school year, and school officials determine that first grade is the appropriate placement for the child.

Graduates:

A student who has received a high school diploma or received a General Equivalency Diploma shall not be eligible for admission or continued enrollment at Bayard Public Schools.

Age 21:

A student shall not be admitted or continued in enrollment after the end of the school year in which the student reaches the age of 21. The school year for this purpose ends at the last day of instruction for graduating seniors.

Birth Certificate, Physical, Visual Evaluation and Immunization:

The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, shall be provided within 30 days of enrollment. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
- (3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
- (4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes that an exception to the immunization requirements are met.

(5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

The Superintendent or Superintendent's designee shall notify the parent or guardian in writing of the foregoing requirements and of the right to submit affidavits or statements to object to the requirements, as applicable. The Superintendent or Superintendent's designee shall also provide a telephone number or other contact information to assist the parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify.

A student who fails to meet the foregoing requirements shall not be permitted to enroll or to enter school, or if provisionally enrolled or enrolled without compliance, shall not be permitted to continue in school until evidence of compliance or an exemption from compliance is given.

Enrollment of Expelled Students

If a student has been expelled from any public school district in any state or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school district in its sole and absolute discretion upon a proper application approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. A student expelled from a private, denominational, or parochial school or from any public school in another state, will not be prohibited from enrolling in the public school district in which the student resides or in which the student has been accepted pursuant to the enrollment option program for any period of time beyond the time limits placed on expulsion, pursuant to the Student Discipline Act, or for any expulsion for an offense for which expulsion is not authorized for a public school student under such Act. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

ALCOHOL TESTS

It is a violation of Board Policy and school rules for a student to use or be under the influence of alcohol while on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school sponsored activity or athletic event.

The Superintendent of Schools or his or her designee may require students to consent and submit to a breath test to determine the presence of alcohol or similar alcohol sensor (a "Test") as a prerequisite for admittance to any voluntary school event or activity if the Superintendent determines that such practice is necessary for the safety of students at such event or will prevent interference with school purposes. If the Test reveals that a student is under the influence of

alcohol or the student refuses to submit to the Test, then the student may be denied admittance to the event (in addition to being subject to further discipline as allowed by law, school rules, and Board Policy).

The Superintendent of Schools or his or her designee may require a student to submit to a Test at any time while on school grounds, in a vehicle owned leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school sponsored activity or athletic event if the Superintendent or his or her designee reasonably suspects that the student is under the influence of alcohol.

STUDENT ATTENDANCE AND EXCESSIVE ABSENTEEISM

Regular and punctual student attendance is required. The Board's policies require such attendance, the administration is responsible for developing further attendance rules and regulations, and students and parents are responsible for developing behaviors which will result in regular and punctual student attendance. Bayard Schools are required to maintain an accurate record of student attendance.

Compulsory Attendance: Except for those students exempted by law, this school district expects all children living within the boundaries of the school district and those currently enrolled in the school district and who are between the ages of seven and eighteen, to be in attendance every day that school is in session unless they have been excused by the school administration.

A. Attendance and Absences.

1. Absences from School - Definitions. An absence from school will be reported as: (a) Unverified, (b) Absent, (c) Verified Excused, (d) Activity, (e) Exempt.

The following codes will be assigned to student absences for the following reasons:

Unverified (UNV): The student is absent and the school has not received any notification pertaining to the student's whereabouts from a parent/guardian.

Absent (A): A parent/guardian has called to let the school know their child will not be in school, but the absence does not qualify as an EXC, EXP, ACT as defined below.

~~**Verified (VER)-Excused (EXC):**~~ A parent/guardian has called to let the school know their child will not be in school due to illness, a medical appointment, or family trips in which the student accompanies the parent/guardian. Even though an absence is verified, it does count toward the total number of absences for purposes of credit loss and truancy reporting.

Exempted (EXP): A parent/guardian has called to let the school know their child will not be in school for a purpose deemed by the Principal as an extenuating circumstance. The student's absence will not count against them due to the extenuating circumstance. An Exempted absence may include absences for reasons such as the attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents) counseling/therapy appointments, and court appearances that are required by a court order.

Activity (ACT): The student is absent from school due to participation in a school-sponsored event.

Only when specifically authorized by the principal for health or other reasons, students may be granted permission to attend class via electronic means. Student attendance will be marked the same regardless of virtual or in-person attendance. ~~Virtual Attendance (VIR): When authorized by the Principal for health or other reasons, students may be granted permission to attend class via electronic means. This code will mark students as being in attendance and will not count against them.~~

The following attendance codes WILL contribute to the accumulated absences for the semester: UNV, VER, A, EXC. After 9 absences, the student will lose credit for the class(es) in which they are not in attendance.

The following attendance codes WILL NOT contribute to the accumulated absences for the semester and will not count against credit loss: EXP, ACT.

~~Excused and Exempted Absences~~ must be cleared through the Principal's office by the student's parent/guardian in advance whenever possible. An absence or tardy, even if ~~requested~~ verified by a parent/guardian, may not be ~~excused or exempted~~, except as described above. All absences, except for illness, death in the family or other absences where advance notice is not possible, require advance approval.

The Principal shall have the discretion to deny or approve the ~~excused or verified or exempt~~ status of absences depending on circumstances such as the student's number of other absences, the student's academic status, the tests or other projects which may be missed, and in the case of a family trip, whether the trip could be taken during non-school time and the educational nature of the trip.

~~b. Unexcused Absence. An absence which is not excused, exempted, or for participation in a school-sponsored event is unexcused. If a student's absence is unexcused, the student will be required to complete all assignments and make up the time missed and/or be assigned to attend academic intervention. It will be at the teacher's discretion to award full or partial credit with the approval of the Principal.~~

A student who engages in ~~unexcused~~ excessive absences may be considered truant as per state law Neb. Rev. Stat. ' 79-201. Truancy is a violation of school rules. The consequence of such action may require the student include suspension from classes, and the student may be required to make up the time missed through Academic Intervention. Students who leave the school premises without permission during the school day will be considered truant.

2. Absence Procedure.

Make-up work may be assigned for each day missed regardless of the type of absence, school activity or otherwise. If make-up work is not completed, students will receive no credit for the work required. The time each student is allowed will be determined by the teacher, with two days

per each excused absence the general rule. The student has the responsibility to contact teachers, initially, regarding make-up assignments.

B. Mandatory Ages of Attendance. The mandatory ages of attendances for truancy purposes are age 6 (as of January 1 of the then-current school year) to age 18. Attendance is also not mandatory for a child who has reached the age of 6 years of age prior January 1 of the then-current school year, but will not reach age 7 prior to January 1 of such school year, if the child's parent or guardian has signed and filed with the school district in which the child resides an affidavit stating either: (1) that the child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or (2) that the parent or guardian intends for the child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements, and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to section 79-1601(3) on or before the child's seventh birthday.

Attendance is also not mandatory for a child who: (1) has obtained a high school diploma by meeting statutory graduation requirements; (2) has completed the program of instruction offered by a school which elects pursuant to law not to meet accreditation or approval requirements; or (3) has reached the age of 18 years, and such child's parent or guardian has signed a notarized release discontinuing the enrollment of the child on a form provided by the school.

C. Early Withdrawal for Students Enrolled in Accredited or Approved Schools. A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if an exit interview is conducted and a withdrawal form is signed.

Exit Interview. The process is initiated by a person who has legal or actual charge or control of the child submitting a withdrawal form. The form is to be as prescribed by the Commissioner of Education. Upon submission of the form, the Superintendent or Superintendent's designee shall set a time and place for an exit interview if the child is enrolled in Bayard Public Schools or resides in Bayard Public Schools and is enrolled in a private, denominational, or parochial school.

The exit interview shall be personally attended by:

- The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable;
- the person who has legal or actual charge or control of the child who requested the exit interview;
- the Superintendent or Superintendent's designee;
 - the child's principal or the principal's designee if the child at the time of the exit interview is enrolled in a school operated by the school district; and
- any other person requested by any of the required parties who agrees to attend the exit interview and is available at the time designated for the exit interview which may include, for example, other school personnel or the child's principal if the child is enrolled in a private school.

At the exit interview, the person making the written request must present evidence that (a) the person has legal or actual charge or control of the child and (b) the child would be withdrawing due to either:

- financial hardships requiring the child to be employed to support the child’s family or one or more dependents of the child, or
- an illness of the child making attendance impossible or impracticable.

The Superintendent or Superintendent’s designee shall identify all known alternative educational opportunities, including vocational courses of study, that are available to the child in the school district and how withdrawing from school is likely to reduce potential future earnings for the child and increase the likelihood of the child being unemployed in the future. Any other relevant information may be presented and discussed by any of the parties in attendance.

At the conclusion of the exit interview, the person making the written request may sign a withdrawal form provided by the school district agreeing to the withdrawal of the child OR may rescind the written request for the withdrawal.

Withdrawal Form. Any withdrawal form signed by the person making the written request shall be valid only if:

- the child also signs the form, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable, and
- the Superintendent or Superintendent’s designee signs the form acknowledging that the interview was held, the required information was provided and discussed at the interview, and, in the opinion of the Superintendent or Superintendent’s designee, the person making the written request does in fact have legal or actual charge or control of the child and the child is experiencing either (i) financial hardship, or (ii) an illness making attendance impossible or impracticable.

Early Withdrawal for Students Enrolled in an Exempt School (Home Schools). A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if such child has been enrolled in a school that elects not to meet the accreditation or approval requirements by filing with the State Department of Education a signed notarized release on a form prescribed by the Commissioner of Education.

D. Reporting and Responding to Truant Behavior. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the superintendent. The superintendent shall immediately cause an investigation into any such report to be made. The superintendent shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the superintendent believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to address the problem of excessive absenteeism. Such services shall include, as appropriate, the services listed under the “Excessive Absenteeism” and “Reporting Excessive Absenteeism” policies.

E. Excessive Absenteeism. Students who accumulate five (5) ~~excused or unexcused~~ absences in a quarter shall be deemed to have “excessive absences.” Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

after 5 absences – first communication from the principal.

6 and 7 absences – further written communication or phone call from principal is possible.

8 absences – call and letter to meet with the principal.

9 and 10 absences – meeting should have been held with the principal.

11 or more absences – possible notification to county attorney.

F. Reporting Excessive Absenteeism to the County Attorney.

a. Twenty ~~Excused~~ Absences. If a student accumulates more than twenty (20) absences per year and all of the absences are due to documented illness that makes attendance impossible or impracticable or are otherwise excused by school authorities, the attendance officer may report such information to the county attorney of the county in which the person having control of the student resides.

b. Twenty ~~Unexcused~~ Absences. If a student accumulates more than twenty (20) absences per year, ~~and any of the absences are not excused,~~ the attendance officer shall file a report with the county attorney of the county in which the person having control of the student resides. The report shall be made on a form which includes the following two statements, one of which must be designated by the school representative signing the report: (a) The school representative requests additional time to work with the student prior to intervention by the county attorney; and (b) the school representative believes that the school has used all reasonable efforts to resolve the student’s excessive absenteeism without success and recommends county attorney intervention. If further action is necessary to address the child’s attendance, the initial meeting between the parent or guardian of the child, the school, and the county attorney or his or her designee shall be at a location determined by the school.

c. Other. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

G. Reporting to the Commissioner. The Superintendent or designee shall report on a monthly basis to the Commissioner of Education as directed by the Commissioner regarding the number of and reason for any long-term suspension, expulsion, or excessive absenteeism of a student; referral of a student to the office of the county attorney for excessive absenteeism; or contacting of law enforcement officials (other than law enforcement officials employed by or contracted with by the District as school resource officers) by the District relative to a student enrolled in the District.

ELEMENTARY - ARRIVAL AND DISMISSAL

Please make every effort to have your student arrive at school no earlier than 7:55 A.M., unless previous arrangements have been made with the principal’s office. Students must leave the building when dismissed in the afternoon, unless they are given permission to remain and are supervised by a staff member. Students will be asked to leave the school grounds after school is

dismissed, unless arrangements have been made previously with the parent(s) or guardian(s). The playground is not supervised before 8:00 A.M. or after 3:30 P.M.

ELEMENTARY ABSENTEES AND TARDIES

Bayard Elementary Start and End Times:

Begin: 8:00 am

Dismiss: 3:25 pm

Students should plan to report to school between 7:55 A.M. and 8:00 A.M. so they will not be counted tardy. Tardiness is reported from 8:00 A.M. to 10:00 A.M. and from when class starts after lunch to 2:00 P.M. A student leaving school after 10:00 A.M. or after 2:00 P.M. will not be counted absent for that half day respectively. Otherwise, the student is determined to be present.

Students are expected to be in class on time. Tardies will be monitored by individual teaching staff and the principal's office. Each teacher will post rules and consequences regarding tardies in their individual classrooms. Failure to meet school/teachers' rules and expectations regarding tardiness during the year will result in disciplinary action.

Elementary students will not be dismissed from the regular school day to attend junior high or high school events unless a parent or other authorized adult personally checks the student out of school.

JUNIOR HIGH/HIGH SCHOOL ABSENTEES AND TARDIES

Bayard Jr./Sr. High School Regular Schedule Start and End Times:

Begin: 8:00 am

Dismiss: 3:31 pm

Students are expected to be in class on time and in attendance every class period (See SCHOOL BUILDING HOURS AND BELL SCHEDULE for start and end times for each period). Other than emergencies, students will not be allowed in the halls and must have a hall pass. Unexcused tardies will be monitored by individual teaching staff and the principal's office. Each teacher will post rules and punishment regarding tardies in their individual classrooms.

- I. Failure to meet school/teachers' rules and expectations regarding tardiness during the semester will result in disciplinary action.
- II. If a student's absence is unexcused, the student may receive zeros for any class work missed during the absence, and may be required to make-up work and the time missed
- III. Accumulation of three absences in a semester, which are not verified by the student's parents with a phone call, note or doctor's slip shall be considered truant and may result in disciplinary action. Continued unverified absences will result in additional disciplinary action and reported as excessive absenteeism.

All students grades 7-12 will be allowed up to nine (9) excused absences per semester. After the 9th absence, credit will be deducted as follows:

0-9 days absent 0 credit deducted per course

10-15 absences 1 credit deducted per course

16-20 absences 2 credits deducted per course
21-25 absences 3 credits deducted per course
25-30 absences 4 credits deducted per course
31+ absences 5 credits deducted per course

To receive full credit for a class in which a student has been absent in excess of nine periods, the student will be given the opportunity to make up the time missed. Teachers will provide make-up (or extra credit work) to be done during the make-up period. The student will be supervised during the make-up time by the school principal or by an assigned detention teacher. The student must serve the same number of make-up minutes (per missed class) as the class was originally scheduled to meet, in order to receive full credit for making up a period. Scheduling of the make-up time will be done by the school principal. The make-up time may be scheduled before school, after school, or on weekends, but it must be served within 30 days of the completion of the semester as the absent day it is being served to make up. ~~but it MUST be served during the same semester as the absent day it is being served to make up.~~ Absences for school-sponsored activities are not to be included in the nine-day absence policy.

~~Students unable to make up time for absences may have credit recovered if they have 95% or better attendance the following semester.~~ Students who lose credit will also be given the opportunity for credit recovery during summer school.

The administration reserves the right to subtract from the number of absences those occasions which a student is hospitalized, prescribed bed rest by a physician, or gone due to a family emergency. (Family emergencies may include but not limited to accidents funerals, etc.) The school administration will require written documentation from a hospital or a physician for absences due to prescribed bed rest. It is important to note that while absences impacting credit loss are semester based (start over each semester), absences counting toward truancy accrue throughout the entire school year.

JUNIOR HIGH REQUIREMENTS - SUMMER SCHOOL

Junior high students (7-8) must pass a minimum of six (6) academic subjects (English, Math, Science, Social Studies, Reading) for the year (three per semester) to be considered for advancement. Social promotion may be considered after a conference with the principal, parents, and the student. These students will be placed on probationary status for one full semester. Failure to maintain passing grades during the probationary period may result in a change of enrollment, back to the previous grade, for the remainder of the school year. If summer school is offered, junior high students could be required to attend if grades indicate a need for remediation.

HIGH SCHOOL REQUIREMENTS – SUMMER CREDIT RECOVERY

High school students will be required to attend summer school in order to recover credits for failed courses and/or excessive absences at the discretion of the principal. Typically the students are required to retake the class during the next available semester with the teacher before Credit recovery is considered. Credit recovery will be based on (at or near) perfect attendance and

completion of all assignments and assessments with at least 70% proficiency. The student will be completing coursework from Odysseyware Online or Edgenuity. There may be additional coursework as assigned by the regular education teacher that, if assigned, will need to be completed at 70% proficiency as well. Poor attendance and behavior will result in immediate removal from the summer credit recovery opportunity and students may be required to retake the class the following year.

ABSENCE VERIFICATION

Anytime a student is absent from school, they must have their parent or guardian call or send an excuse note to the Principal's office, stating why they were absent either the day(s) the absence occurs or upon returning to school, or it will be counted as unexcused or a skip. The school will contact parents as soon as possible when an unverified absence has been reported. Students with unexcused or skip absences will be disciplined according to the Student Handbook (see ABSENTEES AND TARDIES).

PERMIT TO RE-ENTER

Any student who is absent for five consecutive school days due to either illness or contagious disease, may be required to have a permit to re-enter school, signed by a physician.

TRUANCY

Truant students will make up twice the time missed from school for the first offense, and their parents will be contacted. For the second offense, the parents will be called in to work out an appropriate agreement. Students truant more than three times while in junior and senior high school will be suspended from school until such time as the problem has been resolved to the satisfaction of the parents and administration.

ELEMENTARY CELLULAR PHONES

For the safety of students and to eliminate disruptions in the learning environment, all students in grades K-6 who bring cell phones to school are to place them in a box with their classroom teacher immediately when they enter the classroom during regular school hours. Students will pick up their phones on the way out the door at the conclusion of each school day or when they are leaving for the day.

The box of cell phones will be kept in a safe place to eliminate theft problems. If a student does not place his/her cell phone in the box, and it is seen or heard during regular school hours, the phone will be confiscated by the teacher or principal, and it will be kept according to the violations listed in the Rules and Regulations section of the student handbook. There will be no exceptions or excuses. If a student has an emergency, they will be allowed to use a phone. If you need to contact your student, please call the elementary office, and a message will be given to the student. No one will ever turn your student's cell phone on unless he/she is present.

The administration shall promulgate rules to enforce this policy at the building level.

CELLULAR PHONE AND ELECTRONIC DEVICE USE BY JUNIOR/SENIOR HIGH STUDENTS

Students may be in possession of a cellular telephone subject to the terms of Board Policy #5133 and the administrative rules of the District. Use of the device shall be limited to the period before classes begin in the morning, during the student's lunch period and after the student's last class in the afternoon. Such devices shall not be used during instructional time, which includes all class time, unless there is a bona fide health or safety emergency.

Visible possession of all cell phones is prohibited in any area where there is an expectation of privacy.

Students violating this policy may be subject to disciplinary action; i.e., detention, suspension and/or expulsion.

The administration shall promulgate rules to enforce the policy at the building level.

Bayard Jr./Sr. High School students need to be responsible users of technology. The school firmly believes in protecting instructional time in classrooms; therefore, electronic devices should not be seen, heard, or used during the time allotted for each of the instructional periods throughout the day. This applies to anywhere on campus, including hallways, restrooms, main office, media center, etc. during any scheduled instructional period (including TAPs).

Students are permitted to use electronic devices before and after school, during their scheduled lunch, and during passing periods. ~~Teachers have the right to decide if electronic devices can be used during study hall and in class during instructional time in accordance with their individual classroom procedures so long as those procedures are consistent with school-wide expectations.~~ Because school issued devices are available to all students, other personal electronic devices and cell phones are not to be used during instructional periods and study halls. Student use of personal devices can diminish the available internet bandwidth and diminishes the quality of the educational environment for other students and staff.

To maintain the expected learning environment in the classroom, students who violate the electronic device policy will be subject to disciplinary actions. Once a referral has been sent to the office, the following consequences can be utilized to solve the problem:

1st Offense- Electronic device will be confiscated until the end of the school day.

2nd Offense- Electronic device will be confiscated until a parent/guardian picks up the device

3rd Offense- Student will serve detention, plus the electronic device will be confiscated until a parent/guardian picks up the device

4th Offense - Student will serve detention, plus the electronic device will be confiscated until a parent/guardian picks up the device, and the student must turn the device in at the start of the school day for a specific amount of time determined by the administration.

As part of being a responsible user of technology, students are directed to not use their electronic devices to bully, intimidate, or harass. Violators will be subject to disciplinary actions from the administration.

CHILD FIND PROGRAMS

Child find is a community-wide effort to provide opportunities for children with disabilities. Parents, educators and members of the medical community take part in the program to locate children who may have a disability.

Parents/Community members who contact Child Find may have concerns about the child's development in the areas of:

- Hearing
- Vision
- Speech/language skills
- Motor skills
- Thinking skills
- Emotional/social skills

Child Find provides developmental screening and, when appropriate, a comprehensive, multi-disciplinary evaluation for children from birth to kindergarten age.

If you live within the Bayard School District and have, or know of a child who may have a disability, contact the Bayard School Office (308-586-1425) from 9 am to 3 pm or write to:

Special Education Department
PO Box 607
Bayard, NE 69334

Links to: Developmental Milestones: <http://www.answers4families.org/developmentstages/>

DATING VIOLENCE PREVENTION

The board prohibits behavior that has a negative impact on student health, wealth, safety, and the school's learning environment. Incidents of dating violence will not be tolerated on school grounds, in district vehicles, or at school sponsored activities.

Dating violence is defined as a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. Dating partner means any person regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious or long-term.

The district will provide appropriate training to staff and incorporate within its educational program age-appropriate dating violence education that shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

SAFESCHOOLS DISTRICT TIP REPORTING SERVICE

Safety is one of our district's top priorities, that's why we're now using SafeSchools Alert, a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration five different ways:

1. App: Search for "SafeSchools Alert" in the App Store to download for free
2. Phone: 308.562.2024
3. Text: Text your tip to 308.562.2024
4. Email: 1767@alert1.us
5. Web: <http://1767.alert1.us>

Easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about. Tips may be submitted anonymously too. Thanks in advance for helping to make our school community a safer place to work and learn! We appreciate your support.

DISPENSING PRESCRIPTION MEDICATION

To help insure the health and safety of children, school employees are not permitted to dispense prescription medications to students without full compliance with Board Policy which is as follows:

1. The parent or guardian of the student shall provide prior written authorization on the proper school form, to dispense prescription medication(s).
2. The parent or guardian of the student shall agree in writing to provide the prescription medication(s) to be dispensed in a prescription container with the child guard cap. The container shall have a glued label from the pharmacy which shall contain the child's name, physician's name, and directions for dispensing the medication.
3. The parent or guardian of the student shall agree in writing to consult the family physician as to any side effects of the medication being dispensed and to advise the school employee of the possible side effects and procedures to be followed should side effects occur.
4. Written authorization is limited to the medication(s) identified in writing on the form provided for that purpose. Should additional medication(s) be prescribed, additional written authorization will be required.
5. Written authorization shall be limited to the school year identified on the form provided.
6. The parent or guardian of the student shall notify the school in writing of the termination of the authorization to dispense the medication(s).
7. Modification of the dispensing instructions shall be communicated to the school employee by providing a new prescription container with a child-guard cap with glued label from the pharmacy, including student's name, physician's name, and instructions for dispensing.
8. The school employee cannot honor verbal instructions from the parent, or guardian, or student to modify or alter the directions for dispensing medication(s) as specified on the prescription container.
9. Employees of the school shall not be required to dispense prescription medication(s).
10. Prescription medication and any medical equipment needed to dispense medications delivered to school employees shall be identified and shall be kept locked in a cabinet or in a manner that will restrict access to only authorized employees.

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.

Student appearance should be of high enough standard as to contribute to the general learning environment. Shoes must be worn at all times. To promote the development of manners, civility, and respect for decorum, the use of headwear by students during instructional time is discouraged. Examples of headwear include hats, caps, bandanas, hoods, and scarves.

Inappropriate dress:

- a. clothing that shows an inappropriate amount of bare skin (including cleavage) or underwear, or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit to be revealing or drag on the ground.
- b. shorts, skirts, or shorts that do not reach mid-thigh or longer.
- c. clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
- d. clothing or jewelry that could be used as a weapon, or that could encourage "horseplay" or that would damage property.
- e. sleeveless shirts and tank tops are not permitted for males other than during gym class and athletics.
- f. clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent or vulgar double meanings.
- g. clothing or jewelry that is gang related.
- h. clothing or jewelry which interferes with the learning, health, or safety of other students.

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. Dress for students participating in activities which in any way are representative of the individual, school, and community shall be outlined by the respective activity sponsor and administration. Adherence to these policies will be mandatory for participation in all activities.

STUDENT GRIEVANCE PROCEDURE

The grievance procedure for students is published in the district student handbook and publications that reach all students including those in special education. The procedure, along with explanations, due process, and directions are available for inspection in the following

offices: Superintendent of Schools and building principals. Inquiries can also be directed to the Director of Region VII Office for Civil Rights, 10220 North Executive Hills Boulevard, 8th Floor, Kansas City, Missouri 64153 or call (816) 891-8026.

It is the policy of this district that all grievances be resolved quickly and at the lowest step possible.

EXPLANATIONS

1. Grievance

A grievance is a difference of opinion raised by a student or a group of students involving: 1) the meaning, interpretation, or application of established policies; 2) difference of treatment; or 3) application of the legal requirements of civil rights legislation.

2. Grievant

Any student or group of students submitting a grievance in their own behalf.

3. Days

Days when school is in session.

DUE PROCESS

1. Right to Representation

A grievant(s) may choose to be represented by an attorney or other persons of their own choosing, such as a relative or advocate. Issues of ordinary school operation should, however, be resolved as informally as possible.

2. Right to Present Witnesses and Evidence

Grievant(s) shall be allowed to present the grievance with relevant evidence and pertinent witnesses. Both parties shall have the opportunity for hearing and questioning witnesses.

3. Time Limits

All participants shall adhere to the time limits prescribed for each level. Failure by the administration at any step of the procedure to communicate the decision on the grievance within the specified time limit shall permit the grievant(s) to proceed to the next step. Failure on the part of the grievant(s) to appeal the decision to the next step within the specified time limits shall be deemed to be an acceptance of the decision rendered at that step.

4. Right to Information

Unless state laws and right-to-privacy laws are violated, all relevant records with names and identifying information must be made available to the grievant(s) for use as evidence in the grievance issue.

5. Privacy

During the grievance procedure, except at Step IV, the grievant(s) shall have the right to designate whether the procedure and meetings will be confidential, including names and related information.

6. Reprisals-Retaliation

Participants in a grievance submitted in this district shall not be subjected to reprisals, retaliation, or different treatment because of such participation. Participation shall not be recorded in the student file(s) or used to affect equal opportunity for access and equity in educational programs and services.

DIRECTIONS:

Each step of authority shall acknowledge in writing the date of receipt of the written grievance with the statement that the issue will be considered promptly.

By Step III the grievance must be submitted in writing, dated, and signed with the name of the attendance center and the grade level of the grievant(s). The issue should be described as specifically and completely as possible. The name of anyone who will represent the grievant(s) should be included. A statement of possible relief necessary to resolve the issue should be offered.

If the issue is of the type that would require a decision from higher authority, the facts surrounding the grievance should be compiled in writing and submitted to the proper level of authority, operating through appropriate channels. All levels of authority shall give immediate attention to the grievance issue, being aware of the specified timelines. Copies of the written answers to the grievant(s) shall be submitted to the superintendent and/or building principal. This response shall contain a summary of the evidence determined; the conclusion(s) reached, with reasons, and shall be delivered to each grievant(s). If hand delivery with receipt cannot be made, registered mail will be used.

NETWORK ACCEPTABLE USE AND INTERNET SAFETY POLICY

Bayard Public Schools recognizes the value of computer and other electronic 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 email, 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 email, 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 21st 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.

SEARCH AND SEIZURE

To maintain order and discipline in the school and to protect the safety and welfare of students and personnel, school authorities may search a student, or student lockers, under the circumstances outlined in SEARCHES-PERSONAL and may seize illegal, unauthorized, or contraband materials discovered in the search.

A student’s failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

DRUG DETECTION DOGS

As part of the district’s effort to keep the schools safe and free from illegal drugs, the school principal may authorize the use of law enforcement drug detection dogs to search school hallways, lockers and cars parked in the school parking lot under the following guidelines.

1. The dogs will be brought into the schools both during and after school hours. The school Principal shall determine when the drug detection dogs will be used. The dogs may perform searches at random times throughout the school year.
2. The dogs will search hallways, lockers and cars parked in the school parking lot only. Students will not be searched by drug detection dogs. While a sniff search is taking place during the regular school day, students will remain in their respective classrooms.
3. If the drug detection dog identifies personal effects (e.g., purse, book bag, etc.), locker, or car, then school officials and law enforcement personnel will search the area and conduct an investigation. Parents/guardians will be notified if illegal drugs or contraband are discovered in a students’ bags, locker or car. School penalties for possession of an illegal substance are governed by the school discipline code and may range from suspension to expulsion.
4. If an illegal drug is found, law enforcement will conduct a criminal investigation. If, during this investigation, probable cause exists to warrant an arrest, an arrest will be made.

5. If a student refuses to unlock a vehicle identified by a drug detection dog, the student will be subject to school sanctions for refusing to submit to a search. Law enforcement personnel will take appropriate action based on departmental policies.
6. Drug detection dog searches in the Bayard Public Schools may involve the Bayard Police Department, Morrill County Sheriff and/or the Nebraska State Patrol.

JUNIOR HIGH/HIGH SCHOOL SEARCHES - AUTOMOBILE

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of the student parking lots. The interior of student's automobile on the school premises may be searched if the school authority has reasonable suspicion to believe that illegal, unauthorized or contraband items are contained inside.

ELEMENTARY SEARCHES – DESK

Student desks are school property and remain at all times under the control of the school. Periodic general inspections of desks may be conducted by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant.

JUNIOR HIGH/HIGH SCHOOL SEARCHES - LOCKER

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant.

SEARCHES - PERSONAL

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. If a pat-down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present.

SEIZURE OF ILLEGAL MATERIALS

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to the proper legal authorities for ultimate disposition.

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 asked but not required to bring certain 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 extracurricular activities such as reeds for musical instruments, protective mouthpieces, and blank tapes for audio or video recording.

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.

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 at the end of this handbook. 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.

<u>ACTIVITY</u>	<u>DESCRIPTION</u>
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 fund raising 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 st 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 st trip.
JR. High Swing Choir	T-shirt; meals for competitions.
FFA	Meals for trips, FFA jackets.
Library	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.
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.
JR High Volleyball	Shoes and black shorts.
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.

<u>ACTIVITY</u>	<u>COST</u>
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 parents time to purchase them.

Pencils	Markers (no neon or glitter)
Colored Pencils	Highlighters
Pens	Activity Calendars
Paper	Compass
Graph Paper	Protractor
Tablets	Calculator
Notebooks	White Out
Organizers	Reeds for Musical
Instruments	Planners
Make-up kits for Drama	Scissors
Protective Mouthpiece for Sports	Glue Stick
Erasers	Ear buds
Elmer's Glue (other types may create usage difficulties)	

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.

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:

- I. Submission to sexual conduct is made either explicitly or implicitly a term or condition of an individual's employment.
- II. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual.
- III. 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 epitaphs or jokes. School district employees and students are also prohibited from defacing any school district property with any racial, ethnic, or sexual epitaphs or jokes.

If an individual's conduct, epitaphs, 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:

- I. The individual harassed belongs to a protected class;
- II. The individual was subjected to unwelcome sexual/ethnic harassment;
- III. The harassment was based upon sex, race, or national origin; or
- IV. The harassment affected a term, condition, or privilege of employment.

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:

- I. 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.
- II. 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.
- III. Such conduct has the purpose or effect of unreasonable interference 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 an 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 Schools 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.

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/racial harassment; the date(s), time(s), locations(s), description of the incident(s), witness(s), 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 complainant.

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.

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 sexually/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 are 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, he/she 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.

RECORDING OF OTHERS

To ensure the privacy and confidentiality of student information, only persons authorized by the Superintendent, a Principal, or the Activities Director (each an "Administrator") may record the sound or image of any person on school grounds during regular school time or at school activities which are not open to the general public (to include without limitation practices, during transportation to and from school activities, and during locker room or other preparation times before and after activities). An Administrator may authorize sound or image recording to be used in the media and on social media for the purpose of promoting student performances and educational activities and furthering classroom or educational purposes. Nothing in the provision shall prohibit the recording of an Individualized Education Program meeting if the

recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

STUDENT DISCIPLINE

SUSPENSION AND EXPULSION

A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.

1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

- a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
- b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.
- e. A student who on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.

3. Expulsion:

a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parent(s)/guardian(s) when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.

b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.

d. Alternative Education: Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.

f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal’s designee shall meet with the student’s probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal’s designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

4. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.

C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a

vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that reasonable recipient would interpret as a serious expression of intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance including tobacco as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance, tobacco or inhalant. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" 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 or illegal substances 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.
8. Public indecency or sexual conduct.
9. Sending, sharing, viewing, or possessing pictures, text messages, emails or other material of a sexual nature in electronic or any other form on a computer, cell phone or other electronic device or on paper or other digital or physical media format.
10. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
11. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
12. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion

regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.

13. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.

14. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.

15. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.

16. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.

17. Willfully violating the behavioral expectations for riding school buses or vehicles.

18. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:

a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or

b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.

19. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

D. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:

- a. Clothing that shows an inappropriate amount of bare skin (including cleaving) or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
- b. Shorts, skirts, or shorts that do not reach mid-thigh or longer.
- c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
- d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horseplay" or that would damage property (e.g. cleats).
- e. Head wear including hats, caps, bandannas, and scarves.
- f. Clothing or jewelry which exhibits nudity makes sexual references or carries lewd, indecent, or vulgar language.
- g. Clothing or jewelry that is gang related.
- h. Clothing or jewelry which interferes with the learning, health, or safety of other students.

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

2. Academic Integrity.

a. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

b. Definitions: The following definitions provide a guide to the standards of academic integrity:

(1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others.

Cheating includes, but is not limited to:

(a) Tests (includes tests, quizzes and other examinations or academic performances):

(1) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

(2) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material,

devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

(3) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.

(4) Use of Other Student to Take Test. Having another person take one’s place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

(5) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

(1) Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(2) Re-use of One’s Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

(3) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student’s work. For example, a student engages in cheating if the student has a draft essay reviewed by the student’s parent or sibling, and the essay is substantially re-written by the student’s parent or sibling. Assistance from home is encouraged, but the work must remain the student’s.

(4) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(5) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student’s real reason for missing class was because the student had not finished the paper.

(c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher’s grade book or the school records is a serious form of cheating.

(2) “Plagiarism” means to take and present as one’s own a material portion of the ideas or words of another or to present as one’s own an idea or work derived from an existing

source without full and proper credit to the source of the ideas, words, or works.

Plagiarism includes, but is not limited to:

(a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit.

Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.

(b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

(3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

(1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.

(2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.

(3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

3. Electronic Devices

a. Philosophy and Purpose. The District strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

b. Definitions. "Electronic devices," include, but are not limited to, cell phones, MP3 players, iPods, ~~personal digital assistants (PDAs), compact disc players,~~ "smart" watches, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

c. Possession and Use of Electronic Devices.

(1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell

phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.

(2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student not commit any abusive use of the device (see paragraph (4)(a). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.

(3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).

(4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

d. Violations

(1) Students shall not use electronic devices at any time or place for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; or (f) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

(2) Electronic devices used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

(3) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school's main office and retrieves the electronic device.

(4) Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/ her parent/guardian and the school

principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(5) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(6) Subsequent Violations: Students who are repeat offenders of this policy shall be subject to the imposition of any appropriate disciplinary action, which may include suspension and expulsion from school.

e. Responsibility for Electronic Devices. Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

E. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others.

Students will face the following consequences for IPDA:

1. 1st Offense: Student will be confronted and directed to cease.
 2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
 3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.
- If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:

1. Students in the hallway during class time must have a pass with them, and may not leave class without permission.
2. Gum, candy, Sunflower seeds, etc. are not allowed in the school building or classrooms. ~~The pop machine is closed until after school and pop is to be drunk outside.~~
3. Lunches are to be eaten in the cafeteria unless special permission is granted.
4. Students are expected to bring all books and necessary materials to class. This includes study halls.
5. Assignments for all classes are due as assigned by the teacher.
6. Students are not to operate the mini-blinds or the windows.

7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
8. Students are to be in their seats and ready for class on the tardy bell.
9. Special classes such as Industrial Technology, Art, P.E., and computers courses will have other safety or clean-up rules that will be explained to you by that teacher which must be followed.
10. Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
11. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
12. Throwing snow is prohibited.
13. Students are not to be in the school facilities without supervision.
14. Lying or otherwise deceiving staff or administration.

G. Law Violations

1. Cases of law violations or suspected law violations by students will be reported to the police and to the student’s parents or guardian as soon as possible.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor’s parents or guardian.
3. In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it is the District’s policy to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:
 - (a) Knowingly possessing illegal drugs or alcohol.
 - (b) Aggravated or felonious assault.
 - (c) Vandalism resulting in significant property damage.
 - (d) Theft of school or personal property of a significant nature.
 - (e) Automobile accident.
 - (f) Any other behavior which significantly threatens the health or safety of students or other persons, and such other offenses which are required to be reported by law.

When appropriate, it shall be the responsibility of the referring administrator to contact the student’s parent of the fact that the referral to legal authorities has been or will be made.

TOBACCO, ALCOHOLIC BEVERAGES, DRUGS AND CONTROLLED SUBSTANCES

Any Bayard School student engaging in the selling, using, smoking, possessing or dispensing of alcoholic beverages, tobacco, narcotics, drugs, drug paraphernalia, controlled substances,

inhalants 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 certified staff member or coach.
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).

Students shall not possess cigarettes, vapor products, alternative nicotine products, lighters, cigarette packages, or chewing tobacco. These items will be confiscated and disciplinary action may result. Definition of smoking: smoking consists of being seen holding a lit or unlit cigarette, vapor, or alternative nicotine product or being seen throwing a cigarette or vapor or alternative nicotine product away or being seen with smoke coming out of the nose or mouth or admitting to having smoked on the school campus.

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 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 alcohol and or drug education and counseling. (The education course and or counseling will be the parents’ or student’s 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 or expelled from school. After the suspension, 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 alcohol and or drug education and counseling. (The education course and or counseling will be the parents' or student's 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 12 months and is in effect beginning with the date of the first violation. These consequences will carry over from one school year to the next.

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.

TRANSPORTATION

Inasmuch as Nebraska school laws do not specifically state the policies under which the school board is obligated to provide transportation, the following policy will prevail but may be changed at any time as a result of Board Action:

- I. The area to be excluded from bus transportation is inside the Bayard City limits.
- II. In establishing bus routes the following factors will be considered:

- A. Routes will be laid out on hard-surfaced roads wherever and whenever possible.
 - B. The bus will not enter a private drive for the purpose of picking up a student unless for safety reasons it becomes necessary.
 - C. No backing of a school bus onto a highway or public road will be permitted. In all cases where it is not possible to have a satisfactory turn-around, bus service will not be provided.
 - D. Students will be let out or picked up at a point near their home. This point will be determined by the superintendent, taking the above factors into consideration.
- III. Bus transportation will be provided for field trips which are considered to be a part of the regular educational program of the school.
- IV. Except when rented, no person will be carried as a passenger on a school bus who is not a regularly attending student of this school district or an employee or an adult acting as an authorized sponsor of this district.

WESTERN NEBRASKA DISTANCE LEARNING CONSORTIUM CLASSROOM DISCIPLINE PROCEDURE

The Western Nebraska Distance Learning Consortium two-way interactive television classes are provided to enhance and enrich the curriculum. Behavioral and academic expectations of students in WNDLC classes are high.

These high expectations are mandatory as we attempt to use a unique technology to meet the appropriate educational needs of students. The participating schools have adopted the following rules and discipline procedures.

Classroom Rules:

1. I will not disrupt teaching or learning in WNDLC classrooms; insubordination of any kind will not be tolerated.
2. I will not use language or gestures generally agreed upon as suggestive, derogatory or abusive in nature.
3. I can be recorded (video or audio) at any time without specific pre-warning.
4. I will position myself in the classroom to be in camera view at all times.
5. I will not manipulate equipment in the classroom without express direction from facilitator or instructor.
6. I will conform to any additional rules as specified orally or in writing by the instructor or the facilitator.
7. I understand that the host schools' sexual harassment policy will take precedence over all complaints and incidents of sexual harassment.
8. I will not cheat.

I understand that if I am found to be in violation of any of the above policies, I will be subject to disciplinary action.

It should be understood that the principal at the school in which the student attends reserves the right to remove students in their school for any action that they deem inappropriate.

Activities

HIGH SCHOOL ACTIVITIES

Digital Media	Football	Quiz Bowl
Boys Basketball	Girls Basketball	One-Act Plays
Boys Golf	Girls Golf	D.I.
Boys Track	Girls Track	Speech
Boys Cross Country	Volleyball	FFA
Wrestling	Girls Cross Country	Cheerleading
HOSA	Educators Rising	Skills USA

JUNIOR HIGH ACTIVITIES

Boys Basketball	Football	Cross Country
Boys Track	Girls Basketball	Volleyball
Wrestling	Girls Track	D.I.
Quiz Bowl	FFA	

HIGH SCHOOL MUSIC

Concert Band	Pep Band	————— Magic Rhythm
Marching Band	Mixed Choir	————— Jazz Choir
21st Century Singers		

JUNIOR HIGH MUSIC

Concert Band	Swing Choir	8th Grade Mixed Choir
Marching Band	7th Grade Mixed Choir	<u>JR. High Mixed Choir</u>

SCHOOL ACTIVITIES

The class and/or activity sponsors shall be responsible for the approval or disapproval and scheduling of the social activities of classes and organizations within the scope of the regulations, with the final decision resting with the administration.

School activities shall close at 12:00 midnight. ~~Junior-Senior Prom shall close at 1:00 a.m.~~
Exception to these times will be by administrators' discretion.

No school activities or practices will be permitted after 5:30 p.m. on Wednesday evenings. All students will leave school grounds prior to 6:00 p.m.

The school day for Junior High students participating in a sport (during that sport season) will end after 7th period. Students participating in a sport are required to attend the full duration of practice with their team. Junior High students not participating in a sport are required to attend

homeroom and then physical education class. When students are not participating in a sport (such as the times of the school year that fall between sport seasons) they are required to attend homeroom and then physical education class.

APPEARANCES OF SCHOOL GROUPS

The following general policies should govern all appearances of school groups:

I. The amount of time taken from regular school duties should be kept to a minimum in every case. Directors and school administrators will be expected to deny requests for the services of the groups whenever such services will result in interference with normal school duties to any major extent.

II. The amount of time and effort required to prepare for the event should be taken into consideration. Appearances of the groups which require extensive extra practices or which consume undue amounts of the group's normal practice time are to be avoided.

With these two general policies in mind, the following procedures are recommended:

I. School groups shall appear in normal school activities (athletic contests, assemblies, school programs, etc.) at the discretion of the group directors and the school administrator.

II. School groups shall participate in civic occasions of a community-wide significance (such as Chamber of Commerce functions involving all merchants, county fairs, benefit events of community-wide importance, etc.) at the discretion of the group director and the school administrator. Fees received from any of these appearances shall be applied to the group's travel fund.

III. School groups may participate in all conference and state-sponsored activities. Additional contests must have administrative permission.

IV. School bands may participate in all conference and state-sponsored activities. Additional contests must have administrative permission.

V. Long trips out of state must be specifically approved by the Board of Education after a complete plan for such trip is presented by the group director. Only in rare and unusual circumstances should such a trip even be considered.

VI. School groups may not participate in events sponsored by individual merchants or small groups of merchants not under Chamber of Commerce sponsorships; in political rallies, parades, or meetings; or in events sponsored by private clubs, organizations, or societies without approval of the administration.

VII. Requests for use of the school groups should be submitted to the group director who will consult with his school administrator in deciding whether to accept the invitation.

VIII. The public school has neither legal nor moral hold on a student's time during holiday vacation periods; therefore, acceptance of requests for services of school bands will depend on voluntary agreement by participants to appear in such an event. After ascertaining the number of students available, the director must decide if the number is sufficient for the group to make a creditable showing.

IX. The above policies also apply to the following groups and their sponsors:

FFA

Chorus

Jr. High music

Elementary Music

All school clubs and organizations

X. All athletics are governed by the rules and regulations as set forth by the Nebraska State Activity Association. These rules and regulations cover such items as number of contests, dates of practice, travel, etc.

XI. The administration has the right to deviate from any of the above standards with Board approval.

CONFLICTS IN EXTRACURRICULAR ACTIVITIES

An individual student who attempts to participate in several extracurricular activities will, undoubtedly, be in a position of a conflict of obligations.

The activity department recognizes that each student should have the opportunity for a broad range of experiences in the area of extracurricular activities and to this end, will attempt to schedule events in a manner so as to minimize conflicts.

Students have a responsibility to do everything they can to avoid continuous conflicts. This would include being cautious about becoming a member of too many activities where conflicts are bound to happen. It also means notifying the faculty sponsors involved immediately when a conflict does arise.

When conflicts do arise, the sponsors will get together and work out a solution so the student does not feel caught in the middle. If a solution cannot be found, the Activity Director or Principal will have to make the decision based on the following:

1. The relative importance of each event;
2. The importance of each event to the student;
3. The relative contribution the student can make;
4. How long each event has been scheduled;
5. Talk with parents.

Once the decision has been made and the student has followed that decision, he/she will not be penalized in any way by the faculty sponsor. If it becomes obvious that a student cannot fulfill the obligation of a school activity, he/she should withdraw from that activity.

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

It is the goal of the Bayard Athletic Program to offer the opportunity of participation to every student who has the ability and desire to do so. Interscholastic athletics fosters competition and cooperation. It also represents an area of great potential for teaching dedication, perseverance, courage, poise and for the pursuit of excellence, all traits that are essential ingredients in achieving a happy, successful life.

However, no student is obligated to take part in athletics nor is participation in athletics required for graduation. It is to be stressed that participation in the athletic program is a PRIVILEGE.

The Bayard Athletic Program is comprised of three seasons, fall, winter, and spring. Fall sports include Girls Golf, Girls Cross Country, Girls Volleyball, Boys Cross Country, and Boys Football. Winter sports include Girls Basketball, Wrestling, and Boys Basketball. Spring sports include Girls Track & Field, Boys Golf, and Boys Track & Field.

A student-athlete may not drop from a team after the first regular season contest and participate in another sport during the same season. Any student who moves into the School District will need to follow the transfer requirements set forth by the NSAA.

RANDOM DRUG TESTING FOR STUDENTS INVOLVED IN EXTRACURRICULAR ACTIVITIES

The Board of Education for Bayard Public Schools values students' participation in extracurricular activities. Such students, as role models for other students, are a key to our goal to provide the best possible educational program for our students. To achieve our goal and to maximize the skills and talents of our students, it is important that each student understands the dangers of drug and alcohol use. All students who participate in extracurricular activities in Bayard Public Schools must participate in our mandatory drug testing programs. Coaches/sponsors will distribute information and signature forms at the start of each season. Parents/guardians of students in grades 7 through 12 who do not participate in extracurricular activities may choose to opt their students into the program.

HAZING

Hazing by classes, clubs, athletic teams or other student organizations are prohibited. No student, teacher, administrator or other school district employee, contractor or volunteer shall plan, direct, encourage, aid or engage in hazing. No student, teacher, administrator or other school district employee, contractor or volunteer shall permit, condone or tolerate hazing. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act. This policy applies to hazing behavior that occurs on or off school property, during and after school hours and covers periods when school is not in session. The school district will act to investigate and/or report to law enforcement all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator or other school district employee, contractor or volunteer who is found to have violated this policy.

For purposes of this section, hazing means any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any organization.

Such hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation,

or any brutal treatment or the performance of any unlawful act which endangers the physical or mental health or safety of any person.

JUNIOR/SENIOR HIGH DANCES

When attending school-sponsored dances, students may dress casually, unless otherwise designated: however, blue jeans, muscle shirts, etc. are not acceptable attire. Students that elect to leave the dance, once it has started, will not be allowed to return. School-sponsored dances will be under the supervision of school employees or activity sponsors. Students that wish to bring dates from outside the Bayard School system may do so but must obtain permission from the principal. Students attending high school dances shall be no younger than a high school freshman or not above the age of 20. This applies to students from other schools as well as from Bayard. Persons who are not regularly enrolled in a high school or graduates of high school will not be approved by the principal.

Administrative Rules and Procedures Regarding High School Dances

The following rules and procedures have been developed in an attempt to provide a safe and enjoyable environment for all high school students to enjoy the dance activities.

General Rules

1. As per Board Policy – School activities shall close at 12:00 p.m. with the exception of the Junior-Senior Prom which shall close at 1:00 a.m. Any other exception to these times will be at the discretion of the Secondary Principal.
2. Students attending high school dances shall be no younger than a high school freshman or not above the age of 20. This applies to students and dates from other schools as well as from Bayard.
3. Homecoming, Winter Royalty, and Prom must be scheduled through the office of the Activity Director.

Rules Pertaining to Sponsors and Students

1. There will be a minimum of 5 sponsors at all dances. If a sponsor cannot be present at the dance, HE/SHE is responsible for finding a replacement. The name of the replacement is to be given to the secondary principal prior to the event. Homecoming dance will be sponsored by 2 student council sponsors and 3 sponsors from the freshman class. Winter Royalty will be sponsored by 2 student council sponsors and 3 sponsors from the sophomore class. Prom will be sponsored by 3 junior class sponsors and at least 2 sponsor volunteers. The secondary principal will arrange for the sponsor volunteers prior to the event. At all dances the secondary principal may ask parents to help supervise the event.
2. One of the school sponsors will be designated as the person in charge. This person will be responsible for calling parents and or police officers should the need arise.
3. All sponsors will remain at the dance for the entire duration of the event.
4. Hallways and corridors of the building are off limits during the dance. If possible gates will be closed to block access to these areas.
5. If a student becomes ill and needs to leave the dance – parents or guardians will be notified and asked to come to pick up the student.

6. If any of the sponsors suspect that a student is under the influence of drugs or alcohol the parents or guardians of the student will be called as well as the Bayard Police. These calls will be made by the person in charge.
7. At least 2 sponsors will be at the door for admittance of all students and their dates. One will be responsible for receiving admission if charged and the second to greet the students and visit to assure that no students are exhibiting suspicious behaviors. One sponsor will remain at the door at all times during the dance.
8. All students and dates that enter the dance will sign in and list a time of arrival. ~~Each student will be given a plastic bracelet to wear while at the dance.~~ Students not wearing a bracelet will not be allowed to stay at the dance. All students and dates leaving the dance prior to its conclusion, will sign out when they leave the dance and list a time of departure.
9. If a student leaves the dance, they will not be re-admitted. No exceptions. Students who need to make a phone call will be given access to one of the phones in the school building.
10. Nothing should be brought into the dance by students. No food or drinks. All refreshments will be provided. Students will not be allowed to bring in backpacks or large bags. Purses will be allowed but will be checked by greeters as the students enter the dance. The refreshment table will be supervised by at least one sponsor at all times.
11. Bayard Board Policies regarding drug and alcohol use will be applied at all district activities.

ELIGIBILITY FOR ACTIVITIES – HIGH SCHOOL AND JUNIOR HIGH STUDENTS

- I. Any student 7 - 12 who is on the failing list in 2 (two) or more subjects will be declared ineligible to participate in any extra-curricular activity in which he or she is involved. The ineligibility list will be distributed to staff and sponsors on Monday of each week. It is the responsibility of the staff and sponsors to notify students of their ineligible status. The student can remove himself/herself from the ineligibility list when work is completed and an Ineligibility list Removal Form is handed into the Activities Director's Office. Students who are failing any classes will be required to attend academic intervention from 3:30 to 4:30 each school day and many only attend practice prior to 4:30 upon verification of a passing grade by the teacher of any classes the student has been failing. (For additional information regarding Academic Intervention, please refer to that section in this handbook.)
 - A. Bayard Junior/Senior High School has incorporated that all assignments and homework are due on assigned dates unless illness, school sponsored activity or prearranged changes have been reached between the student and instructor. Missing assignments will result in the student remaining after school (see F.).
 - B. Procedure for being removed from the ineligibility list: To be removed from the ineligibility list, the student must go to their instructors and have the instructor indicate their current grade, and sign the ineligibility list removal form. Students can remove themselves from the ineligibility list when they have fewer than two failing classes and have a signed ineligibility list form submitted. To be removed from the ineligibility list for the remainder of the week the student must have the form signed and submitted to the activities director or designee prior to the start of practice on Wednesday, or prior to participation in events scheduled

for Tuesday. The student is responsible for setting up the times to meet with his/her instructors and for following through on the appointments that are made.

C. The eligibility list will not be used as a disciplinary tool.

D. Students having an unverified absence or unverified absences will not be allowed the two (2) day time period to make up work.

E. Students attending school sponsored activities or excused absences will have the two (2) day time period to make up work.

F. Staying After School:

1. Students with uncompleted assignments will stay after school until the assignments are completed.

2. Students will be informed by their instructor by the end of the period whether or not they must stay after school. Assignments due will be accepted by all instructors until 3:33 p.m. on the assignment due date.

3. It is the student's responsibility to make arrangements with their parent or guardian to stay after school.

4. Students who fail to meet the requirements of a particular class are subject to out-of-school suspension, receiving a failing grade for the uncompleted assignment(s) or further disciplinary action as deemed necessary by the administration of Bayard Junior/Senior High School.

5. All after school sessions will begin at 3:33 p.m. daily.

II. The activities that a student may be declared ineligible for are the following:

1. NSAA sponsored or sanctioned activity.

2. District or state competitions that are not sponsored or sanctioned by NSAA.

3. All other school sponsored activities including, but not inclusive to band, choir, FFA, quiz bowl, scholastic contest, speech and drama, destination imagination, cheerleading and junior high activities; excluding music and FFA when the activity is part of the classroom grade. The music and FFA sponsors will clarify for students in writing what activities are covered by the eligibility policy.

III. Activities: Students who will be absent from school for an activity must get the assignments that will be missed prior to leaving for the activity.

1. Procedure: Each activity sponsor will be responsible to give his/her students the activity forms which must be filled out and signed by all the student's instructors.

2. The student must return these forms to his/her sponsor signed by all instructors or, he/she will not be allowed to go to the activity.

IV. Participants in any activity must have good attendance and should never be truant from classes. Students may not practice or participate in any activity if they have an unexcused absence during the school day. Students may participate in a school related activity or practice so long as the absence was excused by 3:00 p.m. that day. However, students who are absent due to illness during periods 5, 6, 7, 8, or 9, or the two periods prior to departure for an away contest earlier than noon on a school day, may not practice, participate in an activity that day or travel to participate in the activity.

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.

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.

JUNIOR HIGH/HIGH SCHOOL ORGANIZATIONS

FUTURE FARMERS OF AMERICA (FFA)

A voluntary organization for any student enrolled in any of the agriculture classes.

NATIONAL HONOR SOCIETY

The National Honor Society of Secondary Schools was founded by the National Association of Secondary School Principals in 1921. The founders of this movement originally established the society to stimulate the scholarship, leadership, service, and character of the students in the secondary schools of the United States to a higher plain. In 1929 there were 834 chapters. By 1963 the number was well above 10,000. Our chapter is one of the oldest in the State of Nebraska, being Chapter 755. The students are chosen from a list of all pupils maintaining a "B" or higher average for their years of high school. Choices are made by a faculty committee.

STUDENT COUNCIL

The Student Council is a representative body with the purpose of promoting the interests of the student body, providing a forum for student expression, and increasing the understanding and cooperation between students, faculty, and administrators. Students wanting to be on student council apply as 7th graders; three students will be selected by the student council sponsors. The student council representatives serve until they graduate, leave the district, or are removed by the sponsors for non participation. If a vacancy occurs, applications will again be taken and a replacement selected. Officers are elected from the representatives. Funds raised from pop machines are donated to improvements of the school and facility as decided upon by the Council.

PARENT - ACTIVITY PARTICIPATION CONCERNS

Parenting and coaching are both difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of the other. This in turn will provide greater benefit to students.

When your child becomes involved in a program at Bayard Public Schools, you have a right to understand what expectations are placed on your child.

COMMUNICATIONS YOU SHOULD EXPECT FROM YOUR CHILD'S COACH

1. Philosophy of the coach.
2. Expectations of the coach for your child.
3. Expectations of the coach for the team.
4. Times and locations for practices and contests.
5. Procedure to be followed should your child be injured in practice or a game.
6. Discipline that results in the denial of your child's participation.

COMMUNICATIONS A COACH SHOULD EXPECT FROM PARENTS

1. Concerns about the program should be expressed directly to the coach.
 2. Notification of any schedule conflicts well in advance of a practice or contest.
- It is important to remember that as your child becomes involved in a program, there will be times when things do not go the way you or your child wishes. However, in most cases your child will experience some of the most rewarding moments of their lives through athletic and activity participation.

APPROPRIATE CONCERNS TO DISCUSS WITH COACHES

1. The treatment of your child mentally and physically.
2. Ways to help your child improve.
3. Concerns about your child's behavior.

ISSUES NOT APPROPRIATE TO DISCUSS WITH COACHES

1. Playing time.
2. Team Strategy.
3. Play calling.
4. Other student-athletes.

It is difficult to accept your child's not playing as much as you may hope. Coaches are professionals who make judgment decisions based on what they believe to be best for all students involved. There are situations that may require a conference between a coach and parent. These are to be encouraged. It is important that both parties have a clear understanding of the other's position. When a conference is necessary, the following procedures should be followed.

1. Call the coach to set up an appointment.
2. The high school phone number is 586-1700.
3. If the coach cannot be reached, contact the Activities Director, Mr. James Miller. He will set up the meeting for you.

4. Please do not attempt to confront a coach before or after a contest or practice. These can be emotional times for both a parent and coach and usually do not result in solution of any concerns.

JUNIOR/SENIOR PROM

A Junior-Senior Prom may be permitted with the following reservations:

1. The prom shall be held within the Bayard Public Schools facilities or a different site with prior approval by the administration.
2. Selection of the proposed prom location will be by majority vote of the sophomore class, based on a minimum of three venue choices to be considered by the class. Any location selected must be within 30 highway miles of Bayard High School.
3. Decorations must be modest in scope and expense, and the plan presented to the board of education by members of the junior class at the regular November board meeting.
4. All decorations must be absolutely fire-safe.
5. The prom shall be open to Juniors and Seniors of Bayard High School and their dates.

ROYALTY

HOMEcomings ROYALTY

Boys' fall sports teams nominate five senior girls for this honor that are a member of a girls' fall sports team or cheer squad in good standing. The girls' fall sports teams nominate five senior boys who are a member of a fall boys' sports team in good standing. The king and queen are then chosen by secret vote of the entire student body, ninth through twelfth grades inclusive. Crowning is done following the Homecoming football game.

WINTER ROYALTY

FFA, NHS, Spanish Club, Student Council, Speech Team, boys' winter sports teams, and girls' winter sports teams each nominate one senior boy and one senior girl candidate in good standing. The king and queen are then chosen by secret vote of the entire student body, ninth through twelfth grades inclusive. Crowning is done at half-time or following the Varsity Boys Basketball game held closest to the day of the dance.

PROM ROYALTY

The juniors nominate five senior boys and five senior girls for king and queen. The king and queen are then chosen by secret vote of the juniors and seniors. They are crowned during the dance.

GUIDELINES FOR THE PROMOTION OF OUTSTANDING SPORTSMANSHIP

An effective school must support both an academic program and an activities program. We believe that these programs must do more than merely exist -- they must be integrated and support each other in "different" arenas. The concept of "sportsmanship" must be taught, modeled, expected, and reinforced in the classroom and in all competitive activities. Therefore, the Bayard Public School requests that all fans and students support the following Sportsmanship Guidelines:

Definition: Good sportsmanship is conduct which imposes a type of self-control involving honest rivalry, courteous relations, and gracious acceptance of results. School spirit is a reflection of these attitudes and behavior. If a school is to succeed in one of its prime functions, that of developing good citizenship, it is necessary that student groups radiate proper conduct. Sportsmanship is good citizenship in action.

Basic Philosophy: Fans are not at a ball game to intimidate or ridicule the other team or its fans but to support and cheer for their team and to enjoy watching skill and completion.

Good sportsmanship includes the following:

1. Be courteous to all (participants, coaches, officials, staff, fans, spirit groups).
2. Know the rules; abide by and respect the officials' decisions.
3. Win with character and lose with dignity.
4. Display appreciation for good performance, regardless of the team.
5. Exercise self-control and reflect positively upon yourself, your team, and your school.

Bayard fans and students avoid the following:

1. Yelling while an opponent is shooting free throws and/or directing unpleasant remarks towards players or the opposing school. Intimidation or degrading of opponents has no place in high school athletics.
2. Cheers and chants with suggestive words and/or motions shall not be used, as in many situations they bring about an inappropriate response.
3. Turning their backs or holding up newspapers while teams are being introduced, or a when team, cheerleaders, or drill teams are performing.

STUDENT ACTIVITY TRIPS

Student activity trips will be divided into three classes:

CLASS I - Activities that are sponsored by the Nebraska Schools Activity Association and that are earned by qualifying at a local or district level competition. The District will provide financial support for these trips.

CLASS II - Trips that are earned or taken by groups or individuals that are related to classroom experience. The District will provide some financial support for these trips. (An example is FFA)

CLASS III - Trips taken by groups when their activity is not related to NSAA sponsored activities or classroom related. These trips will only be taken during the summer, and only one group per year will be allowed to go. The District will provide no financial support for these trips.

Individuals who desire to take part in individual activities at the state or national level must adhere to NSAA regulations. The District will provide no financial support for these trips.

EXTRACURRICULAR OVERNIGHT TRIP RULES FOR STUDENTS

The sponsor shall function as the designated administrator for the activity when an administrator is not present. Any violation of the rules may result in penalties provided under the student handbook, sponsoring organization rules, and/or the student being returned to the Bayard Public Schools or the nearest transportation terminal at the parent's expense. Students must have a signed Overnight Trip Rules form on file prior to leaving on any overnight trip. This form needs to be completed before each overnight activity and given to that trips' head coach or sponsor.

State and Federal Programs

NOTICE TO PARENTS OF RIGHTS AFFORDED BY SECTION 504 OF THE REHABILITATION ACT OF 1973

The following is a description of the rights granted by federal law to qualifying students with disabilities. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent).
11. File a local grievance.

NOTICE CONCERNING DIRECTORY INFORMATION

The district may disclose directory information. The types of personally identifiable information that the district has designated as directory information are as follows: student's name, address, telephone listing, electronic mail address, photograph, date of and place of birth, major fields of

study, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and most recent previous educational agency or institution attended. A parent or eligible student has the right to refuse to let the district designate any or all of those types of information about the student as directory information. The period of time within which a parent or eligible student has to notify the district in writing that he or she does not want any or all of those types of information about the student designated as directory information are as follows: two weeks from the time this information is first received. The district may disclose information about former students without meeting the conditions in this section.

ADDITIONAL NOTICE CONCERNING DIRECTORY INFORMATION

The district's policy is for education records to be kept confidential except as permitted by the FERPA law, and the district does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The district does not either approve or disapprove such teaching practices, and designates such student work as directory information and as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the district in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without

consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility and effectively provide the function or service for which they are responsible.

Contractors, consultants and volunteers are permitted to have access to education records where they are performing a function or service that would otherwise be done by a school employee. Their access is limited to education records in which they have a legitimate educational interest; which means records needed to effectively provide the function or service for which they are responsible.

The District forwards education records (may include academic, health and discipline records) to schools that have requested the records and in which the student seeks or intends to enroll, or where the student has already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

HOMELESS CHILDREN AND YOUTH

Students defined in state law as homeless children shall be admitted without payment of tuition. Transportation for homeless students who enroll in the district shall be furnished by the district under the same guidelines applying to other students or if such transportation is necessary for compliance with federal law. Each homeless child shall be provided services for which the child is eligible comparable to services provided to other students in the school selected regardless of residency.

Homeless children shall be provided access to education and other services that such children need to ensure that they have an opportunity to meet the same student performance standards to which all students are held.

If a homeless child registered to attend school in the district is receiving family reconciliation services pursuant to state law, the district will work in cooperation with any county or department of social services in the district to jointly develop an educational program for the child.

NOTICE CONCERNING DESIGNATION OF LAW ENFORCEMENT UNIT

The District designates the Bayard Police Department as the District's "law enforcement unit" for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-

1. Political affiliations or beliefs of the student or student's parents;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents;
 8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of-
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
 - Inspect, upon request and before administration or use-
 1. protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes;
 3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

Bayard Public Schools has developed policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Bayard Public Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Bayard Public Schools will also directly notify, such as through U.S. Mail or automated voice messaging, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Bayard Public Schools will make this notification

to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement;

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office

U.S. Department of Education

4009 Maryland Avenue, SW

Washington, D.C. 20202-5920

NOTICE CONCERNING DISCLOSURE OF STUDENT

RECRUITING INFORMATION

The Federal Law Act of 2001 requires Bayard Public Schools to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that Bayard Public Schools not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. Bayard Public Schools will comply with any such request.

Policies and Procedures for Mobile Device Program

POLICIES AND PROCEDURES FOR MOBILE DEVICE PROGRAM

Bayard Public Schools is proud to offer our Bayard High School students mobile devices for use at school and at home. The 1:1 Mobile Device Program, which provides mobile computing and wireless technology to all Bayard High School students, has been designed to enhance the delivery and individualization of instruction.

The following information is provided to help everyone understand the expectations and the responsibility of care and use related to receiving a mobile device.

- Students will receive instruction from school district staff on the proper use of the mobile device.
- Students in grades 7-12 will be able to take the mobile device home during the school year if the student and parent/guardian signs the Student Acceptable Use of Technology, and Mobile Device Consent sheets. Students in grades K-6 will be able to take the mobile device home during the school year in the event of a school closure if the student and parent/guardian signs the Student Acceptable Use of Technology, and Mobile Device Consent sheets.
- Students are expected to treat the mobile device as a valuable piece of equipment.

- Students must take all precautions to prevent theft; for example, do not leave the mobile device unattended or in the passenger area of a car.
- Students must take precautions to prevent damage to the mobile device; for example, do not leave the mobile device where there is danger of coming in contact with moisture or excessive heat. This would include protecting the machine from inclement weather.
- The district will provide educational apps.
- Students are to use the mobile device to access only socially and educationally appropriate materials and websites.
- Students must not use the mobile device to purchase goods and services via the Internet while on school grounds or at school functions. (Parents/Guardians/Students are charged with full responsibilities for any financial obligations incurred from the inappropriate use of the mobile device.)
- Students are to use the mobile device in accordance with the Bayard Public Schools Student Internet and Computer Access Policies Regulations and to maintain the mobile device in accordance with the procedures and information provided.
- Mobile devices and mobile device accessories are the property of Bayard Public Schools and must be returned at the end of the academic year, upon withdrawal from Bayard Public Schools, or at the request of a teacher or administrator. Willful failure to return the mobile device in accordance with the stated conditions will result in criminal prosecution.
- Since the mobile devices are the property of Bayard Public Schools, officials of the school have the right to review all material stored on or accessed by any mobile device.
- School officials may revoke a student’s mobile device use privileges for misuse or violation of policies.

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Section 1: Mobile Device Specifications

Mobile device devices issued will be of specifications determined by the school district.

Section 2: Receiving Your Mobile Device

Mobile devices will be distributed according by a process determined by the school district. Students must attend and parents are encouraged to attend a yearly Information Session. Before receiving the mobile device, students and parents must sign and return these forms/agreements:

1. The Bayard Public Schools Technology/Internet Acceptable Use Agreement (which is a part of the Parent/Student Handbook.)
2. The Mobile Device Consent Form

Section 3: Taking Care of Your Mobile Device and Mobile Device Accessories

Students are responsible for the general care of the mobile device and accessories they have been issued by the school. If the mobile device is lost or damaged, school office personnel must be informed at the earliest opportunity during normal school hours. Bayard Public Schools is the sole agent authorized to undertake repair or replacement of the device. At the time of notification, the school will repair or provide a suitable replacement device to the student.

General Precautions

The mobile device is school property. All users will follow these expectations and the Student Internet and Computer Access Policy for technology.

- Only use a clean, soft cloth to clean the screen, no cleansers of any type. **Do not use Clorox wipes or similar products.**
- Cords and cables must be inserted carefully into the mobile device to prevent damage.
- Mobile device and its case (if applicable) must remain free of any writing, drawing, stickers, or labels that are not the property of the Bayard Public School District.
- No stickers may be put on school issued mobile devices.
- Mobile devices must never be left unsupervised.
- Students are responsible for keeping their mobile device's battery charged for school each day.

Carrying Mobile Devices

The protective cases provided with the mobile devices have padding to protect the mobile device from normal treatment and provide a suitable means for carrying the device within the school.

The guidelines below should be followed:

- Mobile devices must always be within a school issued or school approved protective case if one is provided.
- Carrying cases (i.e. backpacks) can hold other objects (such as folders and workbooks), but these must be kept to a minimum to avoid placing too much pressure and weight on the mobile device screen.

Screen Care

The mobile device screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean on the top of the mobile device when it is closed.
- Do not place anything near the mobile device that could put pressure on the screen.
- Do not place anything in the carrying case (if provided) that will press against the cover.
- Clean the screen with a soft, dry microfiber cloth or anti-static cloth. Use of

harsh chemicals WILL damage the screen. **Do not use Clorox wipes or similar products.**

- Do not “bump” the mobile device against lockers, walls, car doors, floors, etc. as it could break the screen.

Section 4: Using Your Mobile Device at School

Mobile devices are intended for use at school each day. Students are responsible for bringing their charged mobile device to all classes. Only charge your mobile device with the provided charger.

Mobile device cameras are not to be used without permission from school officials.

Mobile Devices Undergoing Repair

Loaner mobile devices may be issued to students when they leave their mobile devices for repair at the designated school office. This will be at the discretion of the principal.

At the discretion of the principal, students may be expected to return the loaner mobile device by the end of the school day to their respective school location. Students are subject to consequences for failure to return a loaner mobile device to the office.

Screensavers and Backgrounds

Only school appropriate backgrounds and screensavers may be used on the mobile devices.

Examples of inappropriate backgrounds include the presence of weapons -related materials, pornographic materials, inappropriate language, alcohol, drug, gang -related symbols, etc... These types of pictures on the mobile device or within its files will result in disciplinary action, and where appropriate, referral to law enforcement.

Passwords on screen savers are to be used. The mobile device is the property of the school district. Therefore, school staff members have the right to check any material stored on a student’s mobile device, including the screensaver at any time.

Sound

Students are encouraged to have personal ear buds to listen to audio. Sound must be muted unless permission is obtained from the teacher for instructional purposes.

Printing

No printing is allowed on school issued mobile devices without authorization from school staff.

Section 5: Managing Your Files and Saving Your Work

It is the student’s responsibility to ensure that work is not lost due to technical failure or accidental deletion. Mobile device malfunctions are not an acceptable excuse for not submitting work. Students are encouraged to complete assignments well in advance of due dates. If technological issues impede student completion of work students have the option to complete assignments on paper under the same due dates.

Section 6: Mobile Device Apps

The apps originally installed by Bayard Public Schools must remain on the mobile device in usable condition and be easily accessible at all times.

Security

Student mobile devices will be filtered through the district's Internet content filter at school. Parents/Guardians are responsible for mobile device security after school hours.

Inspection

Students may be selected at random to provide their school -issued mobile device for inspection without notice by Administration and/or their designee.

Section 7: Protecting and Storing Your Mobile Device

Mobile Device Identification

Student mobile devices will be labeled in the manner specified by the school. Under no circumstances are students to modify, remove, or destroy these labels.

If you find an unattended mobile device please turn it to the designated school office.

Password Protection

Students are required to set a pass code on their mobile device to protect student information . Tampering with machine security measures is forbidden. Violations of this requirement will result in disciplinary action. If tampering results in the inability of the district to access the mobile device, the student/family will pay the full cost of device replacement.

Section 8: Acceptable Use Guidelines

Students are responsible for their ethical, socially appropriate and educational use of the technology resources of the Bayard Public Schools. Under no circumstances should the mobile device be opened or mobile device turned on while in the locker room or restroom areas.

Access to the Bayard Public Schools technology resources is a privilege and not a right. Each employee, student, and/or parent will be required to follow the Bayard Public Schools Student Internet and Computer Access Policy.

Transmission of any material that is in violation of any law is prohibited. This includes, but is not limited to the following: confidential information, copyrighted material, threatening or obscene material, and mobile device viruses.

Any attempt to alter data, the configuration of a mobile device, or the files of another user, without the consent of the building principal or his/her designee(s), will be considered an act of vandalism and subject to disciplinary action in accordance with the district Student Internet and Computer Access Policies. Students who violate this may also be referred to law enforcement for criminal prosecution as appropriate.

Integrity and Civility

In addition to any standard or rules established by the schools, the following behaviors are specifically prohibited as they violate the standard of integrity and civility.

- Cheating
- Plagiarizing
- Falsifying Information
- Violating Copyright Law

- “Hacking” or Gaining unauthorized access to any network or mobile device

E-mail

The only e-mail account that students are allowed to access while using a school- issued mobile device is that student’s Bayard Public Schools Google account (bayardtigers.org). Please note that emails sent via the Google server and accessed on school -issued devices are not private and may be reviewed at any time and without notice.

Students are prohibited from using their bayardtigers.org email address to create accounts for any application or website not approved by the technology coordinator or administration.

The following rules will apply when using an email account:

- Always use appropriate language.
- Do not transmit language/material that is profane, sexual, obscene, abusive, or offensive to others.
- Do not send mass emails, chain letters, or spam. Students should maintain high integrity with regard to email content.
- No private chatting during class without permission.

Section 9: Precautions and Consequences

Under no circumstances should mobile devices or other technology equipment be left in unsupervised areas. Unsupervised areas include, but are not limited to: the school grounds and campus, computer labs, break areas, unlocked classrooms or lockers, bathrooms, buses and hallways. Any mobile device left in these areas is in danger of being stolen.

* Lockers are to be locked when storing any technology equipment. This includes, but is not limited to: power cords and mobile device.

* Unsupervised mobile devices will be confiscated by staff and taken to the administrative office. Each student is responsible for his or her mobile device once it has been issued.

Cost to Student

Noncompliance with the policies of the Bayard Public Schools Student/Parent Handbook or school district policies will result in loss of privileges, disciplinary action, and/or criminal prosecution as deemed appropriate.

For devices which need professional repair or replacement, a \$200 deductible per incident will be charged. In the case of theft or accidental breakage in the course of normal, educational use, the administration of Bayard Public Schools may elect to waive the deductible for the first incident. ALL further such incidents within a given school year and summer will require that the parent or student pay the full cost of repair or replacement. Take- home privileges are only allowed for students with no outstanding fees or deductible charges.

Electronic mail, network usage, and all files stored on a school issued mobile device is not to be considered confidential and may be monitored at any time by designated Bayard Public Schools staff. The district will refer student misconduct to law enforcement and will cooperate fully with local, state, or federal officials in any criminal investigation, particularly those concerning or relating to violations of computer crime laws.

Mobile Device Use

The consequences for students who abuse their mobile device privileges are as follows:

Mobile Device Suspensions Violation

- A. Unattended mobile device
- B. Inappropriate/-unauthorized apps or device usage
- C. Inappropriate Music (Administrative Discretion)
- D. Inappropriate Voice Recording
- E. Abuse of mobile device and Accessories
- F. Inappropriate Pictures
- G. Inappropriate Internet Site

The administration retains the right to suspend the student or suspend student's mobile device access if the offense warrants or for any offense not listed on this sheet. This includes suspending the mobile device for the remainder of the semester or school year. Suspension days are school days. All Student Handbook procedures will apply.

The Bayard School District is not liable for and disclaims any liability arising from any injury or damage caused by or stemming from unauthorized access to the network or inappropriate use of authorized access to the network.

A student and the student's parents or guardians, by submitting the Mobile Device Agreement Form with their respective signatures in order to gain access to the mobile device network, agree to release the School District from any liability for physical or emotional harm or damage resulting to the student that is caused by or related to the inappropriate use of the mobile device network.

Acceptable Use

Students may use the Internet to conduct research assigned by teachers. Students may use the Internet to conduct research for classroom projects. Students may use the Internet to gain access to information about current events. Students may use the Internet to conduct research for school-related activities. Students may use the Internet for appropriate educational purposes.

Policy Reference: Policy No. 5114 – Network Acceptable Use and Internet Safety Policy
Policy No. 5110 – Student Fees, Fines and Charges

Forms

HANDBOOK ACKNOWLEDGEMENT

BAYARD PUBLIC SCHOOLS 2021-2022 STUDENT/PARENT HANDBOOK ACKNOWLEDGEMENT

Please sign all of the sections on this page and then remove the page from the handbook and return it to the principal's office within ONE WEEK of receiving this handbook.

Student _____ Grade _____

We, as parent(s) or guardian(s), have read the Bayard Public School Student/Parent Handbook and agree with our son/daughter to cooperate with the school in fulfilling all responsibilities to the best of our ability.

Parent(s)/Guardian(s) Signature _____ Date: _____

Date Parent(s)/Guardian(s) E-mail address _____

Student Signature: _____ Date: _____

FIELD TRIP PERMISSION

FIELD TRIP PERMISSION

I hereby give my permission for my son and/or daughter to participate in school field trips.

Parent(s)/Guardian(s) Signature _____ Date: _____

STUDENTS IN THE MEDIA

STUDENTS IN THE MEDIA

I do want my child to be included in any publicity that a school classroom or regular school program may receive, including the Bayard Public School web site, newspaper, or television.

Parent(s)/Guardian(s) Signature _____ Date: _____

MOBILE DEVICE AGREEMENT

**MOBILE DEVICE AGREEMENT FORM
BAYARD PUBLIC SCHOOLS 2020 - 2021**

Please PRINT the following information:

Guardian Name (first & last):

Student Name (first & last):

Student Grade: _____ I agree that my student and I have read and will comply with all policies and procedures within the “Policies and Procedures for Mobile Device Program” document. I understand that this policy covers one mobile device and accessories that are property of Bayard Public Schools described within for one student.

Parent(s)/Guardian(s) Signature _____ Date: _____

Student Signature: _____ Date: _____

I do understand that my student and I are responsible for all costs incurred to the mobile device and accessories that are the property of Bayard Public Schools, when used in school, described within, for the prescribed student.

Parent(s)/Guardian(s) Signature _____ Date: _____

Date Parent(s)/Guardian(s) E-mail address _____

Student Signature: _____ Date: _____

Extracurricular Overnight Trip Rules for Students

Bayard Public Schools

Extracurricular Overnight Trip Rules for Students

The sponsor shall function as the designated administrator for the activity when an administrator is not present. Any violation of the rules may result in penalties provided under the student handbook, sponsoring organization rules, and/or the student being returned to the Bayard Public Schools or the nearest transportation terminal at the parent's expense.

1. All Bayard Public Schools rules apply as well established rules of the organization involved in the trip.
2. Use or possession of tobacco, alcohol or any illegal drugs will result in notification of proper authorities and possible immediate return of the student to the school at the parent's expense. If illegal activity results in detention by authorities, parents shall have the responsibility for all intervention and counsel.
3. Curfew will be established nightly and adhered to strictly by all students. The external doors may be taped following a bed check.
4. Students must stay in assigned rooms. No sexual or other inappropriate activity is permitted on overnight trips. Student couples are not permitted to be alone in rooms together without a chaperone. Only participating Bayard Public Schools students are allowed in Bayard Public School rooms. Students must notify sponsor/chaperone of their whereabouts at all times if they are in a location other than their assigned room.
5. No phone calls are allowed between rooms after curfew. No long-distance calls are to be made from hotel rooms unless approved in advance by the sponsor. Room phones should be turned off during the stay.
6. No pay-per-view is allowed unless approved in advance by the sponsor.
7. Malicious or willful damage/theft of property by a student shall result in the student being returned to the school. Parents and students assume full financial responsibility for damages, transportation and other associated costs.
8. Luggage and personal items are subject to search at any time if school officials and/or chaperones have reasonable suspicion that the luggage or personal items contain contraband.
9. Violations of the school rules on overnight trips shall be reported the school administration.

I, _____ understand that failure to comply with any of the Bayard Public Schools' overnight trip rules may result in my immediate departure from the trip and/or penalties outlined in the student handbook or established rules of the organization involved in the trip. Any violation of a law or trip rule may result in my parents being contacted immediately and the proper authorities being notified. The sponsor will determine organizational consequences.

Student

Date

Parent/Guardian

Date

Network Acceptable Use and Internet Safety Policy

Bayard Public Schools recognizes the value of computer and other electronic 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.

COPPA Notification Statement

Dear parents/legal guardians of school-aged children under the age of 13,

Our district utilizes several computer software applications and web-based services, operated not by this district, but by third parties. These include Teach TCI, Big Ideas Math, Amplify Science, Google Apps for Education, Clever, Remind, MobyMax, Pearson, Khan Academy and similar educational programs. A list of the possible sites and programs used in our classrooms with the privacy policy for each can be found on our district website's Instructional Technology page.

Web-based educational programs and services may be added during the upcoming academic year as needed.

In order for our students to use these programs and services, certain personal identifying information - generally the student's name and school email address - must be provided to the website operator. By law, the operator may only use this information for educational purposes. Under federal law entitled the Children's Online Privacy Protection Act (COPPA), these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. The law permits districts/schools such as ours to consent to the collection of personal information on behalf of all its students, thereby eliminating the need for individual parental consent given directly to the website operator.

For more information on COPPA, please visit <http://www.ftc.gov/privacy/coppafaqs.shtm>.

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 21st 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

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.

Teachers or media specialists who are exploring digital content with a class do not need special parental permission for such activity if the teacher or media specialist is in control of the navigation to known educational sites. A student accessing digital content at the constant direction of the teacher is not working independently. This circumstance does not require special parental permission. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

In addition, this form, when completed below and on file with the district, will constitute consent for our schools to provide personal identifying information for your child consisting of first name, last name, school email address and username (for educational use only) to the following web operators: Teach TCI, Big Ideas Math, Amplify Science, Google Apps for Education, Clever, Remind, MobyMax, Pearson, Khan Academy and to the operators of any additional web-based educational programs and services which our schools may add during the upcoming academic year.

(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.

Teachers or media specialists who are exploring digital content with a class do not need special parental permission for such activity if the teacher or media specialist is in control of the navigation to known educational sites. A student accessing digital content at the constant direction of the teacher is not working independently. This circumstance does not require special parental permission. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

In addition, this form, when completed below and on file with the district, will constitute consent for our schools to provide personal identifying information for your child consisting of first name, last name, school email address and username (for educational use only) to the following web operators: Teach TCI, Big Ideas Math, Amplify Science, Google Apps for Education, Clever, Remind, MobyMax, Pearson, Khan Academy and to the operators of any additional web-based educational programs and services which our schools may add during the upcoming academic year.

(Printed) Parent Name _____

Parent Signature _____

Date _____

STUDENT FEE WAIVER APPLICATION

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 waiver applies:

Administrator's Signature: _____

Submit this form to Building Principal's Office

PARENT-SCHOOL LEARNING COMPACT
PARENT-SCHOOL LEARNING COMPACT
BAYARD ELEMENTARY SCHOOL 2020/2021 SCHOOL YEAR

Teacher:

It is important that students achieve. I agree to do the following:

1. Provide high-quality curriculum and instruction to enable children to meet state
2. Regularly communicate with parents on their child's progress.
3. Provide a safe, positive, and healthy learning environment for the children.
4. Demonstrate professional behavior and positive attitude.

Teacher Signature _____

Parent / Caring Adult:

I want my child to achieve; therefore I will encourage him/her by doing the following:

1. Communicate and work with teachers and school staff to support and challenge my child.
2. Make sure my child is at school every day and on time, unless he/she is ill.
3. See that my child has the necessary supplies needed throughout the school year.
4. Provide a quiet place and time to do schoolwork and encourage my child to complete school work.

Parent Signature _____

Student:

I know my education is important to me. It is important that I work to the best of my ability. I agree to do the following:

1. Be at school every day and on time unless I am sick.
2. Come to school each day prepared with supplies and an attitude to learn.
3. Be responsible for my own behavior.
4. Respect and cooperate with other students and adults.
5. Return completed schoolwork on time.
6. Read at home.
7. Show respect for myself, my school, and other people.
8. Obey the school rules.

Student Signature _____

Notice of Nondiscrimination:

It is the policy of Bayard Public Schools not to discriminate on the basis of gender, disability, race, color, religion, marital status, age or national origin in its education programs, administration, policies, employment or other district programs. The following person has been designated to handle inquiries regarding the nondiscrimination policies. Travis Miller, Bayard Public Schools, 726 4th Avenue, Bayard Nebraska, 69334, 308-586-1325, travis.miller@bayardtigers.org.

STUDENT COURSE PROJECT PURCHASE FORM

BAYARD PUBLIC SCHOOLS 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

Student's Name All project 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 _____

PERMISSION SLIP

PARENTS/GUARDIANS:

Following is a permission slip to be filled out by parents or guardians of students who are planning to participate in Elementary, Jr. High, or High School sponsored activities, athletic or otherwise (music groups, FFA, Speech, One Acts, Cheerleading Squad, etc.) during the 2021-2022 school year. Please return the permission slip to the principal's office as soon as possible.

PERMISSION SLIP

I grant my permission to Bayard Public Schools' coaches, activity sponsors, and/or school sponsors to be responsible for taking my daughter/son, _____, for medical help if need should arise, while traveling to, traveling from, and participating in school-sponsored activities during the 2021-2022 school year.

Name of Health Insurance Co. _____

Insurance Policy Number: _____

Person to contact in case of emergency: _____

Phone Number _____

Cell phone number _____

Please list e-mail address if available for contact through this method:

Medical concerns coaches/sponsors should know:

Medications if any: _____

Parent's or Guardian's Signature _____ Date _____

Teacher (Elementary) _____ Grade _____

EMERGENCY CONTACT INFORMATION

EMERGENCY CONTACT INFORMATION

Student(s) Last Name(s) _____
(for alphabetical filing purposes)

Student(s) First Name(s) and Grade Level(s):

IMPORTANT Information In Case of an Emergency

*PLEASE FILL OUT ONE FORM PER FAMILY AND RETURN IT TO THE
ELEMENTARY SCHOOL OFFICE (a copy will be made and given to the junior/senior high if
applicable).

Home telephone number _____ Work telephone
number _____ Place of
employment _____ Work
schedule _____ Cell telephone number
_____ Email address

IN CASE I CAN NOT BE
CONTACTED, PLEASE CALL _____;
TELEPHONE
NUMBER _____.

**IT IS VERY IMPORTANT TO KEEP THE SCHOOL INFORMED OF TELEPHONE
NUMBER CHANGES, EMPLOYMENT CHANGES, AND ADDRESS CHANGES,
BECAUSE WE NEVER KNOW WHEN EMERGENCIES MAY ARISE. YOUR
CHILD(REN)'S SAFETY IS OUR CONCERN.

THANK YOU FOR YOUR CONTINUED SUPPORT AND KEEPING BAYARD SCHOOLS
INFORMED OF ANY CHANGES.

YOUR INFORMATION WILL BE KEPT CONFIDENTIAL IF THAT IS YOUR WISH.

Matthew McLaughlin, Elementary Principal _____
Kelley Rice, High School Principal _____

NEBRASKA SCHOOL ACTIVITIES ASSOCIATION (“NSAA”)

JUNIOR/SENIOR HIGH SCHOOL - NEBRASKA SCHOOL ACTIVITIES ASSOCIATION (“NSAA”)

Student and Parent Consent Form

School Year: 2021-2022 School: Bayard Public Schools, Bayard, Nebraska

Name of student: _____

Date of Birth _____ Place of Birth _____

The undersigned(s) are the Student and the parent(s), guardian(s), or person(s) in charge of the above named Student and are collectively referred to as “Parent”.

The Parent and Student hereby:

- (1) Understand and agree that participation in NSAA sponsored activities is voluntary on the part of the Student and is a privilege;
- (2) Understand and agree that (a) by this Consent Form the NSAA has provided notification to the Parent and Student of the existence of potential dangers associated with athletic participation; (b) participation in any athletic activity may involve injury of some type; (c) the severity of such injury can range from minor cuts, bruises, sprains, and muscle strains to more serious injuries to the body’s bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord, and on rare occasions, injuries so severe to result in total disability, paralysis and death; and, (d) even with the best coaching, use of the best protective equipment, and strict observance of rules, injuries are still a possibility;
- (3) Consent and agree to participation of the Student in NSAA activities subject to all NSAA by-laws and rules interpretations for participation in NSAA sponsored activities, and the activities rules of the NSAA member school for which the Student is participating; and,
- (4) Consent and agree to the Student being photographed, videotaped, audio taped, or recorded by any other means while participating in NSAA activities and contests, consent to and waive any privacy rights with regard to the display of such recordings, and waive any claim of ownership or other rights with regard to such photographs or recordings or to the broadcast, sale or display of such photographs or recordings.

I acknowledge that I have read paragraphs (1) through (4) above, understand and agree to the terms thereof, including the warning of potential risk of injury inherent in participation in athletic activities.

DATED this ____ day of _____, _____.

Name of Student (Print Name) _____

Student Signature _____

(I am)(We are) the Student’s (circle appropriate choice) (Parent) (Guardian). (I) (We) acknowledge that (I) (We) have read paragraphs (1) through (4) above, understand and agree to the terms thereof, including the warning of potential risk of injury inherent in participation in athletic activities. Having read the warning in paragraph (3) above and understanding the potential risk of injury to my Student, (I) (We) hereby give (my) (Our) permission for _____ (Insert student name) to practice and compete for the above named high school in activities approved by the NSAA, except those crossed out below:

Baseball - Golf – Tennis - Play Production - Basketball - Swimming – Track – Speech - Cross
Country - Soccer – Volleyball - Music - Football - Softball - Wrestling - Debate - Journalism

DATED this ____ day of _____, _____.

Parent/Guardian Signature _____

Parent/Guardian Signature _____

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.

21st 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; 21st 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.

<u>ACTIVITY</u>	<u>COST</u>
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

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Adopted: 6-12-95

Reviewed: 1-11-10, 8-14-17, 6-10-19

Revised: 11-14-16, 3-9-20

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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.

21st 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; 21st 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.

<u>ACTIVITY</u>	<u>COST</u>
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

SUPERINTENDENT GOALS

2021-2022



Bayard, Nebraska

SUPERINTENDENT GOAL 1

Board and Superintendent Practices

Professional Practice Indicators	Highly Effective	Effective	Developing	Ineffective	Evidence/Product Outcome
Standard 3: Board Governance & Policy	Completed the criteria exceptionally	Completed the criteria	Partially completed the criteria	Did not complete the criteria	
1.1 The Superintendent and Board will work together to revise the Bayard School Board of Education Annual Calendar to reflect increased committee work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 The Superintendent and Board President will work to develop two Board workshops for the 2021-2022 school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3 The Superintendent will provide professional development opportunities for the Board including national, regional, and state conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4 The Superintendent will develop protocols on how all board members will receive the same information regarding individual information requests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:					

SUPERINTENDENT GOAL 2

Communication of Data and Information

Professional Practice Indicators	Highly Effective	Effective	Developing	Ineffective	Evidence/Product Outcome
Standard 1: Vision, Culture, & Instructional Leadership Standard 4: Communication & Community Relations	Completed the criteria exceptionally	Completed the criteria	Partially completed the criteria	Did not complete the criteria	
2.1 The Superintendent will organize a presentation on the Student Portfolios to the Board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2 The Superintendent will research the capability of Infinite Campus, the Student Portfolios, and other data systems to make student data and information more accessible to students and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3 The Superintendent will provide communication on student data in the district on a quarterly basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 The Superintendent will engage staff to develop and implement a district wide plan to improve test scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

SUPERINTENDENT GOAL 3

Culture and Engagement

Professional Practice Indicators	Highly Effective	Effective	Developing	Ineffective	Evidence/Product Outcome
Standard 1: Vision, Culture, & Instructional Leadership Standard 2: Operations, Resource, & Personnel Management Standard 5: Ethical Leadership	Completed the criteria exceptionally	Completed the criteria	Partially completed the criteria	Did not complete the criteria	
3.1 The Superintendent will conduct a culture audit and communicate the results of the audit to the Board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 The Superintendent will develop and implement a plan to communicate the expectations for interactions between students and staff as part of pandemic recovery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3 The Superintendent will develop a survey for students regarding engagement activities to provide a positive reward system for students and communicate those results to the Board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4 The Superintendent will research the potential need for an academic support coach to help understand the resources needed for our students as part of pandemic recovery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:					



Steven Posey

Bayard Pub School District 21
 PO Box 607
 Bayard, NE 69334-0607
 United States

Quote Number: 146076-2

Quote Creation Date: 07-07-2021

Quote Expiration Date: 09-30-2021

Quote Release: 2

Math Mixed Titles Bayard Pub School District 21
 Price Quote Summary

Solution	Base Amount	Free Amount	Total
Martin-Gay, Prealgebra	\$ 5,349.25	\$ 123.97	\$ 5,349.25
Solution Subtotal	\$ 5,349.25	\$ 123.97	\$ 5,349.25
	Shipping & Handling		\$ 374.45
		Total	\$ 5,723.70

Price Quote Detail

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
Martin-Gay, Prealgebra						
Martin-Gay, Prealgebra, 8th Edition ©2019						
9780135232071	PREALGEBRA + MYMATHLAB SCHOOL 6 YEAR ACCESS	\$213.97	0	25	\$0.00	\$5,349.25
9780134708829	ANNOTATED INSTRUCTOR'S EDITION FOR PREALGEBRA	\$123.97	1	0	\$123.97	\$0.00
Martin-Gay, Prealgebra, 8th Edition ©2019 Subtotal					\$ 123.97	\$ 5,349.25
Martin-Gay, Prealgebra Subtotal					\$ 123.97	\$ 5,349.25
Solution Subtotal					\$ 123.97	\$ 5,349.25
Shipping and Handling						\$ 374.45
					Total	\$ 5,723.70

Savvas Learning Company LLC Terms and Conditions

To place your order please submit a copy of this price quote with your Purchase Order, include the Quote Number on your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form or by mail. Please submit your PO and price via one of the following methods:

e-Form: <http://support.savvas.com/support/s/contactsupport>

Mail: PO Box 6820, Chandler, AZ 85246

Savvas does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS.

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POLICY NO.2000 - CENTRAL ADMINISTRATION

The officers of the central administrative system shall include the Superintendent.

The function of the central administration shall be to plan for and to control, coordinate, supervise, and direct the whole system as a unified enterprise in accordance with the purposes, policies, plans, procedures and programs authorized by the Board of Education.

Adopted: 8-17-76

Reviewed: 2-8-10, 10-12-20

POLICY NO.2001 - THE SUPERINTENDENT OF SCHOOLS

The Superintendent of Schools shall be the chief executive officer of the Board of Education. He/She shall be in charge of the administration of the school system in all of its aspects. He/She shall carry out his/her administrative function in accord with the policies adopted by the Board of those mandated by the statutes. He/She shall be responsible for the efficient operation of the system in all its divisions.

Adopted: 8-17-76

Reviewed: 2-8-10, 10-12-20

Revised: 12-14-20

POLICY NO.2002 - SUPERINTENDENT QUALIFICATIONS, RECRUITMENT, APPOINTMENT

The board shall employ a superintendent to serve as the chief executive officer of the board, to conduct the daily operations of the school district, and to implement board policy with the power and duties prescribed by the board and the law.

The board shall consider applicants that meet or exceed the standards set by the Nebraska Department of Education and the qualifications established in the job description for the superintendent position. In employing a superintendent, the board shall consider the qualifications, credentials and records of the applicants with regard to race, color, religion, sex, national origin, religion, age or disability. The board will look closely at the training, experience, skill and demonstrated competence of qualified applicants in making its final decision.

In choosing a superintendent, the board shall also consider the school district's educational philosophy, financial situation, organizational structure, education programs and other factors deemed relevant to the board.

The board may contract for assistance in the search for a superintendent.

The superintendent shall be appointed or not appointed in December of each year at the regular monthly meeting.

Adopted: 8-17-76

Revised: 8-8-77; 8-13-01; 3-8-10

Reviewed: 10-12-20

POLICY NO.2003 - SUPERINTENDENT OF SCHOOLS: DUTIES

As the chief executive of the local school district, responsible directly to the Board of Education, he/she shall have the following responsibilities and duties:

- a) To attend all meetings of the Board and Board committees except when his/her own employment status or salary is being considered.
- b) To formulate and present the Board action policies, plans, programs, and proposals for curriculum revision, together with full information pertaining thereto, which will make for improved school conditions,
- c) To keep the Board fully and regularly informed as to the effectiveness of the operation of existing policies.
- d) To recommend to the Board for appointment all certificated personnel required for teaching and supervision, or any other type of service which may be necessary for the operation of the schools.
- e) To hire, on behalf of the Board, all non-certificated personnel for clerical work, maintenance of buildings, custodial service, or any other type of service which may be necessary for the operation of the schools.
- f) To be responsible for the assignment, alteration of assignment, transfer, suspension and recommendations for promotion or dismissal of any certificated employee.
- g) To be responsible for the assignment, alteration of assignment, transfer, suspension and promotion or dismissal of any non-certificated employee.
- h) To prepare, transmit and explain the annual school budget for the Board's consideration and action.
- i) To administer the budget as approved by the Board and to interpret it to the community.
- j) To be responsible for the conduct of the instructional program and to provide courses of study, textbooks, supplies, and supervisions for the instructional program.
- k) To conduct a program of public relations that will keep the people fully informed of the activities, successes and needs of the school. He/She shall cause to be maintained a wholesome and cooperative working relationship between the schools and the community.
- l) To have the right to consolidate classes, assign pupils to buildings and classes, transfer pupils from one elementary school to another and, for cause, suspend pupils from schools. It shall be his/her duty to establish or alter the attendance boundaries for all the schools in the interest of a sound administration of the instructional program of the schools.
- m) To be responsible for the development, maintenance, and operation of a constructive program of in-service training and education for all employees of the school system and for this service he/she shall have power under budget control to employ lecturers, grant temporary leaves from work, and develop professional library facilities as required.
- n) To appoint, subject to the Board's approval, persons or committees to aid him in an advisory capacity in the discharge of his/her responsibilities.
- o) To exercise such other responsibilities and duties as will assist the Board in fulfilling its legislative function for the schools in an efficient and just manner.

Adopted: 8-17-76

Revised: 10-10-88, 12-14-20

Reviewed: 2-8-10, 10-12-20

POLICY NO. 2004 - SUPERINTENDENT CONTRACT AND CONTRACT RENEWAL

It shall be the responsibility of the board to provide the contract for the position of superintendent. The length of the contract for employment between the superintendent and the board shall be determined by the board, but shall not exceed three years. The contract will begin on July 1 and end on June 30. The contract shall state the terms of employment.

Before the board approves a proposed contract for superintendent services, or any proposed amendment to an existing contract, the board shall publish a copy of the contract or amendment, and a reasonable estimate and description of all current and future costs to the district if the proposed contract or amendment were to be approved, at least three days before the board meeting at which it will be considered. This publication shall also specify the date, time, and place of this public meeting. Electronic publication on the web site of the district shall satisfy this publication requirement if it is prominently displayed and allows public access to the entire proposed contract or amendment.

After the board approves the contract or contract amendments the board shall publish a copy of the contract, and a reasonable estimate and description of all current and future costs to the district that will be incurred as a result of the contract, within two days after the board meeting at which it was approved. Electronic publication on the web site must be prominently displayed as described above.

After approval of the contract or contract amendments, the board shall file a copy of the contract or amendments with the State Department of Education on or before August 1.

The superintendent serves the board as a probationary certificated employee, regardless of length of services. The superintendent's contract shall be deemed renewed and will remain in full force unless it is amended or not renewed. The superintendent and board may mutually agree to terminate the superintendent's contract at any time.

In the event of nonrenewal, termination or amendment of a contract, the board shall afford the superintendent appropriate due process, including notice of its intent by the regular December Board Meeting. Unless continued by mutual written agreement according to statutory procedures, the board shall take final action on the contract by regular January Board Meeting.

If the superintendent wishes to resign, to be released from a contract, or to retire, the superintendent must comply with board policies dealing with retirement, release or resignation.

Legal Reference: Nebraska Statute 79-822 et seq.

Adopted: 3-8-10

Revised: 8-11-14

Reviewed: 10-12-20

POLICY NO.2110 - PRINCIPALS: GENERAL PROVISIONS

All building principals shall act as the chief administrative officer for their own school building and grounds. They shall be responsible for and shall have authority over the actions of students, professional and non-professional employees and visitors.

Adopted: 8-17-76

Reviewed: 2-8-10, 10-12-20

POLICY NO.2111 - PRINCIPAL QUALIFICATIONS, RECRUITMENT, APPOINTMENT

The board shall employ building principals in addition to the superintendent, to assist in the daily operations of the school district.

The board shall consider applicants who meet or exceed the standards set by the Nebraska Department of Education and the qualifications established in the job description for the position. In employing a principal the board shall consider the qualifications, credentials, and records of the applicants without regard to race, color, religion, sex, national origin, age or disability. The board will look closely at the training, experience, skill and demonstrated competence of qualified applicants in making its final decision.

In choosing a principal, the board shall also consider the school district's educational philosophy, financial condition, organizational structure, education programs, and other factors deemed relevant by the board.

It shall be the responsibility of the superintendent to make a recommendation to the board for filling a principal position based on the requirement stated in this policy. The board shall act only on the superintendent's recommendation.

The board may contract for assistance in the search for principals.

The elementary and secondary principals shall be appointed or not appointed in December of each year at the regular board meeting.

Adopted: 8-17-76

Revised: 3-8-10

Reviewed: 10-12-20

POLICY NO.2112 - PRINCIPALS: DUTIES

The administration of the individual school is the responsibility of the building principal. He/She serves as an authority on matters pertaining to organization, supervision, and administration of the building in all its aspects, subject to the approval of the Superintendent of Schools in accordance with the policies adopted by the Board of Education.

Instruction. While the principal will receive specialized help from coordinators, supervisors, or consultants, who work through him/her, he/she is finally responsible, under the direction of the Superintendent, for the success of the instructional program in his/her school. He/She visits classrooms frequently and makes suggestions to teachers for improvement in their methods of instruction and classroom management. He/She conducts regular teachers' meetings aimed toward the educational and professional development of his/her staff.

Business. The principal is responsible for the success of the non-instructional phases of his/her school program as they directly affect the instructional services. This includes certain phases of the custodial and maintenance services, building cafeteria operation, clerical services, and all other areas of the operation outside the classroom as they apply in his/her building.

Public Relations. The school is a center of neighborhood or community life, and the building principal must necessarily be the school system's representative in such local relationships. His/Her leadership in keeping parents informed concerning the educational plan and activities in his school is a vital part of the system's public relations program. To this end the principal, within the framework of general policy, is delegated such authority as will make him/her an effective local representative of the school administration and the Board of Education.

Pupils. The principal is responsible for the administration of policies concerning pupils, as adopted by the Board of Education. These include regulations with respect to entrance age, requirements for graduation, health, safety, fire drills, pupil personnel services, discipline, and provision of books and supplies. He/She assists in referring children for services available through consulting specialists employed by the District and is responsible for pupil accounting and records as required by the Board of Education and the State of Nebraska.

Personnel. The principal evaluates the work of all personnel in his/her building, and makes recommendations for their continued employment, their salary increment, reassignment, or separation from the system.

Supervision. The principal is expected to be at and help supervise all functions of his/her school. All school functions, i.e., football games, basketball games, band concerts, track meets, etc., will be supervised by all administrative personnel.

Adopted: 8-17-76

Reviewed: 2-8-10, 10-12-20

Revised: 12-14-20

POLICY NO. 2113 - EVALUATION OF SUPERINTENDENT

The members of the Board of Education shall conduct a written evaluation of the Superintendent. At a minimum the board will formally evaluate the superintendent twice in the first year and annually thereafter. The written report will be given to the superintendent and discussed with the superintendent during the regular December Board of Education Meeting.

Adopted: 11-11-91

Revised: 3-8-10

Reviewed: 10-12-20

Bayard Public Schools



Emergency Operations Plan

Updated: _____

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SIGNATURE PAGE

This school emergency operations plan has been completed and approved through a collaboration of efforts in the community, including:

Name: Dr. Travis Miller
Title: BPS Superintendent
Date:

Name: Kim Kildow
Title: BPS Board President
Date:

Name: Carolyn Applegate
Title: BPS Board Vice-Chair
Date:

Name: Bobbie Stuart
Title: BPS Safety Team Chair/Member
Date:

Name: Dana Korell
Title: BPS Safety Team Member
Date:

Name: Dr. Kelley Rice
Title: BPS Safety Team Member/HS Principal
Date:

Name: Candace Ehler
Title: BPS Safety Team Member
Date:

Name: Matthew McLaughlin
Title: BPS Safety Team Member/Elem Principal
Date:

Name: Zak Douglas
Title: Bayard Police Chief
Date:

Name: Mike Cerny
Title: Morrill County Deputy Sheriff
Date:

Name: Jason Perkins
Title: Bayard Police Officer
Date:

Name: Stephanie Perkins
Title: Bayard EMS Chie
Date:

Name: Ron Leal
Title: Region 21 Emergency Manager
Date:

I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Bayard Public Schools Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Bayard Public Schools and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Bayard Public Schools has established guidelines and procedures to respond to threats, hazards and incidents in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific systems outline an organized systematic method to prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Bayard Public School regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases Bayard Public School's legal protection. Schools without established incident management procedures have been found liable for their absence of planning. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

B. Scope of the Plan

The Bayard Public School Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, state, and federal government mandates; common and specialized procedures; and responses/recovery for specific hazards and vulnerabilities.

1. Definitions

Threats: Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we can control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Hazards: Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Incidents: An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

2. School Board Policy Statement

The Bayard Public School Emergency Operations Plan operates within the framework of the Bayard Public School Board policy.

POLICY NO.1001 - CRISIS MANAGEMENT COMMUNICATIONS

A school crisis may occur at any time, may take various shapes, and may hit with varying degrees of severity. The superintendent is directed to develop a School Communications Crisis Procedure to manage information more effectively and to ensure the crisis will be managed more effectively.

The procedure should include the following provisions:

1. Designation of a crisis spokesperson and description of the spokespersons duties;
2. Preparation to be taken before a crisis for dealing with the media;
3. Procedures for contacting various groups such as emergency response units, employees, parents, and the media;
4. Procedures for developing and releasing a public statement soon after the initiation of the crisis; and
5. Procedures for developing a public statement or report following the conclusion of the crisis.

Adopted: 8-12-02

Reviewed: 1-11-10, 7-10-17, 5-13-19, 9-14-20

POLICY NO.1403 - RED CROSS AND SALVATION ARMY

Permission shall be granted the Red Cross and the Salvation Army to list the school facilities as available in times of emergency.

Adopted: 8-17-76

Reviewed: 1-11-10, 8-14-17, 5-13-19

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

March 2021 -- The current enrollment of Bayard Public Schools is approximately 165 elementary-school students, 175 secondary-school students located in two one story buildings on a single campus, which is divided by 8th Street (Country Road 106). These students are supported by a committed staff and faculty consisting of:

4 Superintendent/Principal/Building Administrators

33 Teachers

15 Instructional Assistants

2 Counselors, Social Workers, and Psychologists

1 School Nurses/Health Assistants

5 Custodians/Maintenance Personnel

4 Office/support staff

3.5 Food Service/Cafeteria staff

7 Other (specify transportation, Pathfinder Coordinator)

A master schedule of classes, locations, grade levels, and staff are provided to each classroom and is available in the main office. The current master schedule of Bayard School is also located in [Appendix A](#) in this plan.

b. Special Needs Population

Bayard PublicSchool is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Students on the Autism Spectrum, 4
- Limited English proficiency, 7
- Blindness or visually impaired, 1
- Cognitive or emotional disabilities, 5 cognitive 9 emotional
- Deaf or hard of hearing, 2 students, 1 staff
- Mobility/physical disabilities (permanent and temporary), and 5
- Medically fragile health (including asthma and severe allergies). 12

The school's current enrollment of students with special needs is approximately 46; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, wheelchairs, etc.

School staff will communicate with emergency services personnel regarding students and staff who require additional assistance during an incident. [Appendix B](#).

2. Building Information

Bayard Public Schools is located on a 38 acre lot and includes 2 main buildings, 1 custodial building east of Elementary, 2 storage sheds east of football field, 1 greenhouse south of High School, 1 football field and press box, 1 bus barn, and 2 (also large parking lots south of the high school building) staff/student parking lot. All classes take place in the Elementary and High School Buildings, the main buildings on campus. The School also has a storage building on main street.

Annotated maps of the buildings and grounds are included in [Appendix C](#);

- _____ Evacuation routes- Faith United and Bayard Church of Christ
- _____ Shelter locations
- _____ Fire alarm pull stations
- _____ Fire hydrants
- _____ Fire extinguishers
- _____ First aid kits
- _____ AED (Automatic External Defibrillator)
- _____ Hazardous materials storage
- _____ Utility shutoffs
 - _____ Electricity
 - _____ Gas
 - _____ Water
 - _____ HVAC

GUIDANCE: All staff members are required to know these locations as well as how to operate the utility shutoffs.

Located in [Appendix D](#) are the list of local utility companies and their contacts for additional assistance.

3. Hazard Analysis Summary

Bayard Public School is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

In March 2021 completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

The most recent risk assessment by ALICAP Insurance Company was completed 9/3/2020.

In addition, the table on the following page briefly discusses Bayard Public School's high-priority hazards including social media attack, severe storms, utility line breaks, domestic violence, and terroristic threats.

Table 1. High-Priority Hazards

Threat/Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Social Media Attack	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Utility Line Break	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Behavior Crisis	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Domestic Violence	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Fight/Assault	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Terroristic Threats	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Severe Weather	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Criminal Activity in Area	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Unknown or unauthorized person on grounds	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Parental/Custodial Issues	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Chemical Spills/Hazmat Incident	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

Threat/Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Medical Emergency	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Cat 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

4. Prevention, Preparedness, Response, and Recovery Overview

Prevention includes actions to avoid a threat or intervene to stop a threat from occurring. It also includes activities to reduce the loss of life and property from controllable and noncontrollable disasters. Prevention aims to avoid or lessen the impact of a disaster and provides value to the public by creating safer communities. Bayard School is committed to taking proactive, prevention measures whenever possible to protect the safety and security of students and staff.

All staff have been trained in our safety and security procedures, (etc.)

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Bayard Public School fosters preparedness at all levels including students, parents, teachers, staff and community partners. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Response is the capability necessary to stabilize an emergency once it has happened or is certain to happen in an unpreventable way using both systems, Incident Command System (ICS) and the Standard Response Protocol (SRP). Bayard Public School will establish a safe and secure environment to allow for the saving of lives and property and will facilitate the transition to recovery.

Recovery is the capability necessary to assist any school building impacted by an incident or emergency in restoring the health and well-being of students and the learning environment over the long-term. Successful recovery addresses the full range of psychological, emotional, and behavioral health needs associated with the disaster's impact and resulting recovery challenges. Individuals and families will be better situated to manage their recovery once their basic needs are met, such as shelter, food, and reunification with family and household pets or service and assistance animals. Successful recovery depends on all recovery stakeholders having a clear understanding of pre- and post- disaster roles and responsibilities.

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows Bayard Public School to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.

- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/ or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

It is the policy of Bayard Public School that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Bayard Public School can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

GUIDANCE: Examples:

<http://disastermh.nebraska.edu/files/archive/DHHS%20Disaster%20Behavioral%20Health%20Risk%20Messages%20-%20June%202019.pdf>

II . CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, prepare, respond, and recover, from the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Bayard Public School participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

Bayard Public School recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

Bayard Public School works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). Adopt the use of the NIMS and the use of SRP. Should a staff member desire more information about these, they can reference the ICS-100 web-based training as well as ICS-700, available free from FEMA.
- Participate in the local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Bayard Public School may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident, during incident, post-incident activities,]**

The Superintendent/Principal/Incident Commander at Bayard Public School will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the

ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

C. Initial Response (Standard Response Protocol) (SRP)

SECURE - GET INSIDE, LOCK OUTSIDE DOORS (Threat related)

Secure is called when there is a threat or hazard outside of the school building. Whether it is due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground. Secure uses the security of the physical facility to act as protection.

Secure: is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Evacuate: is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Shelter: is always followed by a type and a method and is the protocol for group and self protection. (Threat is outside)

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. The superintendent/principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as hazard-specific incident plans.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied upon to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what task.

GUIDANCE: The principal (and other personnel) is/are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. Principal/Building Administrator (School Identify which admin i.e., Superintendent, Principal, designee.)

The superintendent/principal or designee may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the superintendent/principal or designee still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the superintendent/principal or designee to focus on policy-level activities and interfacing with other agencies and parents. The superintendent/principal or designee shall coordinate between the superintendent's office and the Incident Commander.

B. Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (i.e., Secure, Lockdown, Evacuate, Shelter), as described more fully in the functional systems in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep other administrators and officials informed of the situation.

C. Board Members

- Refer all media requests and information requests to Public Information Officer
- Monitor and report information from public to the Public Information Officer
- Assist Incident Commander as needed
- Any communication with the public/media needs to be in coordination with the Incident Commander and Public Information Officer.

D. Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Attend to students with special and/or trauma needs.
- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

E. Instructional Assistants/ After School Staff

Responsibilities include:

- Assist as directed by Administrators Teachers, and Law Enforcement or current assignment in SRP protocol.

F. Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Convene Crisis Team or administer Psychological First Aid response to initiate recovery.

G. School Nurses/Health Assistants

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it. (Teen CERT Team)

- Organize first aid and medical supplies.
- Administer medication as needed

H. Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander, Safety Officer, or Operations Section Chief.
- Control main shutoff valves for gas, water, HVAC, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of the condition of school.

I. School Secretary/Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Safety Team.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

J. Technology

- Switch phone lines to automated messaging
- Work with PIO on outgoing messaging
- Monitor social media
- Help Logistics with technology needs.

K. Food Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Prepare feeding opportunities beyond school based operations.

L. Transportation Director/Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new locations when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

- Transport individuals in need of medical attention.
- Provide mutual aid as needed.

M. Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include:

- Supervise students unless directed otherwise by the Incident Commander or ICS Supervisor

N. Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of and associated prevention, preparedness, response, and recovery processes.
- Take an active part in school incident response/recovery activities, as age appropriate.
- Teen CERT members will be given assignments to assist as deemed necessary.

O. Parents/ Guardians

Responsibilities include:

- Cooperate with Law Enforcement, Emergency Responders, and School Staff.
- Follow all SRP procedures (secure, lockout, evacuate, and shelter).
- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.
- Monitor school and community communications (school website, text notifications) for updates.
- Follow all requests and procedures regarding reunification of parents and students.
- Report to the directed location for reunification.

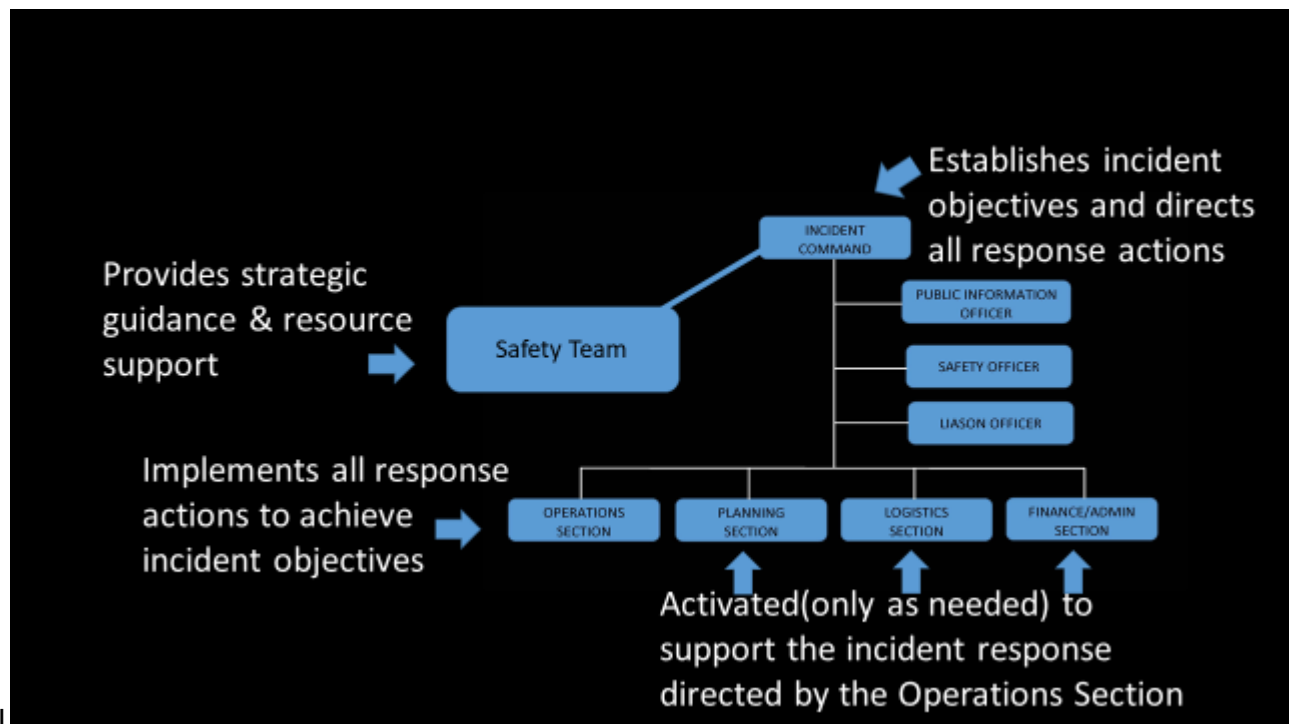
IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School EOP will be activated including the implementation of the Incident Command System (ICS). An ICS Organizational Chart is located in [Appendix E1](#). [Appendix E2](#) is a list of your ICS contacts within your school. [Appendix E3](#) is provided by the district and includes Finance/Administration Future School Budgets.

The Incident Commander is delegated the authority to direct tactical on-scene operation until a coordinated incident management framework can be established with local authorities. The Safety Team is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Figure 1. Incident Management Team



The ICS is organized into the following functional areas:

1. Incident Command: Directs the incident management activities using strategic guidance provided by the Safety Team.

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants. (including students, staff, volunteers, and responders)
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Keep elected officials and other executives informed of the situation and decisions.

- Document all activities on Chronological Log of Activities. [Appendix F](#)

2. Operations Section: Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
- Monitor site utilities (i.e., electric, gas, water, heat, ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing the facility.
- Establish medical triage with staff trainees in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities on Chronological Log of Activities. [Appendix F](#)

As needed, the types of Operations Teams described in the following table may be established within the Operations Section.

Table 2 Operations Section Teams

Operations Team	Potential Responsibilities
Fire & Rescue Team	Fire & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Fire & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Fire & Rescue Teams are also responsible for: <ul style="list-style-type: none"> • Identifying and marking unsafe areas. • Conducting initial damage assessment. • Obtaining injury and missing student reports from teachers. • Provide triage & treatment services as needed. • Assessing and treating injuries.
First Aid/Health Team	First Aid Teams provide basic First Aid as needed. First Aid Teams are responsible for: <ul style="list-style-type: none"> • Setting up a first aid area for students. • Stop the bleed. • Completing master injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.

<p>Reunification Team</p> <p>Evacuation/ Shelter/ Care Phase I</p> <p>Student Release Phase II</p>	<p>Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. Establish an Incident Command.</p> <p>The Reunification Team is responsible for:</p> <ul style="list-style-type: none"> ● Classroom evacuation. ● Mobilize the reunification team. ● Provide a secure assembly area, greeting area, check in table, reunification area. ● Law Enforcement support and investigations. ● Student/Staff Transport. ● Proper unification paperwork. ● Accounting for the whereabouts of all students, staff, and volunteers. ● Coordinating with the Logistics Section to secure the needed space and supplies. <p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Reunification Team is responsible for:</p> <ul style="list-style-type: none"> ● Setting up a secure reunion area. ● Checking student emergency cards for authorized releases. ● Completing release logs. ● Coordinating with the Public Information Officer on external messages.
<p>Safety Team / Facility & Security Response Team</p>	<p>The Facility & Security Response Team is responsible for:</p> <ul style="list-style-type: none"> ● Locating all utilities and turning them off, if necessary. ● Securing and isolating fire/HazMat. ● Assessing and notifying officials of fire/HazMat. ● Conducting perimeter control.
<p>PFA Support Team</p>	<p>The PFA Support Team is responsible for:</p> <ul style="list-style-type: none"> ● Assessing the need for onsite mental health support. ● Determining the need for outside agency assistance. ● Providing onsite intervention/counseling. ● Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.

3. Planning Section: Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities on Chronological Log of Activities. [Appendix F](#)

4. Logistics Section: Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution, coordinating

personnel; assembling and deploying volunteer teams, and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities on Chronological Log of Activities. [Appendix F](#)

5. Finance/Administration Section: Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records..
- Document all activities on Chronological Log of Activities. [Appendix F](#)

This section may not be established onsite at the incident. Rather, the school superintendent/principal and school district management offices may assume responsibility for these functions.

B. Coordination With Safety Team

In complex incidents, a Safety Team will be convened at the school district Emergency Operations Center (EOC). The role of the Safety Team is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Provide factual information, both internally and externally through the Incident Commander.

The Bayard Public School Superintendent/Principal/Incident Commander will keep the Safety Team informed.

C. Local Emergency Operations Plan (LEOP)

The Morrill County School District maintains a district Emergency Operations Plan (EOP) to address hazards and incidents in their district. The Bayard Public School EOP has been developed to fit into the larger local county EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with Region 21 Emergency Manager. School district boundaries are within Region 21, 22, and 23 Emergency Management. All facilities are located within Region 21.

D. Coordination With First Responders

An important component of the Bayard Public School EOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and Bayard Public School.

Various agencies and services include county governmental agencies such as mental health, law enforcement, emergency management, and fire/rescue departments. The agreements specify the type of communication and services provided by one agency to another. These agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

E. Source and Use of Resources

Bayard Public School will use its own resources and equipment to respond to incidents until incident response personnel arrive. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- First aid kit and sanitation supplies will be provided by: Morrill County Community Hospital, Name of Person Robin Stuart CEO (308) 631-3427.
- Cots and bedding supplies will be provided by: American Red Cross, Name of Person: Douglas Evarets (308) 210-4566
- Food/water supplies will be provided by: Tiger Paws, Name of Person: Cindy Schanhols (308) 637-7248
- Security will be provided by: Bayard Police Department Name of Person: Zak Douglass (308) 262-0408
- Counseling services will be provided by: ESU13 Name of Person: Andrew Dick
- Transportation- Bridgeport Public Schools, Name of Person: Chuck Lambert
- Portable Restrooms- AA Porta Potties 308-635-2229

Sample Memorandums of Understanding (MOU)

- [Appendix G1: Local Business](#)
- [Appendix G2: Interlocal Agreement](#)
- [Appendix G3: Emergency Response Entities](#)
- [Appendix G4: County Sample](#)

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines Bayard Public Schools communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

A. Internal Communications

1. Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Remind Messaging** : A Remind Message is a simple, widely used system for notifying staff of an incident when they are not at school. The message originates with the superintendent/principal, who contacts the members of the Incident Management Team.
- **Email**: Email groups are established for all staff, elementary staff, and secondary staff.
- **Morning Faculty Meeting**: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting**: As appropriate, update information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

2. Communication With the School District Office

Principals and/or designees will remain in contact with the District Office.

B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Bayard Public School about the incident, what is being done about it, and the safety of the children and staff.

1. Communication With Parents

Before an incident occurs, Bayard Public School will:

- Discuss specific strategies with parents of students with special needs or trauma, the best way to support their children during an incident.
- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school mailings and a presentation delivered at Back-to-School Packet.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

During the incident, Bayard Public School will:

- Disseminate information via established communication channels (Remind, All-Call, Radio/News, Social Media, and Website.)
- Implement the plan to manage phone calls and parents who arrive at school.
- Provide relevant updates and information as determined by the Incident Commander and Public Informations Officer.
- The Psychological First Aid Team will provide information regarding possible reactions of students and ways to talk with them.
- Inform parents and students when and where school will resume.

After an incident, Bayard Public School administrators will schedule an After Action Review.

2. Communication With Media

Incident Commander will:

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives. (Media Briefing Area)
- Coordinate messages with the superintendent/principal and Safety Team.

All Bayard Public School employees are to refer requests for information and questions to the designated Public Information Officers or Joint Information Center. Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in this link:

The link below contains several pre-developed messages that Public Information Officers can use for different events. Public Information Officers should practice delivering the three key messages, then work their way through the supporting points when needed. These messages were developed by Nebraska's Behavioral Health Risk Communication Cadre – professionals with special expertise and knowledge of risk communication and threat assessment. The group meets quarterly to discuss emergency plans and information related to behavioral health.

<http://disastermh.nebraska.edu/files/archive/DHHS%20Disaster%20Behavioral%20Health%20Risk%20Messages%20-%20June%202019.pdf> [Appendix H](#)

Media contacts at the major television, Internet, and radio stations are maintained by the Public Information Officer (PIO) or superintendent/principal's executive assistant. In the case of an incident, these media contacts will broadcast Bayard Public School's external communications for parents and guardians.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Bayard Public School will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Designate and brief personnel answering calls to help control misinformation.
- Maintain communication with community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

- Consistent statement is provided as a response to possible questions.

4. Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Bayard Public School exercises the School EOP with first responders to practice effective coordination and transfer of command.

5. Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Morrill County Office of Emergency Management.

The school district will:

- Review the use of the ICS and identify areas for modification.
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Monitor absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms, alternative learning environment).
- Get stakeholder input on prevention measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that Bayard Public School may use include the following:

- **Landline Phone:** A designated school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **All-Call System:** Reverse 911 call messaging system.
- **Cell phones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff enroute to or from a site.
- **App:** Remind, Social Media, Bayard Public School's Website, Navigate 360
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Website (insert your school's website URL).
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their location and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents - for example, fire lockdown or special alert (with instructions to follow). All staff/ faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, Bayard Public School will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

All pre-negotiated agreements and contracts are included in [Appendix I](#) (District created).

B. Recordkeeping

1. Administrative Controls

Bayard Public School is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

The ICS Section Chiefs will maintain accurate Chronological Logs of Activities [Appendix F](#) recording key incident management activities including:

- Basic documentation by each role or position responsibilities with time and completed by whom.
- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that may be used in preparing future school budgets. [Appendix E2](#) (District Created)

2. Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs.
- Equipment operations costs.
- Costs for leased or rented equipment.

- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

D. Preservation of Records

In order to continue normal school operation following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The likely causes of damage to records are fire and water; therefore, essential records should be protected accordingly (e.g., electronic, redundant backup, offsite electronic version). Details are outlined in the Continuity of Operations (COOP) Procedures, a functional system of this plan.

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The Safety Team (including community partners) is responsible for the overall maintenance and revision of the Bayard Public School EOP. The Safety Team is responsible for coordinating, training, and exercising the School EOP. The Team is expected to make recommendations for revising and enhancing the plan.

School staff should be included for input regarding the EOP. They should receive information and training on procedures and protocols identified within the EOP. In addition, they should be included in exercises and drills to enhance the effectiveness of response. The school staff should also be included in the debriefing exercise review and be given the opportunity to provide input for future enhancements.

The local school board and the superintendent are responsible for approving and promulgating this plan. Community fire/rescue, law enforcement, and emergency managers' approval and suggestions will also be requested.

A. Approval and Dissemination of the Plan

The superintendent and principals will initiate the annual review of the EOP following the steps below. The local school board will approve the plan.

- Review and Update the Plan.
- Present the Plan to the local school board. (for Comment or Suggestions)
- Obtain Plan Approval Annually. (local school board)
- Distribute the Plan. [Appendix J](#)

1. Record of Changes

Each update or change to the plan will be tracked on Page 2 of this document. The record of changes will include: the change number, the date of the change, and the name of the person who made the change (the date the school board was informed/approved). The record of change will be in table format and maintained by the Safety Team.

2. Record of Distribution

Copies of plans and systems will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Safety Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. [Appendix J](#)

B. Plan Review and Updates

The basic plan and its systems will be reviewed annually by the Safety Team, emergency management agency, law enforcement, fire/rescue, school board, and others deemed appropriate by school administration. The superintendent will establish a schedule for annual review of planning documents.

The School EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

C. Training and Exercising the Plan

(Definitions)

Drill: The primary objective of a drill is for participants to build muscle memory, and practice an action to use in various events or situations. A secondary objective is for the people who are administering the drill to validate

procedures, clarify roles and identify operational process gaps. In the school safety context, it is critical to distinguish between drills and exercises. Drills are for staff and students, and are educational opportunities to practice a life skill.

Exercise: The overall learning objective of an exercise is to test response, capacity and resources across the system. An exercise often includes a description or enactment of an incident, depending on the type of exercise that's being conducted. Exercises are broader in scope. These typically present a hypothetical emergency scenario (hurricane, earthquake, biochemical emergency, etc.) designed to encourage people to think on their toes, work together, and apply lessons learned from Drills.

Tabletop Exercise: is a roundtable session administered by a facilitator. Team members discuss their roles and share observations regarding a simulated emergency scenario. It's designed to test each team's ability to refer and react to their role in the emergency plan, as well as their readiness to communicate with other teams as needed. These usually run a few hours in duration, and are highly valuable for identifying the unique threats in each community.

Functional Exercises: typically focus on specific team members and/or procedures, and are often used to identify process gaps associated with multi-agency coordination, command and control. In a Functional Exercise, participants perform their duties in a simulated emergency environment.

Full-scale Exercise: is similar in execution to a functional exercise, and is as close to the real thing as possible. It can include employees from multiple functions, community first responders, local businesses, and regulatory agencies. This type of exercise should utilize, to the extent possible, the actual systems and equipment that would be dispatched during a real event. From a duration stand-point, full-scale exercises often take place over the course of an entire business day.

Basic training and refresher training sessions will be conducted during in-service days for all school personnel in coordination with local fire, law enforcement, and emergency managers.

School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the School EOP.
- First Aid and CPR/AED training for designated staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- Online FEMA courses: ICS 100, IS-362, and IS-700 for assigned staff. Courses are available for free at FEMA's Emergency Management Institute Website.

Additional training will include drills, tabletop, and functional exercises. Drills will be conducted at least once per semester. Exercises will occur at least once per school year. Records of the training provided including date(s), type of training, and participant roster will be maintained. Approved parent volunteers and community members will also be incorporated into larger training efforts.

[Appendix K1: Record of Trainings](#)

[Appendix K2: Schedule/Record of Drills](#)

[Appendix K3: Record of Exercises](#)

VIII. AUTHORITIES AND REFERENCES

The following regulations are the State authorizations and mandates upon which this School EOP is based. These authorities and references provide a legal basis for incident management operations and activities.

Rule 10

- 011.01B Each school system has a safety and security plan for the schools' in the system. The plan addresses the safety and security of students, staff and visitors. The plan is approved by the local governing body.
- 011.01C Each school system has a school safety committee which includes representatives of faculty, parents and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures including emergency plans and procedures.
- 011.01D The school systems safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. The review will include a visit to school buildings to analyze plans, policies and procedures, and practices and recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety committee to be considered in making revisions to the plan.

79-2,143. State school security director; appointment.

The position of state school security director is created within the State Department of Education. The Commissioner of Education shall appoint the director based on experience, knowledge, and skills in the field of school security.

79-2,144. State school security director; duties.(those included are specific to EOP)

The state school security director appointed pursuant to section 79-2,143 shall be responsible for providing leadership and support for safety and security for the public schools. Duties of the director include, but are not limited to:

- (1) Collecting safety and security plans, required pursuant to rules and regulations of the State Department of Education relating to accreditation of schools, and other school security information from each school system in Nebraska. School districts shall provide the state school security director with the safety and security plans of the school district and any other security information requested by the director, but any plans or information submitted by a school district may be withheld by the department pursuant to subdivision (8) of section 84-712.05;
- (4) Identifying deficiencies in school security based on the minimum standards adopted by the State Board of Education and making recommendations to school boards for remedying such deficiencies;
- (5) Establishing security awareness and preparedness tools and training programs for public school staff;
- (8) Establishing tornado preparedness standards which shall include, but not be limited to, ensuring that every school conducts at least two tornado drills per year;

GUIDANCE: Authority for this Plan is contained in:

- A. Public Law 81-920 (Federal Emergency Management Act of 1950) as amended;
- B. Public Law 93-288 (Disaster Relief Act of 1974) as amended by PL 100-707;
- C. Public Law 99-499 (Superfund Amendments and Reauthorization Act of 1986) as amended;
- D. 44 CFR, Part 302, Emergency Management: State and Local Emergency Management Assistance (EMA), October 2011, as amended;
- E. RRS Sections 81-829.36 to 81-829.75, Nebraska Emergency Management Act of 1996, as amended, Cum. Supp. 2002;
- F. Nebraska Administrative Code, Chapter 7; Nebraska Emergency Management Agency Title 67, July 21, 2001;

- G. Nebraska Revised Statutes 81-201 (Reissue 1996), 54-701 (reissue 1998 and Cum. Supp. 2002, and 54-1180 to 54-1182 (Reissue 1998 and Cum. Supp. 2002), (Nebraska Department of Agriculture's general response procedures); 2-1072 to 2-10, 117, the Plant Protection and Pest Act; and 54-847 to 54-863, (Reissue 1998) the Commercial Feed Act; 81-2,257 to 81-2,261 (Reissue 1996 and Cum. Supp. 2002), the Nebraska Pure Food Act; S2-3901 to 2-3911 (Reissue 1997 and Cum. Supp. 2002), the Nebraska Pasteurized Milk Law; 2-3913 to 2-3946 (Reissue 1997 and Cum. Supp. 2002), Manufacturing Milk Act;
- H. USC Title 21, section 134(a), (USDA response procedures for animal disease events);
- I. USC Title 7, sections 7701-7772, (USDA Plant Protection Act);
- J. 21 CFR, Parts 500-599 (Food, Drug, and Cosmetic Act);
- K. Homeland Security Presidential Directive (HSPD) 5 "Management of Domestic Incidents," 28 Feb. 2003;
- L. Presidential Policy Directive (PPD) 8 "National Preparedness" March 30, 2011;
- M. State of Nebraska, Executive Order 05-02, State Adoption of the National Incident Management System (NIMS), March 4, 2005.

Functional Systems

Note:

Functional Systems address all-hazard critical operational functions, including:

- Common procedures.
- Specialized procedures.

Each functional system describes the policies, processes, roles, and responsibilities for that function.

All functional systems should address:

- Situations under which the procedures should be used.
- Who has the authority to activate the procedures.
- Specific actions to be taken when the procedures are implemented.

Functional systems do not repeat content but rather build on the information within the basic plan. This section presents three sample functional systems.

Standard Response Protocol (SRP)

I. PURPOSE

When all schools work off the same plan for an immediate response, success can be achieved in keeping our students safe in all buildings and activities, in any setting throughout the state. The statewide plan includes the use of a common language, common signage, and common protocol and when applied in all schools across the state will provide the safest and most secure settings possible.

Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff. A statewide approach is necessary to enhance the preparation of all students, staff, and parents to respond immediately as protocol to any incident.

- For students, a common plan provides continuity of expectations and actions in any school and community setting throughout the state.
- For school staff, a common plan clarifies procedures and lends to simplified training and practice.
- The common language and protocols assist first responders with greater predictability throughout the duration of any incident.
- The expected procedures afford parents greater understanding of risk and can reduce the level of their stress.

In cases of an incident requiring a school to either secure, lockdown, evacuate and shelter or hold, the following procedure should be adhered to by students, staff, and parents.

GUIDANCE: SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consulting with local law enforcement to share your specific, simple actions.

II. SCOPE

The Standard Response Protocol (SRP) is based not on individual scenarios but on the response to any given situation. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for greater flexibility. The premise is simple - there are four specific actions that can be performed during an incident.

Secure: is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Evacuate: is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Shelter: is always followed by a type and a method and is the protocol for group and self protection. (Threat is outside)

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

III. RESPONSIBILITIES

To implement the Standard Response Protocol:

- All staff and students will undergo training and participate in incident management training and drills.
- Staff and bus drivers assigned to work with special needs students will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

Mobile AED Life Station is available for all outside activities.

All coaches submit emergency action plans for their sport and provide them to the AD

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Remain in the area until the "All Clear" is indicated

ADULTS

Close and lock door
Business as usual
Account for students and adults



SECURE! Get inside. Lock outside doors.

STUDENTS

Return inside
Business as usual
Monitored entry or controlled release of students as information increases

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Account for students and adults



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Account for students and adults
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Evacuate to specified location
Bring your phone
Instructions may be provided about retaining or leaving belongings

ADULTS

Lead evacuation to specified location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS

Lead safety strategy
Account for students and adults

Standard Reunification Method (SRM):

GUIDANCE: There Are Two Teams:

- The Impacted Site Team -Their Objective is to Safely Transport Students to the Reunification Site
- The Reunification Site Team -Their Objective is to Reunify Every Student that can be Reunified

I. Purpose

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event of a school crisis or emergency. The Standard Reunification Method provides school and district safety teams with proven methods for planning, practicing and achieving a successful reunification.

Crisis recovery starts with the crisis, not after. Without a plan to reunite students and parents, more than just the mental health demands which accompany a crisis are ignored; the responsibility of the school and district in maintaining the chain of custody for every student can be lost. No school is immune to emergencies; fires, floods, tornadoes, blizzards, power outages, bomb threats, acts of violence -- this is just a short list of events that could initiate a release and reunification for a school or district.

II. Scope

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse the emotion building at the site.

A reunification typically occurs because of a crisis or emergency. Consequently, not just students and parents are trying to function at extraordinary stress levels; staff, their families and other first responders also feel the strain. By having a defined process with signage, cards, branding, procedures and protocols, the school presents an organized, calm face to all involved. Fear or uncertainty often results from the unknown. By adopting, communicating and practicing a “known” procedure, the school removes some of that uncertainty.

SRM Operations Guide can be found at: <https://iloveguys.org/srm.html#>

The SRM Process in a Nutshell

The materials provide the fundamentals for a comprehensive district plan. The beauty of the Standard Reunification Method is its simplicity in the following steps:

- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- “Greeters” direct parents/guardians to the parent check-in location, and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The “Reunifier” recovers students from the student staging area and delivers to the parent.

- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- When it’s all said and done, successful reunification is about managing the student and parent experience.

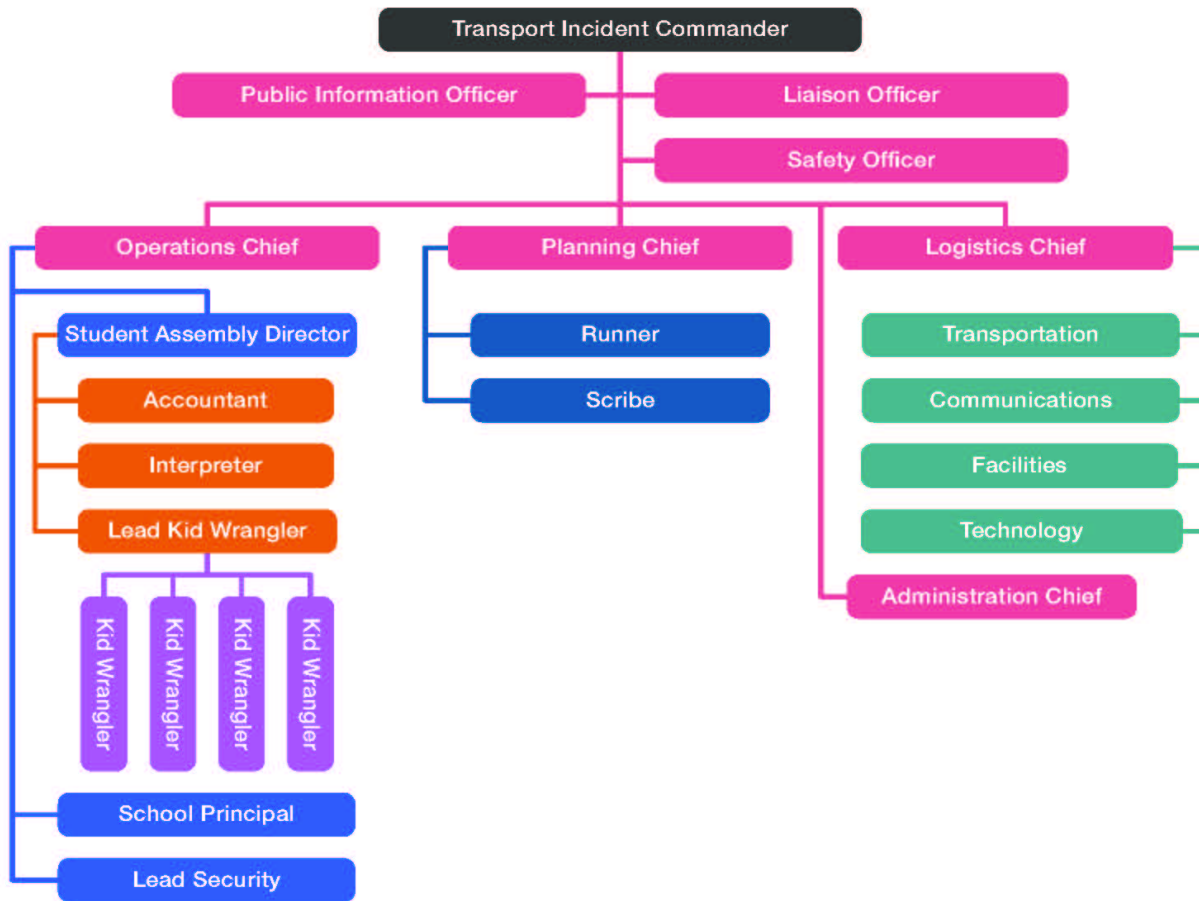
The Reunification Operations Kit (ROK) which are ready made SRM materials can be found at:

<https://iloveguys.org/srm.html#rok>

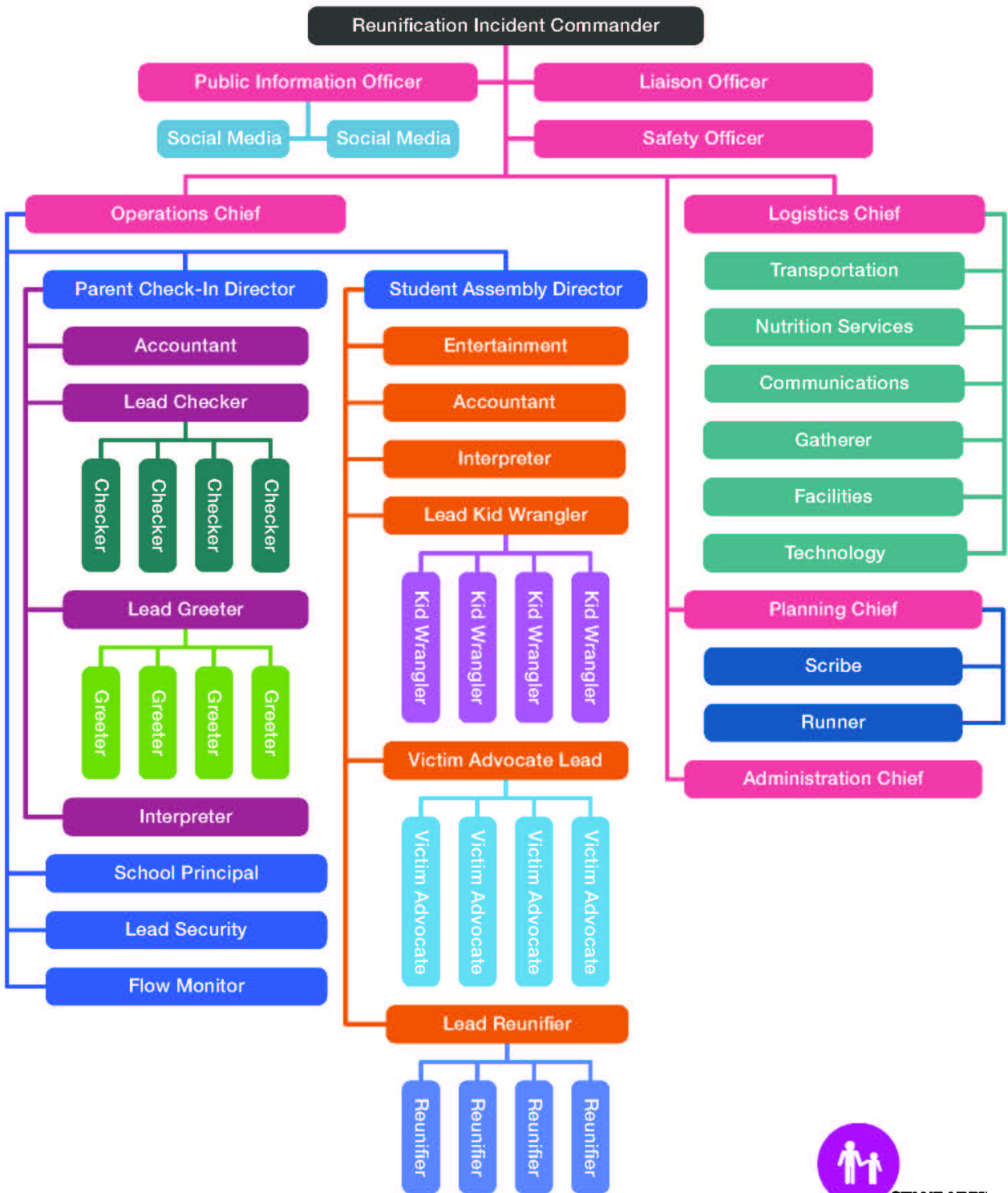
[Transport Organization Chart](#) (Fillable) [Appendix L1](#)

[Offsite Reunification Organization Chart](#) (Fillable) [Appendix L2](#)

SAMPLE TRANSPORT ORGANIZATION CHART



SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



SRM Staging the

STEP 1 ESTABLISH ONSITE INCIDENT COMMAND

The first step in staging for transport is establishing School Incident Command at the affected school. Integrating with Unified Command should be a priority.



Priorities: Student and staff safety and wellbeing
Student and staff whereabouts and condition
Assemble affected school command staff
Integrate with Unified Command
Joint Information Center established

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2 CLASSROOM EVACUATION

Classrooms are individually evacuated to the Secure Assembly Area. During a Police Led Evacuation, students and staff will be asked to keep their hands visible.



If it is a Police Led Evacuation after a Lockdown, each room will be cleared by Law Enforcement personnel. This process may take up to several hours. Teacher should take attendance in the classroom, prior to evacuation.

STUDENTS WITH DISABILITIES

The Individuals with Disabilities Act mandates additional supports for students with special education needs in a school setting. These supports would also function to provide supervision and assistance to students with disabilities during emergency situations.



SRM Actions and

COMMUNITY ACTION PARENTS WILL BEGIN TO ARRIVE

Parents will be arriving at the impacted school. Often with a Lockdown event, adjoining schools will go into Lockout. Parents may be arriving at those schools as well.



REUNIFICATION SITE MOBILIZE REUNIFICATION TEAM

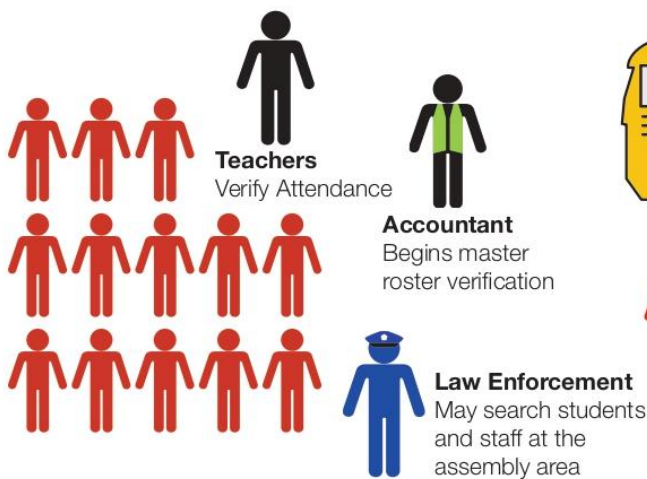
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



School for Transport

STEP 3 SECURE ASSEMBLY AREA

At the Secure Assembly Area it is preferable that teachers stay with their students. If some teachers are unable to be at the Secure Assembly Area, doubling up classes with "Partner" teachers is appropriate.



STEP 4 STUDENT AND STAFF TRANSPORT

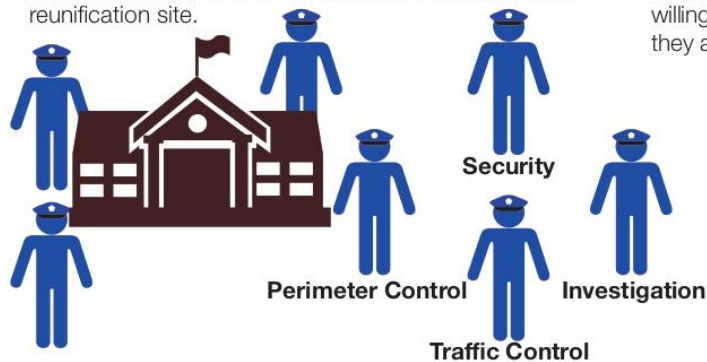
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



Considerations

LAW ENFORCEMENT SUPPORT AND INVESTIGATIONS

Regardless of criminal activity, law enforcement support will be necessary at both the impacted school and the reunification site.



FIRE AND EMS CASUALTY CARE

If necessary, Fire and EMS will establish Casualty Collection, Triage and Transport areas. Many fire departments are also willing to assist in the transport and reunification process, if they are not actively responding to crisis.



CONTINUITY OF OPERATIONS (COOP) PLAN

I. PURPOSE

The purpose of these Continuity of Operations Plan (COOP) is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Continuity of operations planning is required by Nebraska State Statute 79-2,144.

II. SCOPE

It is the responsibility of Bayard Public School officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying hazards, threats, and incidents, and preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to Bayard Public School, 726 4th St Bayard, Nebraska.

III. RESPONSIBILITIES

The COOP plan outlines actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. Bayard Public School relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

GUIDANCE: A COOP plan should address the following nine elements to help ensure that after a large emergency that significantly impacts the school occurs, teaching and learning continues; physical aspects of the school and campus are addressed, such as identification of an alternate site and provision of classroom equipment, books, and material; business functions continue to operate; and appropriate emotional and psychological support is provided to students, teachers, and staff.

- 1. GUIDANCE:** Define Essential Functions. The planning team should identify all of the functions performed by the district or school and determine which are critical, and need to continue during and after an emergency. One essential function the team will likely readily identify is continuity of education, which includes teaching and learning, special education and related services, and school-based medical services and food programs. Other essential functions may include communications (internal and external), computer and systems support, facility use/maintenance, business services (e.g., payroll), and the provision of safety, security, mental and behavioral health services. Examples of non-essential functions may include after-school activities, professional development/educator training, sporting events, and field trips.

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections. Designated school staff/faculty COOP plan personnel, in conjunction with the principal, will perform the essential functions listed below.

Essential Functions Performed by COOP Plan Personnel

Person Responsible	Actions
Superintendent /Principal	<ul style="list-style-type: none">• Determine when to close schools, and/or send students/staff to alternate locations.• Disseminate information internally to students and staff.• Communicate with parents, media, and the larger school community.

	<p>Brief and train staff regarding their additional responsibilities.</p> <ul style="list-style-type: none"> Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
Primary Person: Travis Miller	Phone/Email: (308) 641-5489 travis.miller@bayardtigers.org
Alternate: Kelley Rice	Phone/Email: (308) 631-6930 kelley.rice@bayardtigers.org
Second Alternate: Matt McLaughlin	Phone/Email: (316)833-1354 matt.mclaughlin@bayardtigers.org
Assistant Principal and/or Department Heads	<ul style="list-style-type: none"> Ensure systems are in place for rapid contract execution after an incident. Identify relocation areas for classrooms and administrative operations. Create a system for registering students. (out of district or into alternative schools) Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. Identify strategies to continue teaching. (e.g., remote learning) Reevaluate the curriculum.
Primary Person: Tencie Tonniges	Phone/Email: (402) 302-4092 tencie.tonniges@bayardtigers.org
Alternate: Candace Ehler	Phone/Email: (308)641-0584 candace.ehler@bayardtigers.org
Second Alternate: Zach Nesbitt	Phone/Email: (308)672-2411 zach.nesbitt@bayardtigers.org
Custodians/ Maintenance Personnel	<ul style="list-style-type: none"> Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping)
Primary Person: Roberto Gonzales	Phone/Email: (308)225-1277 roberto.gonzaels@bayardtigers.org
Alternate: Jeff Erdman	Phone/Email:(308) 641 -5663 jeff.erdman@bayardtigers.org
Second Alternate: Jon Coon	Phone/Email: (308) 631-7356 jon.coon@bayardtigers.org
School Secretary/ Office Staff	<ul style="list-style-type: none"> Maintain inventory. Maintain essential records (and copies of records) including the school's insurance policy. Ensure redundancy of records is kept at a different physical location. Secure classroom equipment, books, and materials in advance. Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records. Retrieve, collect, and maintain personnel data.

	<ul style="list-style-type: none"> • Provide accounts payable and cash management services.
Primary Person: Heather Oliverius	Phone/Email: (308) 631-9339 heather.oliverius@bayardtigers.org
Alternate: Cindy Korell	Phone/Email: (308) 279- 1552 cindy.korell@bayardtigers.org
Second Alternate: Cortney Schuller	Phone/Email: (308) 641-2138 cortney.schuller@bayardtigers.org
Counselors, Social Workers, Psychologists	<ul style="list-style-type: none"> • Ensure all students have electronic access and equipment. • Establish academic and support services for students and staff/faculty. • Implement additional response and recovery activities according to established protocols. • Maintain continual contact with families and students.
Primary Person: Linde Rafferty	Phone/Email:(308) 778-6765 linde.rafferty@bayardtigers.org
Alternate:Julie Cochrane	Phone/Email: (308) 631-2265 julie.cochrane@bayardtigers.org
Second Alternate: Jessica Radford	Phone/Email: (402)530-1608 radfordjh@gmail.com
School Nurses/Health Assistants	<ul style="list-style-type: none"> • Assist families with medical questions and concerns. • Connect families/students with medical services.
Primary Person:Justine Jobman	Phone/Email:(308) 250-3447 justine.jobman@bayardtigers.org
Alternate: Zach Nesbitt	Phone/Email:(308) 672-2411 zachary.nesbitt@bayardtigers.org
Second Alternate: Cheri Scott	Phone/Email: 308-279-0345
Food Service /Cafeteria Workers	<ul style="list-style-type: none"> • Determine how transportation and food services will resume. • Establish food security for any student.
Primary Person: Rene Harter	Phone/Email:(605) 840-4373 rene.harter@bayardtigers.org
Alternate: Connie Dickey	Phone/Email: (308) 225-2176 connie.dickey@bayardtigers.org
Second Alternate: New Hire	Phone/Email:

Teachers	<ul style="list-style-type: none"> • Develop Continuity of Learning Plan for students. • Alternative Education (web-based, electronic) (I.T.) • Provide educational feedback on completed student work. • Maintain continual contact with families and students. • Continue the learning environment as best possible. • Communicate with counselors any concerns on the well-being of students.
Primary Person: Cheryl Ferrero	Phone/Email:(308)631-6127 cheryl.ferrero@bayardtigers.org
Alternate: Micki McKibbin	Phone/Email: (308)641-1873 micki.mckibbin@bayardtigers.org
Second Alternate: Holly Nolte	Phone/Email: (308) 279-1349 holly.nolte@bayardtigers.org
Transportation	<ul style="list-style-type: none"> • Assist in the distribution of food/lunches. • Assist in transportation of people as needed.
Primary Person: Richard Pieper	Phone/Email:(308)672-3684 richard.pieper@bayardtigers.org
Alternate: Linda Safford	Phone/Email:(308) 672-1683 linda.safford@bayardtigers.org
Second Alternate: Crystal Hopkins	Phone/Email: (308) 641-2504 crystal.hopkins@bayardtigers.org
Emergency Management	<ul style="list-style-type: none"> • Assist the school with any needs. (i.e., state or federal agencies) • Coordinate using NIMS and ICS. • Coordinate personnel to assist in setting up structure.
Primary Person: Ron Leal	Phone/Email:(308)249-1310 region21em@region21.net
Alternate: Kay Anderson	Phone/Email:(308) 279-0947
Second Alternate: Tim Newman	Phone/Email: (308) 765-2786 tnewman@scottsbluffcounty.org
Law Enforcement	<ul style="list-style-type: none"> • Maintain the security of off site location. • Set up traffic flow at an off site location. • Provide traffic control at the off site location.
Primary Person: Zak Douglass	Phone/Email:(308)262-0408
Alternate: Milo Cardenas	Phone/Email:(308) 262-0408
Second Alternate: Cheree Fisher	Phone/Email: (308) 262-0408

Parents	<ul style="list-style-type: none"> ● Support the educational Continuity of Learning Plan provided by schools. ● Provide an environment at home conducive to learning. ● Provide support and encouragement to children for their continued learning. ● Procure food security if needed.
Students	<ul style="list-style-type: none"> ● Follow the educational Continuity of Learning Plan provided by the school. ● Maintain communication with teacher(s).
Others (Specific)	
Primary Person:	Phone/Email:
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:

All core COOP procedures personnel as well as senior staff will undergo training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.

Identified COOP procedures personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

2. **GUIDANCE: Create Orders of Succession.** Orders of succession define who will play an active leadership role when regular leadership is unavailable. For example, the district may want to determine with the school who will serve as Interim Principal in the absence of the regular Principal. The first step in creating orders of succession is to create a list of alternates who would serve in an interim or acting capacity in the event that an administrator or manager is not available. This list should be approved by the school board and district administration.

Order of Succession

School to determine and place statements or charts here. In the table below, describe how successor(s) will be notified. List key positions, the titles of those who are the primary and secondary in the orders of succession, and any limitations for those titles. Address who will review and revise succession plans and insert completion date.

Orders of Succession	
Conditions for Succession	Key position holder(s) are unable to execute their duties for an extended period of time.
Method of Notification	<i>If the Superintendent is deemed unable to fulfil his/her duties the Business Manager will notify the board and send memo of succession to the staff and parents.</i>

Succession by Position	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/Organizational Limitations
	Superintendent	Secondary Principal	Elementary Principal	Until the Superintendent can return to duty or the Board names someone to the position in either an interim or permanent capacity.
	Elementary Principal	Special Education Director	Family Liaison Coordinator	Until the Principal can return to duty or the Superintendent names someone to the position in either an interim or permanent capacity (pending board approval).
	Secondary Principal	Special Education Director	Family Liaison Coordinator	Until the Principal can return to duty or the Superintendent names someone to the position in either an interim or permanent capacity (pending board approval).
	Special Education Director	Brandon Stuart	ESU13	Until the Special Education Director can return to duty or the Superintendent names someone to the position in either an interim or permanent capacity (pending board approval).
	Activities Director	HS PE Teacher	Elem PE Teacher	Until the Activities Director can return to duty or the Superintendent names someone to the position in either an interim or permanent capacity.
Succession Revision Procedures/ Date	<i>Address who will review and revise the succession plans, and date revision is completed</i>			

3. GUIDANCE: Identify Alternate Facilities and Locations. Depending on what are considered essential functions of the school or district, alternate locations should be identified that can be used if the primary school or its buildings can't be used. Alternate locations may include schools, administrative buildings, and other facilities. Essential functions or activities that need to be performed at an alternate location should also be identified, such as the provision of lunches through the National School Lunch Program (NSLP) or dispensing of medications. The following procedures will be followed by staff/faculty to assist in the execution of essential functions and the day-to-day operations.

A. Activation and Relocation

The principal will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The principal or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

B. Alert, Notification, and Implementation Process

Each Building Principal or designee shall notify employees of COOP procedures activation and provide situation information via Remind, as available. Parents/guardians will be alerted and notified using the automated notification system and/or Remind as important information becomes available.

In the table below, identify the primary communication resources and alternates that would be used if necessary. Identify whether the alternate communications are internal or external, what data or services can be accessed, and indicate if they are redundant.

Alternative Communications				
Device type/name	Internal Capability (Y/N)	External Capability (Y/N)	Data/System/Services that can be accessed	Redundant (Y/N)
Hand Held radios	Y	Y	Communications Center	N
Remind App	Y	Y		

C. Relocation Sites

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site. One site can be accessed by walking and other site(s) by transportation services.

D. Alternate Facilities and Strategy

For estimated short-term (2 to 14 days) payroll will be handled remotely. For a longer term arrangement, schools in the immediate vicinity of Bayard would be utilized if possible. Contingent alternative facilities are listed below:

Facility/Site Name	Alternate Sites Name/Location	Alternate Site Contact Information	Existing or Prepositioned Assets & Capabilities at Alternate Facility	Additional Resources Needed at Alternate Facility
Primary Facility: Bayard Public Schools Elementary	Alternative Site: Minatare Public Schools	Rocky Robbins (308) 783-1232	--Furniture: -- Internet access: --Office supplies:	Awaiting confirmation
Bayard High School	Secondary Site: Prairie Winds Community Center	Charlie Wallesen (308) 262-1825	--Furniture: -- Internet access: --Office supplies	

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with Bayard Public School's backup data.

4. GUIDANCE: Establish Plans for Communications Continuity. Communicating with stakeholders, such as students, parents/guardians, staff, teachers, the media, and community partners is important in any emergency and can be critical to ensuring continuity of operations. Effective and regular communication allows for all relevant persons to be kept up-to-date on actions the district and school is taking and what is required of them, if anything. To ensure that the district and school will be able to communicate in an emergency, when some lines of communication may not be working, back-up and redundant systems should be identified. For example, if electrical power to the region is lost during an emergency, parents and guardians could be told ahead of time that information will be provided on a notice board in front of the school.

Interoperable Communications/Backup Sites

With a longer term and/or more comprehensive incapacity of the building, Remote learning/work is the first option for relocation. Currently the lines and services for telephones and computers at Bayard Public Schools are maintained, protected, and backed up offsite by the district office.

5. GUIDANCE: Create a Plan for Accessing Vital Records. Vital records can be organized into two categories: 1) Emergency operations records, which include information such as staff contact information, orders of succession, and delegations of authority; and 2) Legal and financial records, which can include information such as personnel records, payroll records, contracts, and student data information such as emergency contact cards, medical records, and education records.

Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored off site.

Vital Records: Emergency Operations Records		
Vital Record Name/Database	Location	Back-up/Alternate Record Location
Staff Contact List	Business Office	Navigate, Infinite Campus, EOP document
Orders of Succession	Business Office	EOP Plan Documents, Board Meeting Documents
Delegation of Authority	Business Office	EOP Plan Documents, Board Meeting Documents

Vital Records: Legal & Financial Records		
Vital Record Name/Database	Location	Back-up/Alternate Record Location
Personnel Records	Business Office	Software Unlimited
Payroll Records	Business Office	Software Unlimited
Contracts	Business Office	Google
Student Emergency Contact List	Principal Offices	Infinite Campus
Student Medical Records	Nurse Office	Infinite Campus
Education Records	Principal Office	Safety Deposit Box Western States Bank

6. **GUIDANCE:** Establish a Plan for Human Capital Management. Teachers and staff should be clear about what they are expected to do in an emergency and students and families should know how education would continue during and after a large emergency. Provisions and accommodations should also be provided for students who have an Individualized Education Program (IEP) and eligible students should still be provided medical and food services during prolonged school dismissals. Staff and teachers should have advanced training regarding their assigned essential functions.

Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their

families' well-being before a disaster strikes.

Below, indicate how your school plans to manage human capital while the COOP is activated

Notifying Staff about their role during an emergency

- Beginning of the school year meeting
- Provide SRP to all staff
- Drills and trainings
-
-

7. GUIDANCE: Establish a Plan for Reconstitution. Reconstitution occurs when educational programming is restored and teachers and staff are able to continue teaching and providing other support. The process of reconstitution can be rather complex, so districts and schools need to consider how this will be achieved quickly and efficiently.

Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

Reconstitution Responsibilities			
Phase	Duties	Primary Responsible	Alternate Responsible
Relocation from alternate facility to primary (or replacement) facility	Internal alert and notification	Superintendent	Principal
	External alert and notification	Superintendent	Principal
	Transfer equipment, vital records, data	Tech Coordinator	Secretary
	Transfer communications	Secretary	Secretary
	Deployment and departure from alternate facility	All Staff	
	Transition to primary operations	All Staff	
	Set up at primary or replacement site	All Staff	
Operations	Execution of essential functions	All Staff	
	Execution of non-essential functions	All Classified Staff	
	Establishment of communications	Secretaries	
	Procurement of equipment and supplies	Administrative Assistant	Business Manager
	Conduct a review of COOP execution and effectiveness (After Action Report)	Superintendent or designee	Principal

8. GUIDANCE: The COOP procedures should be reviewed annually to assure all information is accurate and up-to-date. Staff and personnel who perform essential functions should participate in regular training and exercises to ensure they understand their role when the COOP is activated.

Plan Maintenance, Testing, Training, Exercising

In the table below, identify the primary and alternate persons responsible for carrying out COOP maintenance activities, and the date they were completed.

COOP Maintenance			
	Person Responsible		
Activity	Primary	Alternate	Completion
Schedule COOP maintenance meeting	Superintendent	Safety Chairman	
Review list of essential functions	Safety Chairman	Superintendent	
Identify essential employees and confirm their availability	Safety Chairman	Superintendent	
Update contact information, emergency call roster, and checklists	Safety Chairman	Superintendent	
Establish assistance/cooperative agreements with suppliers and vendors	Safety Chairman	Superintendent	
Identify computer network interdependencies (such as servers connected to the district network)	Tech Coordinator	Superintendent	
Notify/Follow-up with facilities management regarding any repairs or maintenance to buildings	Principal	Superintendent	
Other:			
Other:			
Other:			

[Appendix M1](#) is a COOP Example and [Appendix M2](#) is a COOP form (Fillable).

RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES/PSYCHOLOGICAL FIRST AID (PFA)

I. PURPOSE

These procedures have been developed to provide emotional support to students/staff impacted by trauma at school or in the community.

Psychological First Aid (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping. The principles and techniques of PFA meet five basic standards. They are:

1. Consistent with research evidence on risk and resilience following trauma.
2. Respectful of and consistent with the school administration of the academic setting, school culture, and the behavior (code of conduct) of students.
3. Applicable and practical in field settings.
4. Appropriate for developmental levels across the lifespan.
5. Delivered in a culturally-informed and flexible manner.

PFA assumes that students and staff members may experience a broad range of early reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) following an emergency. Some of these reactions can cause distress that interferes with adaptive coping, but support from informed, compassionate, and caring professionals can help students and staff members recover from these reactions. PFA has the potential to mitigate the development of severe mental health problems or long-term difficulties in recovery by identifying individuals who may need additional services and linking them to such services as needed.

Following a traumatic event or incident, the following outcomes should be possible through the implementation to assist students, staff, and their families in the healing process.

- To establish a positive connection with students and staff members in a non-intrusive, compassionate manner.
- To enhance immediate and ongoing safety and provide physical and emotional comfort.
- To calm and orient emotionally overwhelmed or distraught students and staff.
- To help students and staff members identify their immediate needs and concerns.
- To offer practical assistance and information to help students and staff members address their immediate needs and concerns.
- To connect students and staff members as soon as possible to social support networks, including family members, friends, coaches, and other school or community groups.
- To empower students, staff, and families to take an active role in their recovery, by acknowledging their coping efforts and strengths, and supporting adaptive coping.
- To make clear your availability and (when appropriate) link the student and staff to other relevant school or community resources such as school counseling services, peer support programs, after-school activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations.

Whether conducting school vulnerability assessments or adopting an intervention such as PFA, schools organize safety initiatives based on the four-part emergency management cycle. The four-part emergency management cycle includes:

A. Prevention phase

Schools both assess and address building security, the safety and integrity of facilities, the culture/ climate of schools, and the need for secondary prevention mental health programs.

B. Preparedness phase

Schools facilitate a rapid, coordinated, and effective response in the event of an actual emergency by taking the following steps:

- Refining emergency management plans and emergency procedures in collaboration with key members of the emergency response community. (fire and police departments, disaster services, and public health)
- Periodically reviewing and reinforcing emergency plans and procedures with staff.
- Defining building-level and district-level Incident Command System (ICS) structures.
- Implementing staff training on various topics, including parent-student reunification and PFA.
- Conducting emergency simulations in collaboration with outside agencies.
- Developing and regularly updating a list of providers trained in PFA.

C. Response phase

Action is taken to effectively contain and resolve an emergency and to decrease the potential for such an emergency to escalate. During this phase, the school executes the emergency management plan and emergency procedures and initiates preliminary activation of the PFA teams. Although the response phase may have a clear ending point for emergency response agencies, the transition into the fourth phase, recovery, may be less distinct.

D. Recovery phase

Steps are taken to assist students, staff, and their families in the recovery process and to restore educational operations in schools. This phase involves conducting damage assessments and making repairs, implementing business continuity plans, and addressing grief and stress reactions. The very early stages of the recovery phase (hours or days after an emergency) are the most appropriate time to deliver PFA. Depending on the nature of the incident, recovery may be a long-term process. PFA is an acute intervention; for information about longer-term interventions appropriate for students and families who have lingering or severe symptoms, go to www.NCTSN.org for a review of evidence-based interventions and treatments.

II. SCOPE

PFA is most effective immediately following the incident (e.g., from one hour to a couple of weeks after an event). In some circumstances, assuming the safety of students and staff has been ensured, PFA can be initiated while an incident is still occurring, such as in shelter or lockdown situations.

PFA is intended for students, school personnel, and their families who have been exposed to a disaster or other emergency. Whether an emergency occurs on school grounds or in the community at large, schools serve as a central location for professionals to assist children, families, school personnel, and school partners.

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation,

and evaluation of the School EOP as it relates to this system. Additional advice will be sought from outside psychologists and mental health experts.

1. **Contact and Engagement Goal:** To initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner.
2. **Safety and Comfort Goal:** To enhance immediate and ongoing safety, and provide physical and emotional comfort.
3. **Stabilization (if needed) Goal:** To calm and orient emotionally overwhelmed or disoriented students and staff.
4. **Information Gathering: Current Needs and Concerns Goal:** To identify immediate needs and concerns, gather additional information, and tailor Psychological First Aid for Schools interventions to meet these needs.
5. **Practical Assistance Goal:** To offer practical help to students and staff in addressing immediate needs and concerns.
6. **Connection with Social Supports Goal:** To help establish brief or ongoing contacts with primary support persons or other sources of support, including family, friends, teachers, and other school and/or community resources.
7. **Information on Coping Goal:** To provide information about stress reactions and coping to reduce distress and promote adaptive functioning.
8. **Linkage with Collaborative Services Goal:** To link students and staff with available services needed at the time or in the future.

These core actions of Psychological First Aid constitute the basic objectives of providing early assistance within hours, days, or weeks following an event. Be flexible and base the amount of time you spend on each core action on the person's specific needs and concerns.

III. RESPONSIBILITIES

To implement the recovery of psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the Psychological First Aid Team (PFA) will undergo in-depth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedure will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

Immediately Following a Serious Injury or Death and/or Major Incident:

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families. (refer to the communication procedures in the basic plan)
- Set up support rooms. (include PFA team and outside mental health professionals to assist)
- Encourage teachers to read the script about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Avoid specific details of the incident, just basic facts. Any students who are excessively distraught should be referred to the PFA Team.
- Designate a place for staff, students, and community members to leave condolences, well-wishes, messages and items, and determine a standard amount of time for those items to remain.

Hospital/Funeral Arrangements:

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff will be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

Post-Incident Procedures:

- Allow for changes in normal routines or schedule to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.

Hazard- and Threat - Specific Systems:

GUIDANCE:

The hazard- and threat- specific systems:

- Provide unique procedures, roles, and responsibilities that apply to a specific hazard.
- Include provisions and applications for warning the public and disseminating emergency public information.
- Only list information one time without repeating from the basic plan or functional systems.

Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all hazards. The hazard-specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

Refer to the following Appendices:

[Appendix N1: Threats/Hazards List](#)

[Appendix N2: Risk Assessment Worksheet](#)

[Appendix N3: Examples of Threats/Hazards in SRP Areas](#)

[Appendix N4: Sample Goals/Objectives and Action Plan](#)

[Appendix N5: Goals/Objectives and Action Plan \(Fillable\)](#)

GLOSSARY OF TERMS

Command Staff: A group of incident personnel that the Incident Commander or Unified Command assigns to support the command function at an ICP. Command staff often include a PIO, a Safety Officer, and a Liaison Officer, who have assistants as necessary. Additional positions may be needed, depending on the incident.

COOP: The purpose of Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

Drill: A coordinated, supervised activity usually employed to validate a specific operation or function in a single agency or organization. Drills are commonly used to provide training on new equipment, develop or validate new policies or procedures, or practice and maintain current skills. During drills, school personnel and community partners (i.e., first responders, local emergency management staff) use the actual school grounds and buildings to practice responding to a scenario.

Emergency Operations Center (EOC): An EOC is a facility from which staff provide information management, resource allocation and tracking, and/or advanced planning support to personnel on scene or at other EOCs (e.g., a state center supporting a local center).

Emergency Operations Plan (EOP): (formerly called Safety Plan) An ongoing plan for responding to a wide variety of potential threats and hazards.

Exercise: An instrument to train for, assess, practice, and improve performance in prevention, protection,, response, and recovery capabilities in a risk-free environment. Exercises can be used for testing and validating policies, plans, procedures, training, equipment, and interagency agreements; clarifying and training personnel in roles and responsibilities; improving interagency coordination and communications; improving individual performance; identifying gaps in resources; and identifying opportunities for improvement.

Evacuate: is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Hazards: Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

Incident: An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

Incident Command System (ICS): A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is

applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

Incident Management: The broad spectrum of activities and organizations providing effective and efficient operations, coordination, and support applied at all levels of government, utilizing both governmental and nongovernmental resources to plan for, respond to, and recover from an incident, regardless of cause, size, or complexity.

Local Emergency Operations Plan (LEOP): The School EOP has been developed to fit into the larger local county or local EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with the County/City Emergency Manager and the County/City Emergency Management Department.

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Memorandum of Understanding (MOU) Agreement: A written or oral agreement between and among agencies/organizations and/or jurisdictions that provides a mechanism to quickly obtain assistance in the form of personnel, equipment, materials, and other associated services. The primary objective is to facilitate the rapid, short-term deployment of support prior to, during, and/or after an incident.

National Incident Management System: A set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment.

Prevention: The capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism. For the purposes of the prevention framework called for in PPD-8, the term "prevention" refers to preventing imminent threats.

Psychological First Aid Team (PFA): Psychological First Aid for Schools (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping.

Psychological First Aid Team The school team that assists in carrying out the PFA plan.

Public Information: Processes, procedures, and systems for communicating timely, accurate, and accessible information on an incident's cause, size, and current situation; resources committed; and other matters of general interest to the public, responders, and additional stakeholders (both directly affected and indirectly affected).

Recovery: The capabilities necessary to assist communities affected by an incident to recover effectively.

Response: The capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.

Risk: The potential for an unwanted outcome resulting from an incident, event, or occurrence, as determined by its likelihood and the associated consequences.

Section Chiefs: The General Staff consists of the Operations, Planning, Logistics, and Finance/Administration Section Chiefs. These individuals are responsible for the functional aspects of the incident command structure. The Incident Commander or Unified Command activates these section chiefs as needed. These functions default to the Incident Commander or Unified Command until a section chief is assigned. The section chiefs may have one or more deputies as necessary.

Secure is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Shelter is always followed by a type and a method and is the protocol for group and self protection. (Threat is outside)

SRM: Standard Reunification Method: Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The SRM is a protocol that makes this process more predictable and less chaotic for all involved.

SRP: Standard Response Protocol: The SRP is based on four actions, Lockout, Lockdown, Evacuate, and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA system. (new version not on website yet).

Tabletop Exercises: Tabletop exercises are small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources, and facilitates an understanding of emergency management and planning concepts.

Threat: Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we can control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Appendix List Bayard

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- Appendix B: [Special Needs Student/Staff List](#)
- Appendix C: [Maps of Buildings and Grounds](#) (District provides)
- Appendix D: [Company/Utilities Record](#)
- Appendix E1: [ICS Organizational Chart](#)
- Appendix E2: [ICS Contact List](#)
- Appendix E3: [Finance/Administration Future School Budgets](#) (District provides)
- Appendix F: [Chronological Log of Activities](#)
- Appendix G1: [MOU: Local Business](#)
- Appendix G2: [MOU: Interlocal Agreement](#)
- Appendix G3: [MOU: Emergency Response Entities](#)
- Appendix G4: [MOU: County Sample](#)
- Appendix H: [Media Templates](#)
- Appendix I: [Pre-negotiated Agreements and Contracts](#) (District provides)
- Appendix J: [Recording and Distributing the EOP](#)
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Appendix A
Staff Roster

Last Name	First Name	Position	Room Number	Address 1	City State Zip Code	Primary Phone	Secondary Phone	Email
Anderson	Amanda	3rd Grade Teacher		950 1st Ave	Bayard NE 69334	402-540-8358		amanda.anderson@bayardtigers.org
Andreas	Karen	SPED Para		10863 US 26	Bayard NE 69334	308-631-6641		karen.andreas@bayardtigers.org
Applegate	Carolyn	Board Member		10236 US 26	Bayard NE 69334	308-631-5371	308-586-2775	carolyn.applegate@bayardtigers.org
Applegate	Joe	Board Member		10236 US 26	Bayard NE 69334			joe.applegate@bayardtigers.org
Barker	Stephanie	4th Grade Teacher		607 2nd Avenue	Bayard NE 69334	308-586-1553	308-631-1175	stephanie.barker@bayardtigers.org
Batt	Crystal	1st Grade Teacher		150663 CR 34	Bayard NE 69334	308-631-8267		crystal.batt@bayardtigers.org
Bauer	Laurie	Librarian, Speech		955 5th St	Gering NE 69341	308-275-1206	308-279-0350	laurie.bauer@bayardtigers.org
Binder	Brittani	6th Grade Teacher		565 Kurt Dr	Gering NE 69341	308-672-8868		brittani.binder@bayardtigers.org
Brown	Marie	Bus Driver		834 Ave B	Bayard NE 69334	308-225-1335		marie.brown@bayardtigers.org
Burry	Kimberly	Board Member		966 Main	Bayard NE 69334	308-641-6677		burrykim@gmail.com
Cochrane	Julie	Elem Mental Health						
Coon	Jon	Custodian		9897 CR 85	Bayard NE 69334	308-586-1621	308-631-7356	jon.coon@bayardtigers.org
Deines	Ashley	Para/AfterSchool Para		343 E 5th St.	Bayard NE 69334	308-279-1873		ashley.deines@bayardtigers.org
Dickey	Connie	Cook		11870 Rd 75	Bayard NE 69334	308-225-2176		connie.dickey@bayardtigers.org
Ehler	Candace	Family Liaison		10470B Rd 97	Bayard NE 69334			candace.ehler@bayardtigers.org
Ehler	Colton	HS PE Teacher		10470B Rd 97	Bayard NE 69334	308-631-8349		colton.ehler@bayardtigers.org
Erdman	Jeff	Custodian		1034 Ave C	Bayard NE 69334	308-641-5663		jeff.erdman@bayardtigers.org
Ferguson	Kimberly	Social Science	103	10203 Road 101	Bridgeport NE 69336	208-520-1588		kimberly.ferguson@bayardtigers.org
Ferrero	Cheryl	3rd Grade Teacher		967 1st Ave	Bayard NE 69334	308-631-6127		cheryl.ferrero@bayardtigers.org
Franklin	Barbara	SPED Para		270038 CR W	Gering NE 69341	308-765-1753		barb.franklin@bayardtigers.org
Gier	Jennifer	Technology	Business Office	61193 CR 26	Scottsbluff NE 69361	308-631-0216		jenny.gier@bayardtigers.org
Gonzales	Roberto	Head Custodian		1320 Ave B	Bayard NE 69334	308-586-2935	308-225-1277	roberto.gonzales@bayardtigers.org
Harter	Renee	Head Cook	Kitchen	330360 Finch Rd	Minatare NE 69356	605-840-4373		renee.harter@bayardtigers.org
Henkel	Becky	Board Member		7326 Rd 110	Bayard NE 69334	308-672-4727		becky.henkel@bayardtigers.org
Hopkins	Crystal	Bus Driver	Bus Barn	180303 CR 34	Bayard NE 69334	308-641-2504		crystal.hopkins@bayardtigers.org

Horn	Tyson	Social Science	101	504 E 6th St.	Bayard NE 69334	402-237-0392		tyson.horn@bayardtigers.org
James	Lacee	Behavior Para/HAL		521 E 5th St	Bayard NE 69334	308-672-5554		lacee.james@bayardtigers.org
Jobman	Justine	School Nurse						
Jones	Stacey	PreK Para		731 Main St	Bayard NE 69334	308-637-1159		stacey.jones@bayardtigers.org
Keszler	Douglas	Elem Counselor/HS Teacher		1209 S Street	Bridgeport NE 69336	308-279-1461		mark.keszler@bayardtigers.org
Kildow	Kimberly	Board President		1126 Ave B	Bayard NE 69334	308-631-0389	308-631-7969	kkildow@charter.net
Korell	Cindy	HS Secretary	HS Principal Office	10466 Rd 77	Bayard NE 69334	308-586-2242	308-279-1552	cindy.korell@bayardtigers.org
Korell	Dana	SPED Para/ Safety		10466 Rd 77	Bayard NE 69334	308-586-2242	308-279-2922	dana.korell@bayardtigers.org
Loutzenhiser	Connie	Custodian		967 Main Street	Bayard NE 69334	308-586-1059	308-279-1048	connie.louzenhiser@bayardtigers.org
Maag	Kristin	After School Director		PO Box 208	Scottsbluff NE 69363	308-672-4477		kristin.maag@bayardtigers.org
Malcolm	Dwight	Industrial Arts		1950 Oregon Trail Blvd	Gering NE 69341	308-765-0264		dwight.malcolm@bayardtigers.org
Martinez	Michelle	4th Grade Teacher		1709 Davis Ave.	Gering NE 69341	308-520-3691		michelle.martinez@bayardtigers.org
McKibbin	Micki	SPED Director		140189 CR 36	Minatare NE 69356	308-586-2229		micki.mckibbin@bayardtigers.org
McLaughlin	Matthew	Elem Principal		PO Box 263	Bayard NE 69334	308-586-1030	316-833-1354	matt.mclaughlin@bayardtigers.org
Miller	Travis	Superintendent		941 Ave B	Bayard NE 69334	308-641-5489		travis.miller@bayardtigers.org
Nesbitt	Jessica	Early Childhood PreK-1st		7396 Rd 106B	Bayard NE 69334	308-641-0052		jessica.nesbitt@bayardtigers.org
Nesbitt	Zachary	Science	105	727 2nd Ave	Bayard NE 69334	308-672-2411		zachary.nesbitt@bayardtigers.org
Nolte	Holly	English	112	7321 Rd 110	Bayard NE 69334	308-586-1222	308-279-1349	holly.nolte@bayardtigers.org
Oliverius	Heather	Admin Assistant	Business Office	12888 Rd 81	Bayard NE 69334	308-783-2268	308-631-9339	heather.oliverius@bayardtigers.org
Pahl	Lynelle	Flex Para		142 W 9th St	Bayard NE 69334	308-235-5412		lynelle.pahl@bayardtigers.org
Pieper	Barbara	Math	100	130 S-12 Rd	Mitchell NE 69357	308-247-2737		barbara.pieper@bayardtigers.org
Pieper	Richard	Transportation Director	Bus Barn	951 Avenue C	Bayard NE 69334	308-672-3684		richard.pieper@bayardtigers.org
Posey	Jenny	SPED Para HS		1620 Bluff View Dr.	Gering NE 69341	319-504-4004		jenny.posey@bayardtigers.org
Posey	Steven	Math	102	1620 Bluff View Dr.	Gering NE 69334	563-542-8085		steven.posey@bayardtigers.org
Radford	Jessica	School Psych						radfordjh@gmail.com
Rafferty	Joy	Kindergarten Teacher		11452 Rd 83	Bayard NE 69334	308-631-9390		joy.rafferty@bayardtigers.org
Rafferty	Justin	Ag Teacher		200049 CR 36	Bayard NE 69334	308-783-5340	308-641-5520	justin.rafferty@bayardtigers.org
Rafferty	Linde	HS Counselor , Social Science		200049 CR 36	Bayard NE 69334	308-783-5340	308-778-6765	linde.rafferty@bayardtigers.org
Ragland	Kathleen	After School Para		400 W 8th St. #7A	Bayard NE 69334	308-586-3059		kathleen.ragland@bayardtigers.org
Reilly	Amanda	6th Grade Teacher		1022 P St	Bridgeport NE 69336	605-210-2912		amanda.reilly@bayardtigers.org
Reish	Elliot	HS Special Education	113	506 E 5th	Bayard NE 69334	308-586-9940	308-672-1476	elliott.reish@bayardtigers.org

Reish	Shawna	Early Childhood Teacher		506 E 5th	Bayard NE 69334	308-586-9940		shawna.reish@bayardtigers.org
Rice	Kelley	HS Principal		PO Box 336	Bayard NE 69334	308-631-6930		kelley.rice@bayardtigers.org
Rife	Kristyn			413 G St.	Bridgeport NE 69336	720-206-4258		kristin.rife@bayardtigers.org
Roberts	James	Science	107	1509 4th Ave	Scottsbluff NE 69361	308-632-7705		jim.roberts@bayardtigers.org
Rose	Deborah	SPED Para		PO Box 254	Bayard NE 69334	308-672-5293		deborah.rose@bayardtigers.org
Rowley	Tara	Music Teacher						
Safford	Linda	Bus Driver		1419 Ave A	Bayard NE 69334	308-672-1683		linda.safford@bayardtigers.org
Salazar	Alvin	Bus Driver		485 Hickory	McGrew NE 69353	720-202-3238		alvin.salazar@bayardtigers.org
Schmidt	Sara	Band		133 W 9th St	Bayard NE 69334	308-430-2214		sara.schmidt@bayardtigers.org
Schuller	Cortney	Elem Secretary		742 Ave A	Bayard NE 69334	308-586-1034		cortney.schuller@bayardtigers.org
Scott	Cheri	Retired Nurse		PO Box 213	Bayard NE 69334	308-279-0345		cheri.scott@bayardtigers.org
Scott	Jessica	Art	109	940 J St	Gering NE 69341	308-783-6136	308-279-2842	jessica.scott@bayardtigers.org
Simons	Michael	Elem PE		11444 CR 81	Bayard NE 69334	402-340-2823		michael.simons@bayardtigers.org
Stuart	Bobbie	Business Manager/Safety Chair	Business Office	7335 Rd 110	Bayard NE 69334	308-279-0899		bobbie.stuart@bayardtigers.org
Stuart	Brandon	Elem Special Education Teacher		8544 L62A	Bayard NE 69334	308-641-7482		brandon.stuart@bayardtigers.org
Stuart	Donna	Board Member		11498 Rd 81	Bayard NE 69334	308-631-3455		donna.stuart@bayardtigers.org
Tavener	Jennifer	2nd Grade Teacher		610 1st Ave	Bayard NE 69334	308-279-1143		jennifer.tavener@bayardtigers.org
Tonniges	Tencie	Activites Director						tencie.tonniges@bayardtigers.org
Torres	Mykayla	English	114	511 E 18th St	Scottsbluff NE 69361	308-631-3132		mykayla.torres@bayardtigers.org
Unzicker	Tabitha	Elem Special Education Teacher		302 E 5th St	Bayard NE 69334	308-763-8790		tabitha.unzicker@bayardtigers.org
Wagner	Kurt	Bus Driver		360246 CR R	Bayard NE 69334	307-763-2473		kurt.wagner@bayardtigers.org
White	Tressa	HS Para	DL 104	1134 Ave C	Bayard NE 69334	631-6301		tressa.white@bayardtigers.org
Wright	Sally	Cook		10457 CR 77	Bayard NE 69334	720-290-1350		sally.wright@bayardtigers.org
Ziegler	Herman	Custodian		1010 1st Ave	Bayard NE 69334	308-672-1324		herman.ziegler@bayardtigers.org

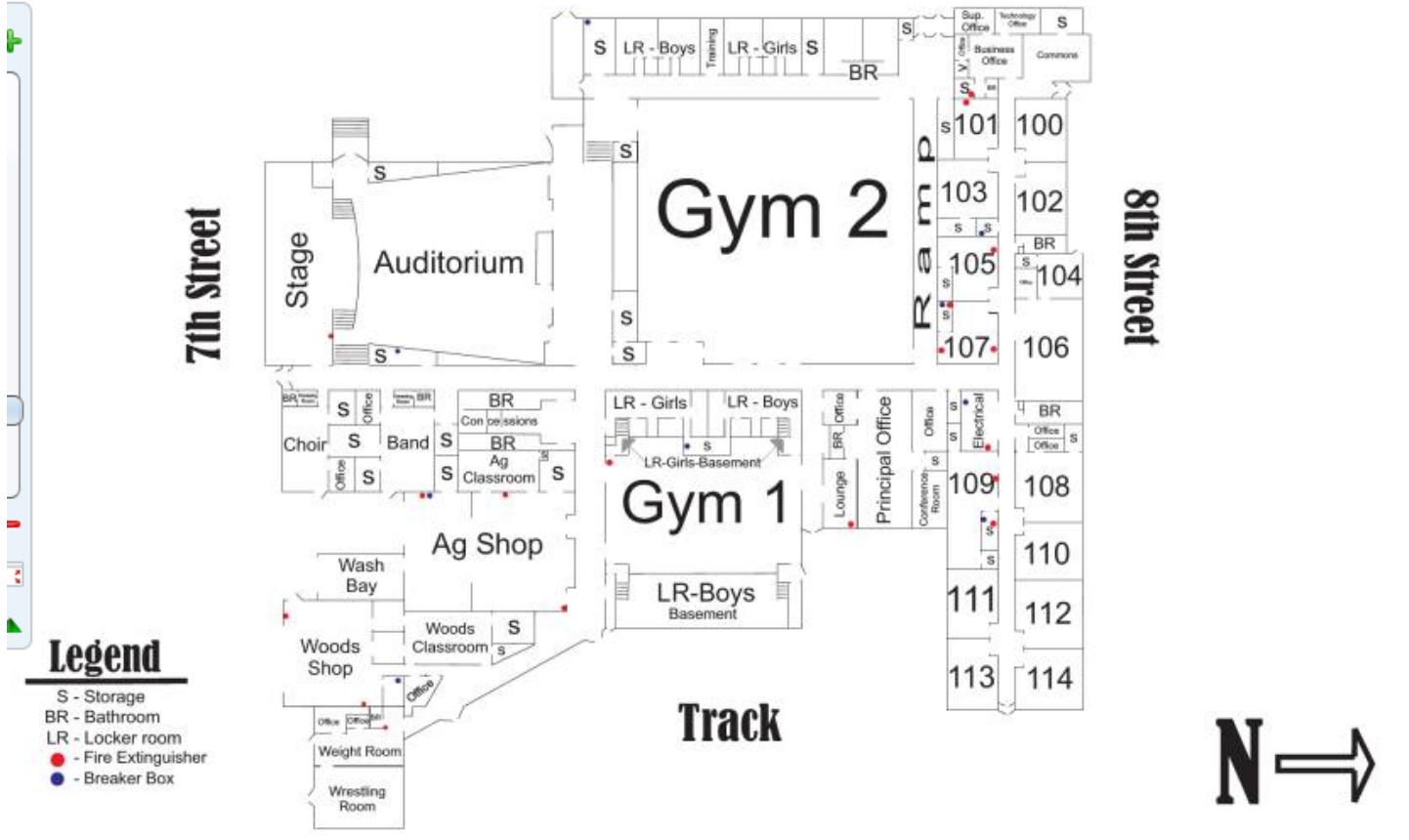
Appendix B

Students/Staff Needing Additional Assistance

Administrators have this report as it is confidential information

Appendix C
Map of School Buildings and Grounds





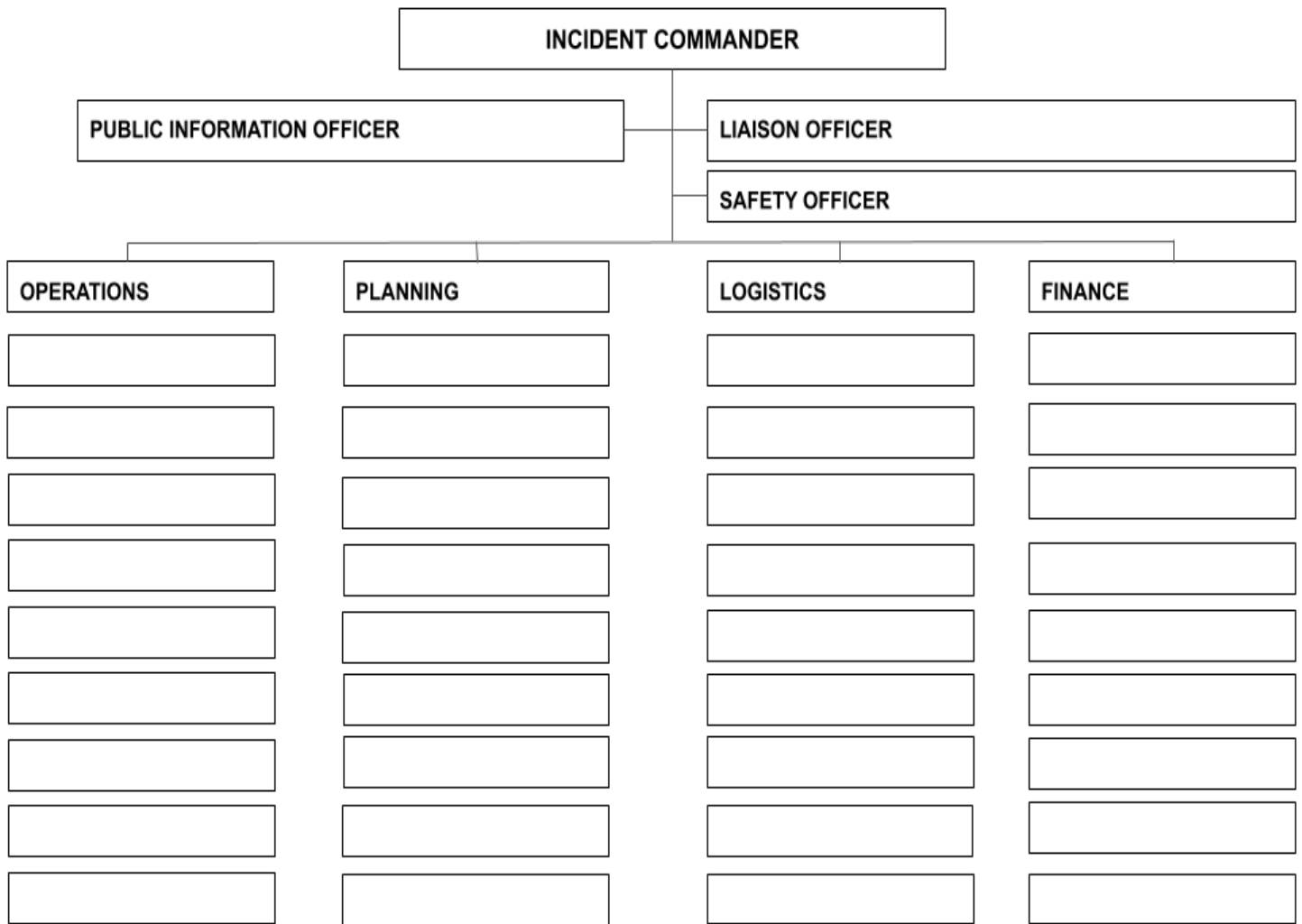
Appendix D
Company/Utilities Name and Phone Number

COMPANY/UTILITIES NAME	COMPANY PHONE NUMBER
Black Hills Energy	800- 694-8989
City of Bayard	308-586-1121
Century Link	800-201-4099

Appendix E1

ICS Organizational Chart

Below you will see that there is an [ICS Organizational Chart](#) that your school should use. When you click on this link, you will be asked if you want to make a copy. This will allow you to make a copy on your Google drive.



**Appendix E 2
ICS Contact List**

TITLE/POSITION	NAME	CELL PHONE NUMBER
SUPERINTENDENT	Dr. Travis Miller	308-641-5489
Superintendent back up	Dr. Kelley Rice	308-631-6930
PRINCIPAL	Dr. Kelley Rice/Matt McLaughlin	308-631-6930/316-833-1354
Principal back up	Tenci/Candace/Zach	/308-641-0584/308-672-2411
PUBLIC INFORMATION OFFICER	Dana Korell	308-279-2922
PIO back up	Travis Miller	308-641-5489
LIAISON OFFICER	Dana Korell	308-279-2922
Liaison Officer back up	Mike Simons	402-340-2823
SAFETY OFFICER	Bobbie Stuart	308-279-0899
Safety Officer back up	Mike Simons	402-340-2823
EMERGENCY MANAGER	Ron Leal	308-249-1310
Emergency Manager back up	Kay Anderson	308-279-0947
LAW ENFORCEMENT	Zak Douglass	308-262-0408
LAW ENFORCEMENT back up	Milo Cardenas	308-262-0408
FIRE & RESCUE	Mike Harimon	308-262-0408
FIRE & RESCUE back up	Stephanie Perkins	308-641-5577
OPERATIONS SECTION CHIEF	Candace Ehler	308-641-0584
Operations back up	Mike Simons	402-340-2823
PLANNING SECTION CHIEF	Bobbie Stuart	308-279-0899
Planning back up	Dana Korell	308-279-2922
LOGISTICS SECTION CHIEF	Lacee James	308-672-5554
Logistics back up	Mike Simons	402-340-2823
FINANCE SECTION CHIEF	Heather Oliverius	308-631-9339

Finance back up	Cindy Korell	308-279-1048
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Appendix E 3

Finance/Administration Future School Budgets (District provides)

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APPENDIX G1

Samples: Memorandums of Understandings (Local Business)

Bayard Public School District at 726 4th Ave Bayard , Nebraska 69334 hereby known as "District" enters into agreement with _____ at _____ for the purpose of partnering to preventing, responding and providing services to a threat/incident.

Term of Contract and Termination

This agreement shall begin _____, 20__ and end on _____, 20__. Either party may terminate this Agreement for any reason upon submission of written notice to the other party at least thirty (30) days prior to the effective date of termination. In addition, either party may terminate this Agreement immediately in the event that funding should be discontinued or be materially reduced.

Responsibilities and Scope of Services

1. Bayard Tiger Paws will provide up to 500 bottles of water to Bayard Public School District during and after an identified incident.
2. Bayard Tiger Paws will deliver and assist in handing out these supplies when called by the District.
3. Bayard Tiger Paws will be paid a one-time stipend of \$500 for the scope of services as agreed in this MOU.
4. District may ask for further needed supplies as requested. Depending on financial aid for the incident, Bayard Tiger Paws may be reimbursed for supplies provided.
5. _____

Hold Harmless

The District and Bayard Tiger Paws agrees to indemnify and hold harmless each other, its appointed and elected officers and employees, from and against all loss and expense, including attorney's fees and costs by reason of any and all claims and demands arising out of, or in consequence of, the negligence of either party, it's officers, employees or any other contractors associated with the work described in this agreement.

Miscellaneous Provisions

This Agreement shall not be modified unless such modification is reduced to writing and signed by both parties. This Agreement shall be governed by and construed in accordance with the laws of the State of Nebraska. Notices: Any and all notices referred to herein shall be in writing and shall be deemed to have been given when personally delivered or when mailed, registered or certified mail, or postage prepaid.

Provider/Agency Name & Address

Provider/Agency Name Signature & Title Date

School/Superintendent Name & Address

School/Superintendent Signature & Title Date

APPENDIX G2
Samples: Memorandums of Understandings (Interlocal Agreement)

INTERLOCAL AGREEMENT FOR COOPERATIVE PUBLIC SAFETY SERVICES BY AND AMONG THE COUNTIES OF _____, AND THE CITIES AND VILLAGES WITHIN SAID COUNTIES.

THIS AGREEMENT is made and entered into this ____ day of _____ 2020, by _____ and between the Counties of _____ and the participating cities and villages within said counties, all being a bodies political and corporate and political subdivisions of the state of Nebraska, hereinafter referred to collectively as the "Parties" and individually as a "Party."

WITNESSETH:

WHEREAS, the Parties desire to form a Planning, Exercise and Training Region among public safety agencies; and

WHEREAS, the Interlocal Cooperation Act, Nb. Rev. Steat. §13-801, et seq. provides that units of local government of the State of Nebraska and Nebraska state agencies may enter into agreement for the joint and cooperative exercise of powers, privileges, or authority capable of being exercised by either agency; and

WHEREAS, Neb. Rev. Stat. §13-801 provides that any one or more public agencies may contract with any one or more public agencies to perform any governmental service, activity, or other undertaking which each public agency entering into the contract is authorized by law to perform; and

WHEREAS, Counties and the Cities are public agencies as defined by Neb. Rev. Stat. §13-801; and

WHEREAS, Neb.Rev.Stat. §29-215 authorizes municipalities and counties to enter into contracts with any other municipality or county to form, operate and maintain a Planning, Exercise and Training Program"

NOW, THEREFORE, the parties mutually covenant and agree as follows:

Definition: _____ is the _____ Planning, Exercise and Training Regional group composed of the governmental agencies participating in this agreement.

Purpose: To establish, maintain and operate a public safety Training Exercise and Training Program within the jurisdictions of the participating agencies.

Term. This agreement shall have a term of ten (10) years commencing _____.

Termination. This agreement may be terminated at any time, with or without cause, upon the mutual consent of a majority of the member Parties.

Withdrawal. Any Party may withdraw from this agreement at any time, with or without cause, upon providing to the non-withdrawing Parties a written notice of such withdrawal given not less than Ninety (90) days prior to the effective date of the withdrawal.

Governance. The activities of the cooperative undertaking shall be governed by a board composed of one or more representatives from each of the Parties, hereinafter referred to as the "_____ Policy Board." The _____ Policy Board shall meet not less than (six) times each calendar year. The _____ Policy Board shall select as officers a Chairperson, Vice-Chairperson and a secretary who shall serve terms of one year. A

quorum necessary for conducting business at any _____ meeting shall consist of fifty (50) percent plus (1) of the membership of the governing board All questions before the _____ Policy Board shall be determined by majority vote of the members present. The _____ Policy Board may adopt such by-laws and rules of procedure as deemed appropriate by the _____ Policy Board.

Cooperative Powers and Authority. Each Party shall maintain their local PET program, and other operating components of the local Emergency Management Program. Each shall grant permission for any public safety agency to participate in any such program.

Claims and Indemnity. At all times while utilizing or participating in the PET program the employee of the Party shall remain an employee of the employing agency. Each Party shall provide liability insurance and indemnification for its own personnel as provided in Neb.Rev.Stat. §13-1802.

Modification. This Agreement may be modified by written agreement of the Parties.

No Separate Entity. There shall be no separate legal entity created through this Interlocal cooperation agreement. Said agreement shall be jointly administered by the _____ Policy Board as provided in section 6, above.

Property. Any property acquired or made available by any party to this agreement for the purposes of this agreement shall remain the property of the party acquiring or making such property available and shall be disposed of such party as provided by law, regulation, or ordinance governing the same.

Any property acquired jointly shall, upon termination, be equitably distributed among the Parties based upon the Parties' financial contributions toward the purchase and maintenance of any such property. In the event any Party withdraws from this agreement, an equitable distribution of the jointly held property, or the fair market value thereof, shall be made to the withdrawing party based upon the withdrawing Party's financial contributions toward the purchase and maintenance of any such jointly held property.

Any party can be elected or appointed by the _____ Policy Board to act as fiscal or purchasing agent in accordance with state law. Any property to be purchased and jointly held by the Parties shall be purchased pursuant to the purchasing rules or statutes applicable to the Party making the purchase on behalf of the Parties.

Any surplus or unusable jointly held property shall be disposed pursuant to the rules or statutes applicable to the Party making such disposition on behalf of the Parties. The proceeds of any sale or disposition of jointly held property shall be equitably distributed among the Parties based upon the Parties' financial contributions toward the purchase and maintenance of any such property.

An inventory of all property jointly held and a report on the disposition of any joint property sold, transferred or disposed of during the prior twelve months shall be provided to the City or County Clerk of each Party on or prior to April 1 of each year.

Finances. This agreement shall be financed by funds available to the parties hereto.

Provision of Assistance. Pursuant to the Interlocal Cooperation Act, any party to this agreement, in the party's sole discretion, may appropriate funds and may sell, lease, give, or otherwise provide assistance, including personnel and services, as may be within the party's legal power to furnish.

Additional Agreements.

This agreement shall become effective for each party when that party by ordinance, motion or resolution

adopts and approves this agreement and authorizes the proper official to execute this agreement. Additional cities or counties may become parties to this agreement upon acceptance and execution of this agreement, and upon approval by the governing bodies of the Parties already a party to this agreement or as directed by the Nebraska Emergency Management Agency.

Executed this_ day of _____ , 2020.

County of _____ by:

Chairperson, County Board of Commissioners

[attest]

County Clerk Approved as to form:

County Attorney

APPENDIX G3

Samples: Memorandums of Understandings (Emergency Response Entities)

_____ (PET) REGION MEMORANDUM OF UNDERSTANDING

Overview

The _____ PET Region and _____ County recognize the need for coordination within the region for regional planning, exercise, and training (PET). Today's public safety realities have highlighted the need for counties to function regionally and establish the PET process for interoperability, mutual aid, and emergency response plans. This process not only goes beyond traditional jurisdictional boundaries but across disciplines as well.

To institute the regional PET process, the _____ and the participating cities and villages within said counties, emergency response agencies and public service agencies have worked cooperatively to develop a regional solution. This solution establishes the regional PET process for emergency response with procedures that are accessible and used by key public service officials, public safety officials, and public and private service executives.

Purpose

The regional PET process is the basis for formalizing the region. The purpose of the regional PET process is to provide structure for the _____ PET Region and create formalized governance in the form of a regional committee. This governance structure transcends traditional or mutual inter discipline aid in terms of purpose. The regional PET process along with interoperability ensures an organized method of planning, exercising, and training for coordination of resources to expedite efficient deployment of those resources regionally. This shall serve primarily as the function to unify the regional PET process. Moreover, the signees of this memorandum of understanding will be responsible for coordinating with the region regarding the use of grant funds for the regional PET process, and equipment.

Policy

It shall be the policy that the region will align with the State Homeland Security Strategy when requesting Homeland Security Funds. Another requirement of the region is to maintain a 5 year regional PET calendar. Local Emergency Operation Plans (LEOP) shall be maintained by the individual counties. The purpose of these requirements is to ensure collaboration between local jurisdictions. All signees will be responsible for coordinating with the region regarding the use of grant funds for PET and equipment, in accordance with the approved equipment list (AEL). Regional partners shall address the sustainability of the PET program and equipment acquired through the Homeland Security Grant Program.

This PET Memorandum of Understanding in no way supersedes, overrides or overrules any other MOU, Mutual Aid Agreement or Interlocal Agreement the Region or Counties might have in place prior to the implementation of this MOU. In addition any party may withdraw from this agreement at any time, with or without cause, upon providing to the non-withdrawing Parties a written notice of such withdrawal given not less than ninety (90) days prior to the effective date of the withdrawal.

Oversight

Each county participating in the use of the regional PET process will provide the Emergency Management Director and one Emergency Management alternate (Deputy) as deemed appropriate as a representative to the regional committee after entering into this MOU. Oversight of the regional PET process is administered through the South Central PET Region which will be chaired by a representative of that committee. Any issues affecting policy, recommendation, and/or subsequent change that alter the purpose of the MOU will be implemented only after a consensus is reached by the regional committee respectively. Accordingly, each county will be responsible for oversight authority of their jurisdiction. It is the responsibility of the county to

ensure that the regional SOPs are followed when necessary and to ensure that the National Incident Management System and the National Response Plan will be integrated into the regional PET process.

Executed this ____ day of _____, 2020.

_____ County

by:

Chairperson, County Board of Commissioners

Appendix G4
Memorandum of Understanding (County Sample)

_____ COUNTY NEBRASKA
COUNTY BOARD RECORD OF APPOINTMENT

Whereas the Nebraska Emergency Management Agency and the Nebraska Governor's Homeland Security Policy Group act as the State Administrative Agency for Homeland Security within the State of Nebraska,

Whereas _____ County has elected to participate in the Emergency Management and Homeland Security Programs set forth by Federal and State Agencies.

Whereas by participation in said Emergency Management and Homeland Security Programs _____ County is part of a (15) county emergency management region established by the State of Nebraska for purposes including but not limited to: Interoperable Planning and System Implementation, Disaster Planning, and the Emergency Management/Homeland Security/Interoperable Grant Program, and other programs as prescribed by State and Federal Authorities

_____ County by participating in the (15) county regional Emergency Management Group must appoint at minimum one person to serve as a member of and participate in the regional Emergency Management group to the full extent as permitted and required by the needs of the program. Authority of said appointee shall not exceed authority granted by State Statute and/or the policy and procedures of _____ County.

Such appointment shall be at the pleasure of the governing authority of the County and be perpetual for the duration of the Emergency Management group. Such appointment shall be reviewed each year at the annual organizational meeting of the County Board.

The _____ County Board of Supervisors does hereby appoint the _____ County Emergency Management Director and the _____ to the Emergency Management Regional group known as the _____ to fulfill all duties as required by the regional group.

This appointment is considered to be retroactive to the commencement of the region.

Approved and passed this _____ day of _____, 202__ .

County Board of Supervisors

Clerk of County Court

(insert County seal)

Appendix H

Media Templates

The linked document contains several pre-developed messages that spokespeople can use for different events. Spokespeople should practice delivering the three key messages, then work their way through the supporting points when needed. These messages were developed by Nebraska's Behavioral Health Risk Communication Cadre – professionals with special expertise and knowledge of risk communication and threat assessment. The group meets monthly to discuss emergency plans and information related to behavioral health.

<http://disastermh.nebraska.edu/files/archive/DHHS%20Disaster%20Behavioral%20Health%20Risk%20Messages%20-%20June%202019.pdf>

Appendix I

Pre-negotiated Agreements, Contracts, and MOU's (District to insert here)

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Appendix J
Recording and Distributing the EOP Plan

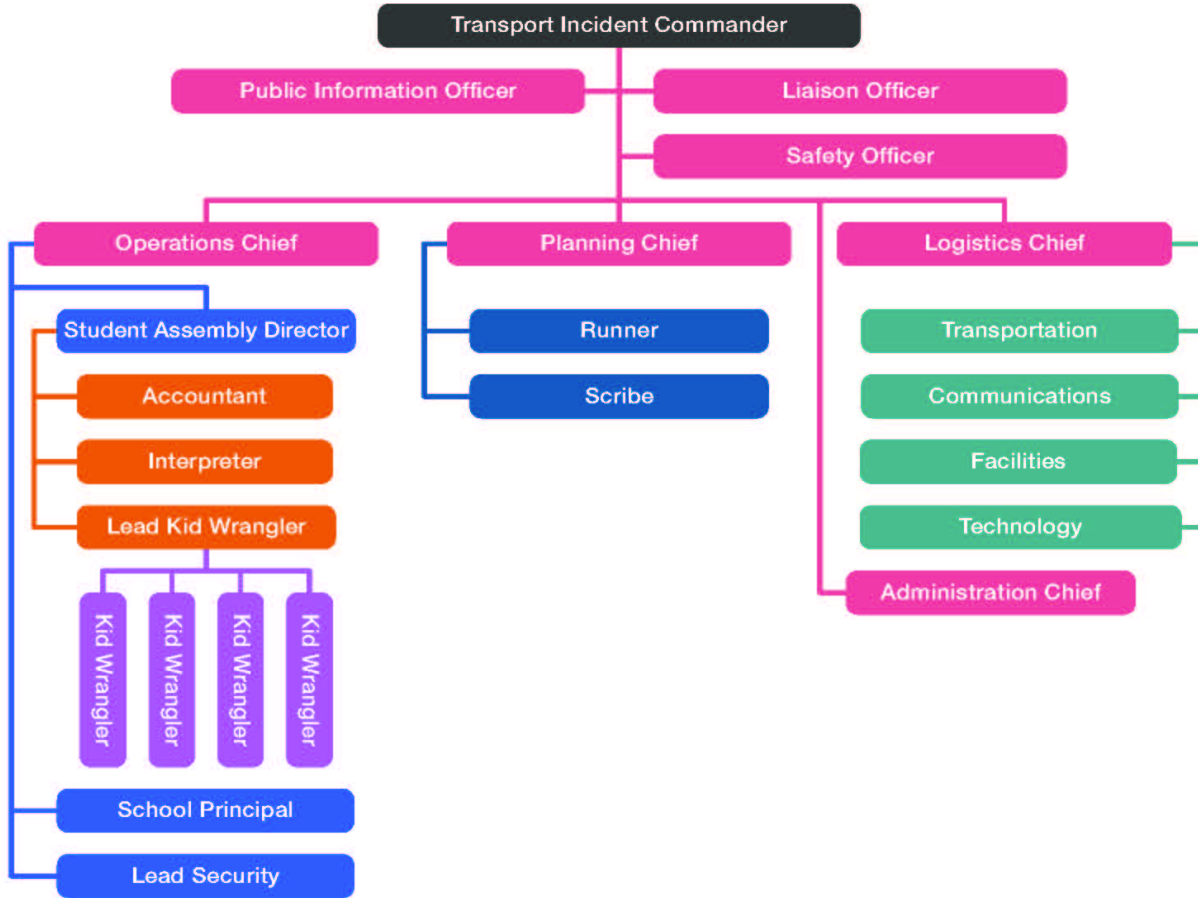
TITLE/NAME OF PERSON RECEIVING PLAN	AGENCY	DELIVERY DATE	NUMBER OF COPIES DELIVERED
Kim Kildow	Bayard Schools		
Travis Miller	Bayard Schools		
Bobbie Stuart	Bayard Schools		
Greg Schmall	City of Bayard		
Ron Leal	Region 21 Emergency Management		
Tim Newman	Region 22 Emergency Management		
Nan Gould	Region 23 Emergency Management		
Zak Douglass	Bayard Police Dept		
Mike Harimon	Bayard Fire Dept.		
Milo Cardenas	Morrill County Sheriff		
Kay Anderson	Morrill County Emergency Management Deputy		
Kelley Rice	Principal		
Matt McLaughlin	Principal		
Kirk Von Minden	Nebraska State Patrol		

**Appendix K2
Schedule/Record of Drills**

(_____YR)

			Present: ✓		Name:
Date Sched	Date Complete	Type of Drill (Evacuate/fire) - Required Varying Scenario Conditions (e.g., blocked entrance)	EMS	LE	School Admin
Aug					
Aug					
Sept					
Oct					
Nov					
Dec					
Jan					
Feb					
Mar					
Apr					
May					
		Type of Drill (Shelter/Tornado) - Required			
Aug					
Mar					
		Type of Drill (Evacuate/Bus) - Required			
Aug					
Jan					
		Type of Drill (Hold in Classroom) - Encouraged			
Aug					
		Type of Drill (Secure) - Highly Encouraged			
1st Sem					
2nd Sem					
		Type of Drill (Lockdown) - Highly Encouraged			
1st Sem					
2nd Sem					
		Type of Drill (Reunification) - Highly Encouraged			

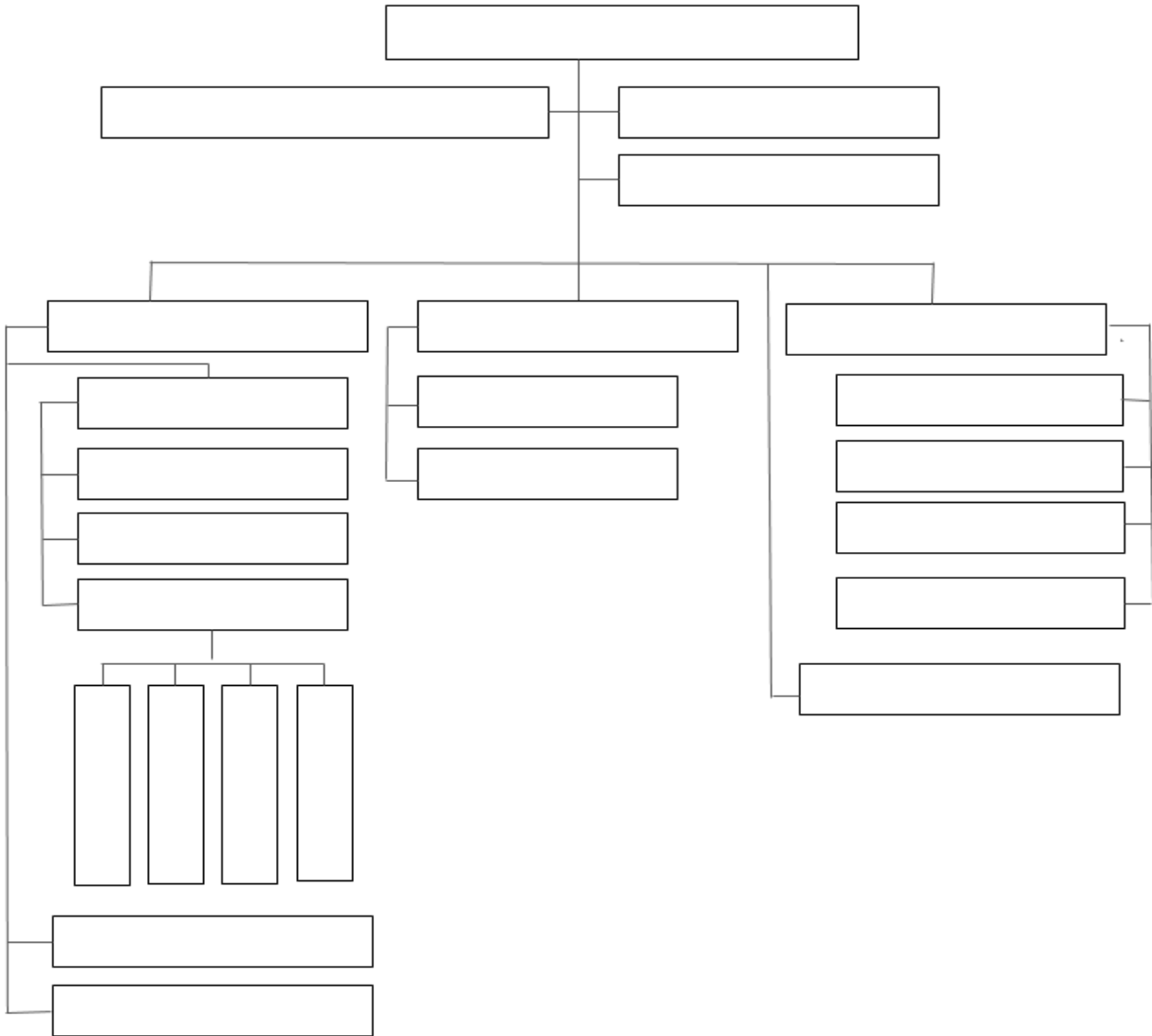
SAMPLE TRANSPORT ORGANIZATION CHART



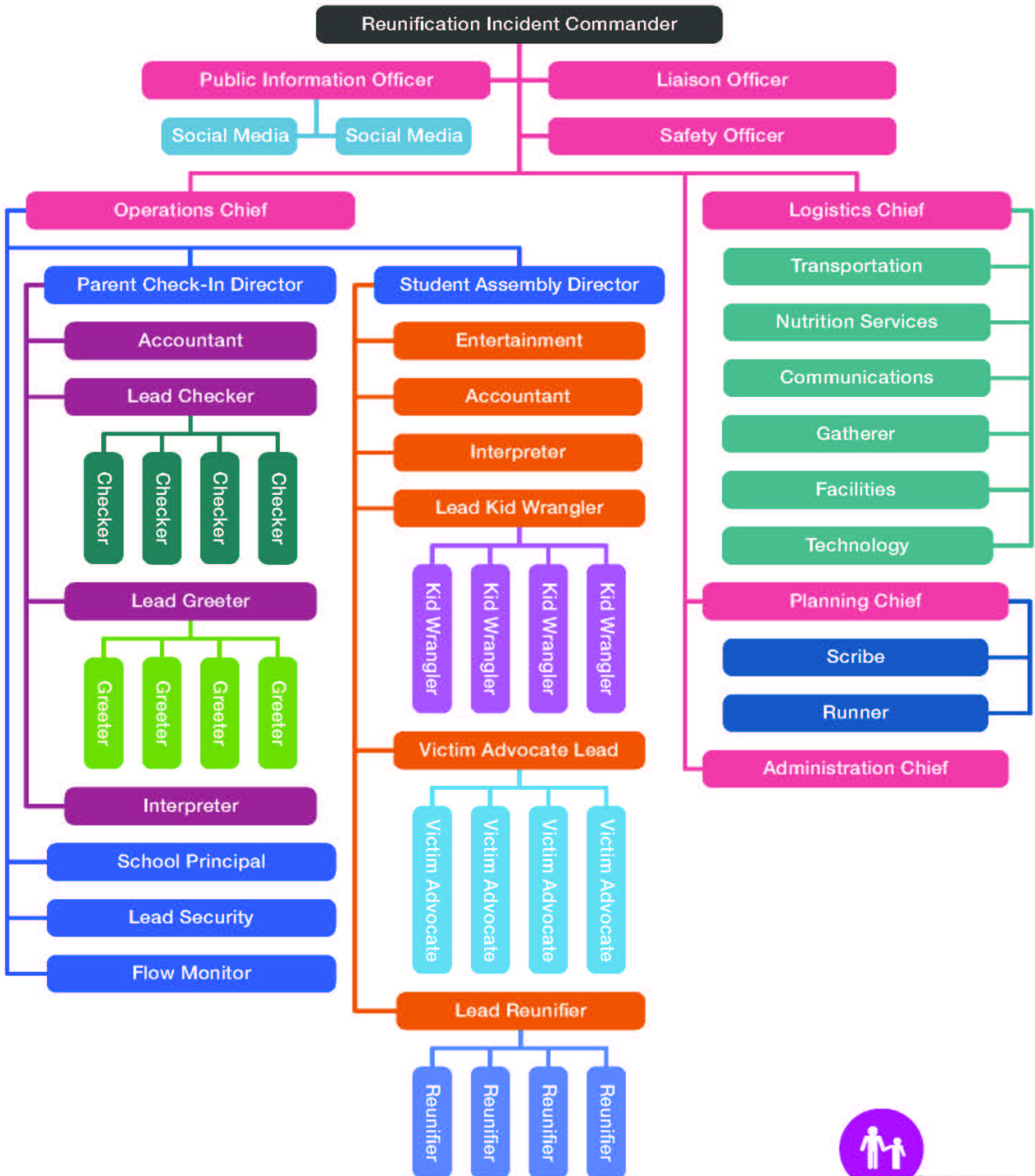
Appendix L1

Transport Organization Chart (Fillable)

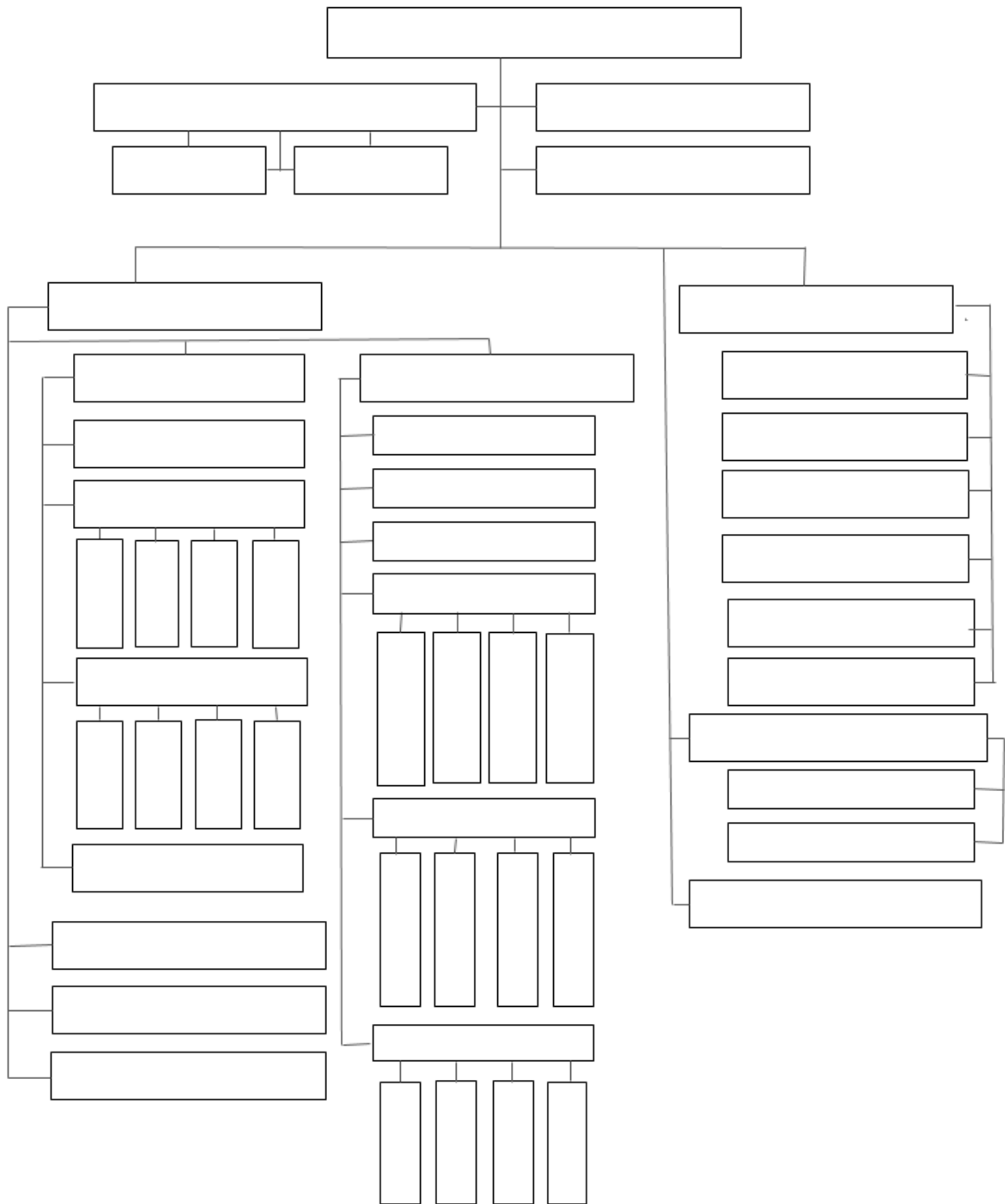
Complete the following [Transport Organization Chart](#) for your district. When you click on this link, you will be asked if you want to make a copy. This will allow you to make a copy on your Google drive.



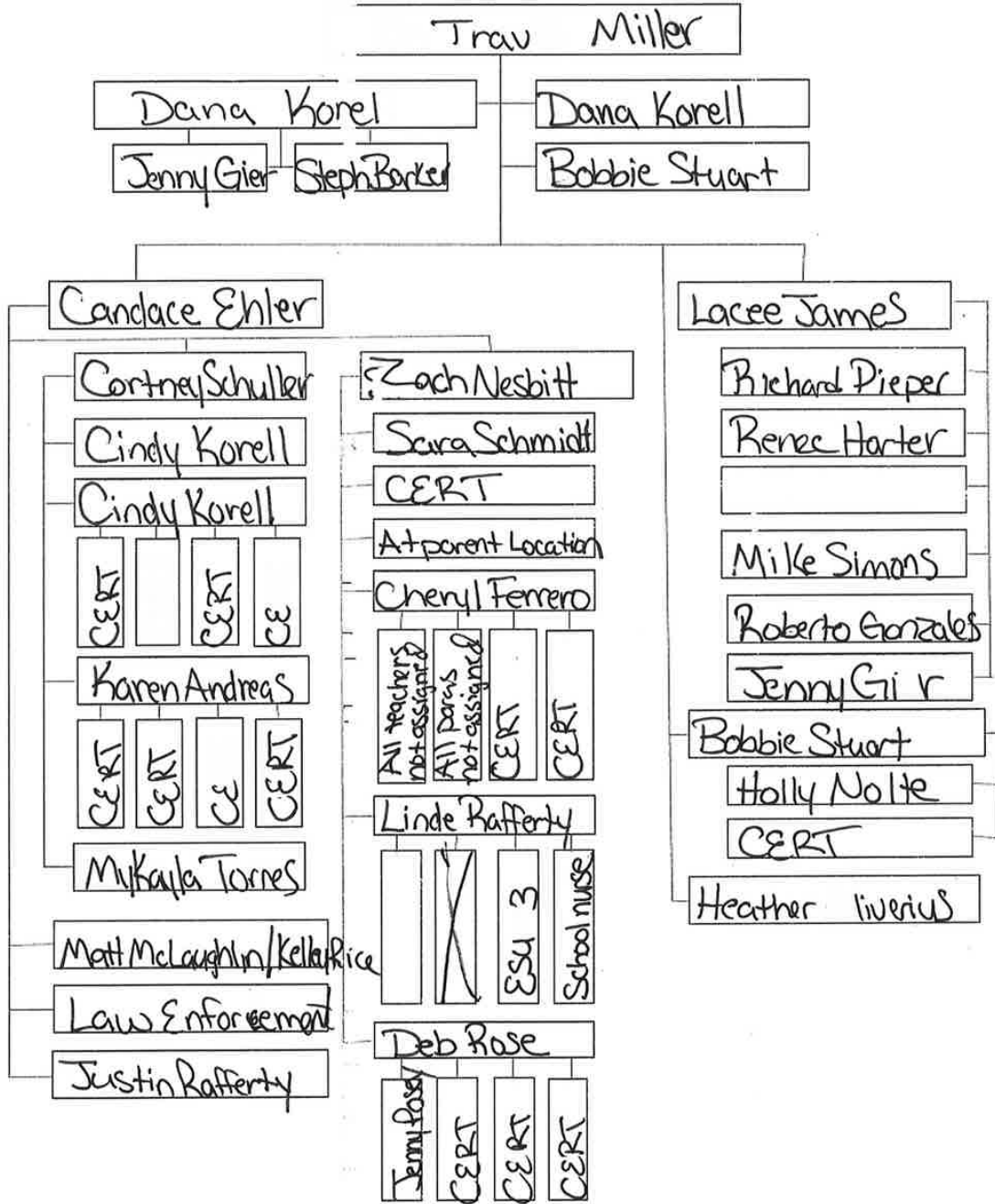
SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



Appendix L2 [Offsite Reunification Chart](#) (Fillable) When you click on this link, you will be asked if you want to make a copy. This will allow you to make a copy on your Google drive.



Offsite Reunification Chart



**Appendix M1
COOP Example**

Continuity of Operations Plan					
Goal:					
1) Ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school.					
Objectives:					
1.1 Define Essential Functions					
1.2 Create Orders of Succession					
1.3 Create Delegations of Authority					
1.4 Identify Facilities and Locations					
1.5 Establish Plans for Communications Continuity					
1.6 Create a Plan for Assessing Vital Records					
1.7 Establish a Plan for Human Capital Management					
1.8 Establish Plans for Devolution					
1.9 Establish a Plan for Reconstitution					
Before		During		After	
Prevention		Preparedness		Recovery	
Business Services (payroll, purchasing)					
● Business Office Staff		● Business Office Staff		● Business Office Staff	
Human Resources					
● Business Office Staff		● Business Office Staff		● Business Office Staff	
Communications					
● PIO		● PIO		● PIO	
Technology Support (hardware, systems)					
● Tech Coordinator		● Tech Coordinator		● ESU13	
Facility Maintenance					
● Custodians		● Custodians		● Custodians	
Building Safety & Security					
● Principals		● Principals		● Safety Officer	
Safety & Well Being of Students					
● Principals		● Principals		● PFA Team	

Continuity of Learning			
• Superintendent	• Superintendent	• Principals	• Principals
Restoration of School Operations			
• Superintendent	• Superintendent	• All Staff	• All Staff

Appendix M2

COOP Form (Fillable)

Continuity of Operations Plan			
Goals:			
1)			
2)			
3)			
Objectives:			
1.1			
1.2			
1.3			
2.1			
2.2			
2.3			
3.1			
3.2			
3.3			
Before		During	
Prevention	Preparedness	Response	Recovery
Business Services (payroll, purchasing)			
•	•	•	•
Human Resources			
•	•	•	•
Communications			
•	•	•	•
Technology Support (hardware, systems)			
•	•	•	•
Facility Maintenance			
•	•	•	•
Building Safety & Security			
•	•	•	•
Safety & Well Being of Students			
•	•	•	•
Continuity of Learning			
•	•	•	•
Restoration of School Operations			
•	•	•	•

Appendix N1

Threats/Hazards List

Protocols enacted	Threat/Hazard Examples	
	<ul style="list-style-type: none"> ● Explosions ● Extreme Temperatures ● Social Media Attack ● Neighborhood Fire ● Wind chill ● Avalanches ● Pipe Line breaks ● Gas/Water breaks ● Nuclear Power Plant ● Nuclear Explosions ● Snow storms ● Planned warrant service in area ● Political demonstration ● Unknown or unauthorized person on grounds 	<ul style="list-style-type: none"> ● I.C.E. raids ● Gangs ● Sex Offender ● Kidnapping ● Behavioral crisis ● Human trafficking ● Hostage situation ● Domestic violence ● Racial matter ● Civil unrest/Riot ● Fight/assault ● Dangerous animal on grounds ● Terroristic threat ● Thunder/lightning ● Criminal activity in area
	<ul style="list-style-type: none"> ● Gangs ● Terroristic threats ● Behavioral crisis ● Pipeline breaks ● Gas/water breaks ● Homicide ● Active killer ● Intruder ● Mass attack in crowded places in close proximity ● Explosions 	<ul style="list-style-type: none"> ● Polling/voting places ● Parent/custodial issues ● Domestic violence ● Fight/assault ● Bioterrorism ● Social media attack ● Hostage situation ● Riot ● Racial matter ● Concealed weapons
	<ul style="list-style-type: none"> ● Bomb threat ● Earthquake ● Tsunamis ● Floods ● Flood debris flow ● Explosion ● Dam break 	<ul style="list-style-type: none"> ● Snow storms ● Nuclear Power Plant ● Nuclear explosion ● Pipeline break ● Gas/water breaks ● Hostage situation ● Terroristic threat ● Chemical spills
	<ul style="list-style-type: none"> ● Hurricanes ● Earthquakes ● Chemical spills ● Nuclear Power Plant 	<ul style="list-style-type: none"> ● Nuclear explosion ● Tornadoes ● Severe weather
	<ul style="list-style-type: none"> ● Auto/bus crashes ● Missing students ● Suicide (building or grounds) ● Drug dog ● Medical emergency ● Fight/assault 	<ul style="list-style-type: none"> ● Suicide/Drowning ● Student/staff death ● Domestic violence ● Pandemic ● Epidemic

Appendix N2

Appendix N3
Risk Assessment Worksheet

Threat/Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Social Media Attack	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Utility Line Break	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Behavior Crisis	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Domestic Violence	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Fight/Assault	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Terroristic Threats	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Severe Weather	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Criminal Activity in Area	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Unknown or unauthorized person on grounds	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Parental/Custodial Issues	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Chemical Spills/Hazmat Incident	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

Appendix N2

Risk Assessment Worksheet

Threat/Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Medical Emergency	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Cat 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

Appendix N3

Examples of Threats/Hazards in SRP Areas

<h1>Secure</h1>			
Potential Hazards/Threats (outside)			
Explosions	Extreme Heat	Social Media Attack	Neighborhood Fire
Wind Chill	Avalanches	Pipe Line Breaks	Gas/Water Breaks
Nuclear Power Plant	Nuclear Explosions	Snow Storms	I.C.E. Raids
Gangs	Sex Offender	Kidnapping	Behavioral Crisis
Human Trafficking	Hostage Situation	Domestic Violence	Racial Matter
Civil Unrest	Fight/Assault	Riot	Terroristic Threat
Planned warrant service in the area	Mass Attacks in Crowded or Public Places - Distant Proximity	Unknown or unauthorized person on grounds	Dangerous Animal on grounds
Political Demonstration	Thunderstorm/ Lightning	Criminal Activity in Area	Bioterrorism
<ul style="list-style-type: none"> ● Secure the perimeter ● Lock outside doors ● Everyone inside the building ● Emergency contact list parents/guardians ● Develop EOP Plan prior ● Accountability of students/staff ● Assignment of staff at exterior doors ● Educate parents on secure protocols ● Educate students/staff on secure protocols ● Disseminate parent letter ● Public Information disseminated ● Notify staff/students ● Assignments made for notification coverage ● Door signs removed from exterior doors ● PIO update the all clear ● Scripted announcement modified to situations (i.e., dismissal, lunch, end of day) ● Open campus return needs to be supervised at one door ● Ensure alignment with LEOP ● ● ● ● ● ● ● 		<ul style="list-style-type: none"> ● Drill Practice ● List of students ready ● Have 'go bags' ready ● Identify perimeter access points ● Ensure exterior doors lock ● Review security procedures frequently ● Copy & Laminate signage ● Display Signage on entrance/exit doors ● Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Announcement of end of threat ● Checking in with staff/students who may have been affected ● Watch for students/staff signs & symptoms of distress ● Determine if further action is needed ● Educate students return from lunch, non-exit out of building protocol if in secure ● First Aid Kit ● Ensure medicine, food, etc. for medical purposes available ● ● ● ● ● ● ● 	

Lockdown

Potential Hazards/Threats (inside)

Gangs	Behavioral Crisis	Terroristic Threat	Pipe Line Breaks
Gas/Water Breaks	Homicide	Active Killer	Intruder
Mass Attacks in Crowded or Public Places - Close Proximity	Polling/Voting Places	Parental Custodial Issue	Domestic Violence
Fight/Assault	Bioterrorism	Explosions	Social Media Attack
Hostage Situation	Riot	Racial Matter	Concealed Weapon

<ul style="list-style-type: none"> ● Develop EOP Plan prior ● Accountability of students/staff ● Educate parents on lockdown protocols ● Educate students/staff on lockdown protocols ● Disseminate parent letter ● Public Information disseminated ● Notify staff/students ● Assignments made for notification coverage ● Administrator or law enforcement officer unlock each classroom door for the all clear ● Scripted announcement modified to situations ● Modify routines according to time of situation (i.e., dismissal, lunch, end of day) ● Collaborating with community partners ● Testing alarm and intercom systems ● Establish strong visitor protocols ● Educate all staff/students on visitor protocols ● Exercise possible situations ● Educate substitutes on protocols ● Practice and test “out of sight” ● Buses available for evacuation ● Reunification sites identified ● Reunification drilled and exercised ● Set up the reunification site and process (PFA support, interview, notification rooms) ● Establish media location ● Establish Incident Command ● Identify school representative to serve on ESU level SRM Team ● Call 911 - regardless ● First Aid Kit ● Recovery - work under ICS Structure ● Evacuation sites identified ● 	<ul style="list-style-type: none"> ● Drill Practice(Muscle memory) ● List of students ready ● Have ‘go bags’ ready ● Review security procedures frequently ● Copy & Laminate signage ● Display Signage in prominent places ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Checking in with staff/students who may have been affected ● Watch for students/staff signs & symptoms of distress ● Threat assessment team and process in place ● Threat management process in place ● Office Personnel attend Secretaries Safety Training ● Doors/windows numbered (interior & exterior) ● Ensure all classroom door locks in working condition (from inside if possible) ● Evacuation sites tested for functionality ● ROK KIT prepared and ready to go ● Third party identified to answer student call when self evacuating ● Third party trained how to answer call ● Assign personnel to, set and mark perimeter at school ● Assign personnel to, set and mark perimeter at reunification site ● Ensure medicine, food, etc. for medical purposes available ● Ensure alignment with LEOP
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Evacuate

Potential Hazards/Threats

Bomb Threat	Earthquake	Tsunamis	Floods
Explosions (inside)	Flood Debris Flow	Dam Break	Snow Storms
Nuclear Power Plant	Nuclear Explosions	Pipe Line Breaks	Gas/Water Breaks
Hostage Situation	Terroristic Threat	Wildfires	Chemical Spills

<ul style="list-style-type: none"> ● Everyone outside the building ● Emergency contact list parents/guardians ● Develop EOP Plan prior ● Accountability of students/staff ● Educate parents on evacuate protocols ● Educate students/staff on evacuate protocols ● Disseminate parent letter ● Notify staff/students ● Assignments made for notification coverage ● PIO notification ● Scripted announcement modified to situations ● Notification from an entity about a pending community hazard off school property ● Identify Evacuation Site - backup site identified ● Ensure accessibility at all times to evacuation site ● Assigned staff for safe street crossing ● Call 911 - regardless ● Reunification with parents following SRM ● If deemed all clear, school resumes and student movement back to building ● First Aid Kit ● Threat Assessment team assess validity and credibility of Bomb/Terroristic Threat ● ● ● ● ● ● ● ● ● ● 	<ul style="list-style-type: none"> ● Drill Practice ● List of students ready ● Have 'go bags' ready ● Review security procedures frequently ● Copy & Laminate signage ● Display SRP Posters around building ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Checking in with staff/students who may have been affected ● Watch for students/staff signs & symptoms of distress ● Determine if further action is needed ● Procedures for early dismissal due to evacuate situation ● Ensure medicine, food, etc. for medical purposes available ● Transportation plan ● Supervision of student movement to location (backup plan if teacher/staff incapacitated) ● PIO notification regarding next school day ● Ensure alignment with LEOP ● ● ● ● ● ● ● ● ● ● ●
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Incidental

Potential Hazard/Threat

Suicide (in building/on grounds)	Drug Dog	Medical Emergency	Fight/Assault
Domestic Violence	Pandemic	Epidemic	
<ul style="list-style-type: none"> ● Emergency contact list parents/guardians ● Develop EOP Plan prior ● Accountability of students/staff ● Assignment of staff at exterior doors ● Educate parents on protocols ● Educate students/staff on protocols ● Disseminate parent letter ● Public Information disseminated ● Notify staff/students ● Scripted announcement modified to situations ● Educate students about seatbelts ● Educate students about texting and driving ● Educate students about defensive driving ● Align memorials with PFA ● Contact suicide partners (i.e., LOSS teams) ● Follow ICS Structure for Auto/Bus Crashes ● Identify support rooms for PFA team ● ● ● ● ● ● ● ● 		<ul style="list-style-type: none"> ● Review security procedures frequently ● Checking in with staff/students who may have been affected ● Watch for students/staff signs & symptoms of distress ● Determine if further action is needed ● Ensure alignment with LEOP ● First Aid Kit ● Suicide Prevention Training ● Practice protocols for bus safety ● Bus evacuation drills ● Team has been trained in PFA ● Support team has PFA process in place ● Contact ESU for PFA assistance ● Good Supervision of all students in all settings ● Follow through with Bully/Cyberbullying reports ● ● ● ● ● ● ● 	

HOLD

Situation

Auto/Bus Crashes	Suicide	Drowning	Staff/Student Death
Missing Student			
<ul style="list-style-type: none"> ● Develop EOP Plan prior ● Accountability of students/staff ● Educate parents on HOLD protocols ● Educate students/staff on HOLD protocols ● Disseminate parent letter ● Public Information disseminated ● Notify staff/students ● Assignments made for notification coverage ● PIO update the all clear ● Scripted announcement modified to situations ● Modify routines according to time of situation (i.e., dismissal, lunch, end of day) ● Open campus return needs to be supervised at one door ● Exterior/Interior Doors and Windows numbered ● Call 911 ● Move affected students away from line of sight of the incident ● ● ● ● ● ● ● ● ● ● 		<ul style="list-style-type: none"> ● Drill Practice ● Identify perimeter access points ● Ensure exterior doors lock ● Review security procedures frequently ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Announcement of end of threat ● Checking in with staff/students who may have been affected ● Watch for students/staff signs & symptoms of distress ● Determine if further action is needed ● Educate students return from lunch, non-exit out of building protocol if in HOLD ● Ensure alignment with LEOP ● First Aid Kit ● Ensure medicine, food, etc. for medical purposes available ● ● ● ● ● ● ● ● ● ● 	

**Appendix N4
Samples of Goals/Objectives and Action Plan**

Hazard: Tornado			
<p>Goal:</p> <p>1) (BEFORE) Lessen effects of a tornado by strengthening/securing building(s) and property to prevent loss or injury to life.</p> <p>1) (DURING) Protect life and property from damage by the tornado.</p> <p>2) (AFTER) Provide necessary medical attention to those in need.</p>			
<p>Objectives:</p> <p>1.1 Conduct shelter/tornado training and drills.</p> <p>1.2 Identify location for shelter.</p> <p>1.3 Ensure shelter location(s) are structurally sound.</p> <p>2.1 Shelter all persons in the designated areas of the building.</p> <p>2.2 Ensure building structure is secure without unsecure objects</p> <p>2.3 Account for all persons and their safety.</p> <p>3.1 Assess all persons' safety.</p> <p>3.2 Call EMS to respond.</p> <p>3.3 Immediately begin to provide first aid. (medical/PFA)</p> <p>3.4 Evacuate from building.</p>			
Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
<ul style="list-style-type: none"> Develop EOP Plan prior 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Notify staff/students 	<ul style="list-style-type: none"> Recovery - work under ICS Structure Announcement of end of threat Determine if further action is needed
Public Information Officer			
<ul style="list-style-type: none"> Public Information disseminated 	<ul style="list-style-type: none"> Public Information disseminated Disseminate parent letter 	<ul style="list-style-type: none"> Public Information disseminated Scripted announcement modified to situations 	<ul style="list-style-type: none"> Public Information disseminated PIO update the all clear
Liaison Officer			
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Ensure alignment with LEOP 	<ul style="list-style-type: none"> Call 911 - to inform of Sheltering 	<ul style="list-style-type: none">
Safety Officer			
<ul style="list-style-type: none"> Ensure building are structurally sound Ensure exterior doors 	<ul style="list-style-type: none"> Check local weather conditions on a regular basis Access to weather alert 	<ul style="list-style-type: none"> Everyone inside the building 	<ul style="list-style-type: none">

lock	<ul style="list-style-type: none"> radio ● Ensure alignment with LEOP 		
Operations			
●	<ul style="list-style-type: none"> ● Assignments made for notification coverage ● Assignment of staff at exterior doors 	<ul style="list-style-type: none"> ● Modify routines according to time of situation (i.e., dismissal, lunch, end of day) 	<ul style="list-style-type: none"> ● Identify students that need immediate physical/emotional support ● Watch for students/staff signs & symptoms of distress
Planning			
● Develop EOP Plan prior	<ul style="list-style-type: none"> ● Have protocols developed for when school is weather watch/warnings ● Determine needs of special ed/physically challenged ● Review security procedures frequently ● Copy & Laminate signage ● Display Signage on areas of shelter ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Educate students return from lunch, non-exit out of building protocol if in Shelter ● Trainings/Drills are conducted ● Educate students/staff on Shelter protocols ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Educate parents on Shelter protocols 	●	●
Logistics			
●	<ul style="list-style-type: none"> ● Regularly clean Shelter area ● If feasible, hand held radios ● Display Signage on areas of shelter 	●	●

	<ul style="list-style-type: none"> ● All Shelter locations identified, appropriate for type of hazard ● Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water) ● Food and snacks ● Ensure medicine, food, etc. for medical purposes available in Shelter ● Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio) 		
Finance/Administration			
<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● List of students ready ● Emergency contact list parents/guardians 	<ul style="list-style-type: none"> ● Accountability of students/staff 	<ul style="list-style-type: none"> ● Accountability of students/staff

Appendix N5

Goals/Objectives and Action Plan (Fillable)

Hazard: Tornado/Severe Weather/Flood/Winter Weather			
Goal: (BEFORE) Lessen effects of a tornado by strengthening/securing building(s) and property to prevent loss or injury to life. 1) (DURING) Protect life and property from damage by the tornado. 2) (AFTER) Provide necessary medical attention to those in need.			
Objectives: 1.1 Conduct shelter/tornado training and drills. 1.2 Identify location for shelter. 1.3 Ensure shelter location(s) are structurally sound. 2.1 Shelter all persons in the designated areas of the building. 2.2 Ensure building structure is secure without unsecure objects 2.3 Account for all persons and their safety. 3.1 Assess all persons' safety. 3.2 Call EMS to respond. 3.3 Immediately begin to provide first aid. (medical/PFA) 3.4 Evacuate from building.			
Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
• Develop EOP Plan prior	•	• Notify staff/students	• Recovery - work under ICS Structure • Announcement of end of threat • Determine if further action is needed
Public Information Officer			
• Public Information disseminated	• Public Information disseminated • Disseminate parent letter	• Public Information disseminated • Scripted announcement modified to situations	• Public Information disseminated • PIO update the all clear
Liaison Officer			
•	• Ensure alignment with LEOP	• Call 911 - to inform of	•

		Sheltering	
Safety Officer			
<ul style="list-style-type: none"> • Ensure building are structurally sound • Ensure exterior doors lock 	<ul style="list-style-type: none"> • Check local weather conditions on a regular basis • Access to weather alert radio • Ensure alignment with LEOP 	<ul style="list-style-type: none"> • Everyone inside the building • 	<ul style="list-style-type: none"> • •
Operations			
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Assignments made for notification coverage • Assignment of staff at exterior doors 	<ul style="list-style-type: none"> • Modify routines according to time of situation (i.e., dismissal, lunch, end of day) 	<ul style="list-style-type: none"> • Identify students that need immediate physical/emotional support • Watch for students/staff signs & symptoms of distress
Planning			
<ul style="list-style-type: none"> • Develop EOP Plan prior 	<ul style="list-style-type: none"> • Have protocols developed for when school is weather watch/warnings • Determine needs of special ed/physically challenged • Review security procedures frequently • Copy & Laminate signage • Display Signage on areas of shelter • Create annual schedule of teaching protocols for parents • Create annual schedule of teaching protocols for staff/students • Create annual schedule for drilling • Educate students return from lunch, non-exit out of building protocol if in Shelter • Trainings/Drills are conducted • Educate students/staff on Shelter protocols • Create annual schedule of teaching protocols for parents • Create annual schedule of teaching protocols for staff/students • Educate parents on Shelter protocols 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Logistics			
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Regularly clean Shelter area • If feasible, hand held radios • Display Signage on areas of shelter • All Shelter locations identified, appropriate for type of hazard • Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water) • Food and snacks • Ensure medicine, food, etc. for medical purposes available in Shelter • Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Finance/Administration			
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • List of students ready • Emergency contact list parents/guardians 	<ul style="list-style-type: none"> • Accountability of students/staff 	<ul style="list-style-type: none"> • Accountability of students/staff

Incidental - Suicide

Goal:

- 1) (BEFORE) Prevent a suicide from occurring. (especially on school grounds)
- 2) (DURING) Protect all persons and loss of life.
- 3) (AFTER) Provide medical and psychological support to staff/students.

Objectives:

- 1.1 Provide comprehensive multi-level suicide prevention training to staff/students.
- 1.2 Make available a report line to share concerns of reference suicidal staff/students.
- 1.3 Develop strong relationships with all students/staff.

- 2.1 Secure all persons in the building.
- 2.2 Account for all persons.
- 2.3 Call law enforcement/EMS.

- 3.1 Provide first aid to those in need.
- 3.2 Provide PFA to those in need.

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			

<ul style="list-style-type: none"> • Develop EOP Plan prior • Comprehensive Supervision of all staff/students in all settings 		<ul style="list-style-type: none"> • Align memorials with PFA • Notify staff/students 	<ul style="list-style-type: none"> • Align memorials with PFA • Recovery - work under ICS Structure • Announcement of end of threat • Determine if further action is needed
Public Information Officer			
<ul style="list-style-type: none"> • Public Information disseminated 	<ul style="list-style-type: none"> • Scripted announcement ready to be modified • Public Information disseminated • Disseminate parent letter 	<ul style="list-style-type: none"> • Public Information disseminated • Scripted announcement modified to situations 	<ul style="list-style-type: none"> • Scripted announcement modified to situations • Public Information disseminated • PIO update the all clear
Liaison Officer			
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Ensure alignment with LEOP 	<ul style="list-style-type: none"> • Contact ESU for PFA assistance • Call 911 - to inform of Sheltering 	<ul style="list-style-type: none"> • Contact ESU for PFA assistance • Contact suicide partners (i.e., LOSS teams)
Safety Officer			
<ul style="list-style-type: none"> • Ensure buildings are structurally sound • Ensure exterior doors lock 	<ul style="list-style-type: none"> • Ensure alignment with LEOP 	<ul style="list-style-type: none"> • Everyone inside the building 	<ul style="list-style-type: none"> • Follow through with Bully/Cyberbullying reports
Operations			
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Assignment of staff at exterior doors • Identify PFA support rooms for PFA team • Assignments made for notification coverage 	<ul style="list-style-type: none"> • Align memorials with PFA • Modify routines according to time of situation (i.e., dismissal, lunch, end of day) 	<ul style="list-style-type: none"> • Checking in with staff/students who may have been affected • Watch for students/staff signs & symptoms of distress • Identify students that need immediate physical/emotional support
Planning			
<ul style="list-style-type: none"> • Develop EOP Plan prior 	<ul style="list-style-type: none"> • Suicide Prevention Training • Team has been trained in PFA • Support team has PFA process in place • Review security procedures frequently • Educate students/staff on Suicide prevention 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Logistics			

•	• Ensure medicine, food, etc. for PFA support rooms	•	•
Finance/Administration			
•	• Emergency contact list parents/guardians	• Accountability of students/staff	• Accountability of students/staff

Secure: Chemical or Hazardous Material (in Community)

Goal:

- 1) (BEFORE) To be as prepared as possible to respond to a chemical or hazardous materials spill.
- 2) (DURING) Protect all persons from injury or harm.
- 3) (AFTER) Determine the safety and quality of air/surroundings.

Objectives:

- 1.1 Be prepared and have knowledge of what possible chemicals are in your community.
- 1.2 To identify locations to shelter during a chemical spill.
- 1.3 To have all necessary materials/supplies for room sealing.
- 1.4 Ensure HVAC shut offs are in working condition.
- 1.5 Provide training to staff and students how to shelter and seal an identified location.

- 2.1 Notify and ensure all persons to shelter because of chemical spill.
- 2.2 Account for all staff and students.
- 2.3 All locations with people are sealed.
- 2.4 Administer first aid.

- 3.1 Connect with local fire/rescue for assistance to determine next steps.
- 3.2 Prepare to evacuate or return to a learning environment.

Before		During	After
Prevention	Preparedness	Response	Recovery

Incident Commander

• Develop EOP Plan prior	•	• Notify staff/students	• Recovery - work under ICS Structure • Announcement of end of threat • Determine if further action is needed
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Public Information Officer

• Public Information disseminated	• Scripted announcement ready to be modified • Public Information disseminated • Disseminate parent letter	• Disseminate parent letter • Public Information Disseminated • Scripted announcement modified to situations	• Announcement of end of threat • Disseminate parent letter • Public Information disseminated • PIO update the all clear •
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Liaison Officer

•	<ul style="list-style-type: none"> • Ensure alignment with LEOP • 	• Call 911	•
Safety Officer			
<ul style="list-style-type: none"> • Review security procedures frequently • Ensure building are structurally sound • Ensure exterior doors lock 	<ul style="list-style-type: none"> • Check local weather conditions on a regular basis • Access to weather alert radio • Ensure alignment with LEOP • Identify perimeter access points 	• Everyone inside the building	•
Operations			
•	<ul style="list-style-type: none"> • Assignments made for notification coverage • Assignment of staff at exterior doors 	<ul style="list-style-type: none"> • Lock outside doors • Secure the perimeter • Modify routines according to time of situation (i.e., dismissal, lunch, end of day) • HVAC system turned off for chemical spill • Checking in with staff/students who may have been affected 	<ul style="list-style-type: none"> • Identify students that need immediate physical/emotional support • Watch for students/staff signs & symptoms of distress • Checking in with staff/students who may have been affected
Planning			
• Develop EOP Plan prior	<ul style="list-style-type: none"> • Educate parents on secure protocols • Educate students/staff on secure protocols • Create annual schedule of teaching protocols for parents • Create annual schedule of teaching protocols for staff/students • Create annual schedule for drilling • Determine needs of special ed/physically challenged • Review security procedures frequently • Copy & Laminate signage • Display Signage on areas of shelter • Educate students return 	•	•

	<ul style="list-style-type: none"> from lunch, non-exit out of building protocol • Trainings/Drills are conducted 		
Logistics			
•	<ul style="list-style-type: none"> • Regularly clean Shelter area • If feasible, hand held radios • Display Signage on areas of shelter • All Shelter locations identified, appropriate for type of hazard • Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water) • Food and snacks • Ensure medicine, food, etc. for medical purposes available in Shelter • Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio) • Have 'go bags' ready 	•	•
Finance/Administration			
•	<ul style="list-style-type: none"> • List of students ready • Emergency contact list parents/guardians 	<ul style="list-style-type: none"> • Accountability of students/staff 	<ul style="list-style-type: none"> • Accountability of students/staff

Lockdown - Intruder in building

Goal:

- 1) (BEFORE) Prevent an intruder on school grounds.
- 2) (DURING) Protect all persons from injury or loss of life.
- 3) (AFTER) Provide necessary medical/PFA attention to those in need

Objectives:

- 1.1 Security measures in place.
- 1.2 Provide SRP training to all staff and students at least twice a year.

- 2.1 Implement lockdown: locks, lights, out of sight.
- 2.2 Account for all persons.
- 2.3 Call 911 for law enforcement and EMS to respond.
- 2.4 Begin first aid and PFA where feasible.

- 3.1 Continue first aid and PFA.

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
<ul style="list-style-type: none"> ● Develop EOP Plan prior ● Threat <i>management</i> process in place 	<ul style="list-style-type: none"> ● Threat <i>assessment</i> team and process in place 	<ul style="list-style-type: none"> ● Establish Incident Command ● Not opening classrooms w/o law enforcement ● Notify staff/students 	<ul style="list-style-type: none"> ● Administrator or law enforcement officer unlock each classroom door for the all clear ● Recovery - work under ICS Structure ● Announcement of end of threat ● Determine if further action is needed
Public Information Officer			
<ul style="list-style-type: none"> ● Public Information disseminated 	<ul style="list-style-type: none"> ● Public information disseminated ● Disseminate parent letter 	<ul style="list-style-type: none"> ● Public Information disseminated ● Scripted announcement modified to situations 	<ul style="list-style-type: none"> ● Public Information disseminated ● PIO update the all clear
Liaison Officer			
<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Ensure alignment with LEOP ● Collaborating with community partners 	<ul style="list-style-type: none"> ● Call 911 ● Ensure alignment with LEOP ● Communication with EMS and Law Enforcement 	<ul style="list-style-type: none"> ● Ensure alignment with LEOP
Safety Officer			
<ul style="list-style-type: none"> ● Ensure building are structurally sound ● Ensure exterior doors lock ● Review security procedures frequently 	<ul style="list-style-type: none"> ● Ensure alignment with LEOP 	<ul style="list-style-type: none"> ● Everyone inside the building ● Protect crime scene ● “Don’t touch anything” 	<ul style="list-style-type: none"> ●
Operations			
<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Assignments made for notification coverage ● Assignment of staff at exterior doors ● Testing alarm and 	<ul style="list-style-type: none"> ● Modify routines according to time of situation (i.e., dismissal, lunch, end of day) ● Assign personnel to, set 	<ul style="list-style-type: none"> ● Identify students that need immediate physical/emotional support ● Watch for students/staff signs & symptoms of

	intercom systems <ul style="list-style-type: none"> • Buses available for evacuation • Evacuation sites tested for functionality • If feasible, hand held radios 	and mark perimeter at school <ul style="list-style-type: none"> • Assign personnel to, set and mark perimeter at reunification site 	distress <ul style="list-style-type: none"> • Render First aid • Assign personnel to, set and mark perimeter at school • Assign personnel to, set and mark perimeter at reunification site
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Planning

<ul style="list-style-type: none"> • Develop EOP Plan prior • Office Personnel attend Secretaries Safety Training 	<ul style="list-style-type: none"> • Establish media location • Evacuation sites identified • Third party identified to answer student call when self evacuating • Third party trained how to answer call • Determine needs of special ed/physically challenged • Copy & Laminate signage • Display Signage on areas of shelter • Create annual schedule of teaching protocols for parents • Create annual schedule of teaching protocols for staff/students • Create annual schedule for drilling • Educate students return from lunch, non-exit out of building protocol • Trainings/Drills are conducted • Educate students/staff on protocols • Educate parents on protocols • Establish strong visitor protocols • Educate all staff/students on visitor protocols • Exercise possible situations • Educate substitutes on protocols • Practice and test "out of sight" 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
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	<ul style="list-style-type: none"> ● Reunification sites identified ● Reunification drilled and exercised ● Set up the reunification site and process (PFA support, interview, notification rooms) 		
Logistics			
●	<ul style="list-style-type: none"> ● Doors/windows numbered (interior & exterior) ● Have 'go bags' ready ● ROK KIT prepared and ready ● Ensure medicine, food, etc. for medical purposes available in Shelter ● Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit) ● If feasible, hand held radios 	●	●
Finance/Administration			
●	<ul style="list-style-type: none"> ● List of students ready ● Emergency contact list parents/guardians 	● Accountability of students/staff	● Accountability of students/staff

Evacuate - Fire

Goal:

- 1) (BEFORE) Prevent a fire from occurring on school grounds.
- 2) (DURING) Protect Students/Staff from injury or loss of life.
- 3) (AFTER) Provide necessary medical attention to those in need.

Objectives:

- 1.1 Provide fire prevention training to all students and staff especially those who use combustible materials or equipment.
- 1.2 Store combustible materials in fire safe containers or rooms.
- 2.1 Evacuate everyone leaves the building immediately in an orderly and safe manner.
- 2.2 Account for all persons.
- 3.1 Notify 911 and EMS.
- 3.2 Immediately begin first aid.

Before		During		After			
Prevention		Preparedness		Response		Recovery	
Incident Commander							
<ul style="list-style-type: none"> Develop EOP Plan prior 		<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> Notify staff/students 		<ul style="list-style-type: none"> Recovery - work under ICS Structure Announcement of end of threat Determine if further action is needed 	
Public Information Officer							
<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> Scripted announcement to be modified for situations Disseminate SRP parent letter Public Information disseminated 		<ul style="list-style-type: none"> Disseminate parent letter Public Information disseminated Scripted announcement modified to situations 		<ul style="list-style-type: none"> Disseminate parent letter Public Information disseminated PIO update the all clear PIO notification regarding next school day 	
Liaison Officer							
<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> Ensure alignment with LEOP 		<ul style="list-style-type: none"> Call 911 - regardless (pacitated) 		<ul style="list-style-type: none"> 	
Safety Officer							
<ul style="list-style-type: none"> Ensure buildings are structurally sound Ensure exterior doors lock 		<ul style="list-style-type: none"> Supervision of student movement to location (backup plan if teacher/staff incapacitated) Review security procedures frequently 		<ul style="list-style-type: none"> Everyone outside the building Supervision of student movement to location (backup plan if teacher/staff incapacitated) Ensure accessibility at all times to evacuation site 		<ul style="list-style-type: none"> Supervision of student movement to location (backup plan if teacher/staff incapacitated) Ensure accessibility at all times to evacuation site 	
Operations							
<ul style="list-style-type: none"> Ensure buildings are structurally sound Ensure exterior doors lock 		<ul style="list-style-type: none"> Reunification with parents following SRM Assignments made for notification coverage Assignment of staff at 		<ul style="list-style-type: none"> Reunification with parents following SRM Display SRP Signs on building doors Modify routines 		<ul style="list-style-type: none"> Reunification with parents following SRM Assigned staff for safe street crossing Identify students that need 	

	<ul style="list-style-type: none"> exterior doors Assigned staff for safe street crossing Ensure accessibility at all times to evacuation site 	<ul style="list-style-type: none"> according to time of situation (i.e., dismissal, lunch, end of day) Assigned staff for safe street crossing 	<ul style="list-style-type: none"> immediate physical/emotional support Watch for students/staff signs & symptoms of distress Carry out procedures for early dismissal due to evacuate situation
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Planning

<ul style="list-style-type: none"> Display SRP Posters around building 	<ul style="list-style-type: none"> Identify Evacuation Site - backup site identified Determine procedures for early dismissal due to evacuate situation Determine needs of special ed/physically challenged Copy & Laminate signage Display SRP Posters around building Create annual schedule of teaching evacuate protocols for parents Create annual schedule of teaching evacuate protocols for staff/students Create annual schedule for drilling Educate students return from lunch, non-exit out of building protocol if in Evacuation Trainings/Drills are conducted Educate students/staff on Evacuation protocols All Evacuation locations identified, appropriate for type of hazard type 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
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Logistics

<ul style="list-style-type: none"> Develop a Transportation plan 	<ul style="list-style-type: none"> Transportation plan If feasible, hand held radios Appropriate supplies (i.e., bottled water) Have 'to go' bags ready Food and snacks Ensure medicine, food, etc, for medical purposes 	<ul style="list-style-type: none"> Transportation plan 	<ul style="list-style-type: none"> Transportation plan
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	available • Coordinate supplies in Evacuate (alternative supplies - flashlights, First Aid Kit, bottled water)		
Finance/Administration			
•	• List of students ready • Emergency contact list parents/guardians	• Accountability of students/staff	• Accountability of students/staff

Type of Hazard/Threat: Pandemic/Illness

Goal:

- 1)
- 2)
- 3)

Objectives:

- 1.1
- 1.2
- 1.3

- 2.1
- 2.2
- 2.3

- 3.1
- 3.2
- 3.3

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
•	•	•	•
Public Information Officer			
•	•	•	•
Liaison Officer			
•	•	•	•
Safety Officer			
•	•	•	•
Operations			
•	•	•	•
Planning			

•	•	•	•
Logistics			
•	•	•	•
Finance/Administration			
•	•	•	•

Type of Hazard/Threat: Social Media Attack			
Goal: 4) 5) 6)			
Objectives: 1.1 1.2 1.3 2.1 2.2 2.3 3.1 3.2 3.3			
Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
•	•	•	•
Public Information Officer			
•	•	•	•
Liaison Officer			
•	•	•	•
Safety Officer			
•	•	•	•
Operations			
•	•	•	•
Planning			
•	•	•	•
Logistics			

•	•	•	•
Finance/Administration			
•	•	•	•

Type of Hazard/Threat: Accident/Fatality/Bus Accident

Goal:
 1) (BEFORE) School Crisis Team in place
 2) (DURING) Notification, take a minute to process before moving forward.
 3) (AFTER) Providing necessary condolences to those in need. Review how the situation was handled.

Objectives:
 1.1 Reach out to community resources
 1.2 Plan to notify staff and student set in place
 1.3 Create a template of a statement to be shared with staff and students.

 2.1 Crisis Team meets to create the statement that will be used to communicate to staff and students
 2.2 Crisis Team creates a plan on how to handle the current situation
 2.3 Statements are released to the staff and students
 2.4 Have counselors available on site

 3.1 Get information out about viewing and funeral
 3.2 Post catastrophe feedback session done by Crisis Team
 3.3 Reach out to the family on behalf of the school

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
• Develop an EOP prior	•	• Notify staff/students • Align memorials with PFA	• Determine if further action is needed • Align memorials with PFA
Public Information Officer			
• Information disseminated	• Scripted announcement ready to be modified • Disseminate parent letter • Public information disseminated	• Public Information disseminated • Scripted announcement modified to situations	• Public information disseminated • Scripted announcement modified to situations
Liaison Officer			
•	• Ensure alignment with LEOP	• Contact ESU for PFA assistance	• Contact ESU for PFA assistance • Contact other partners to assist with counseling
Safety Officer			
•	•	•	•

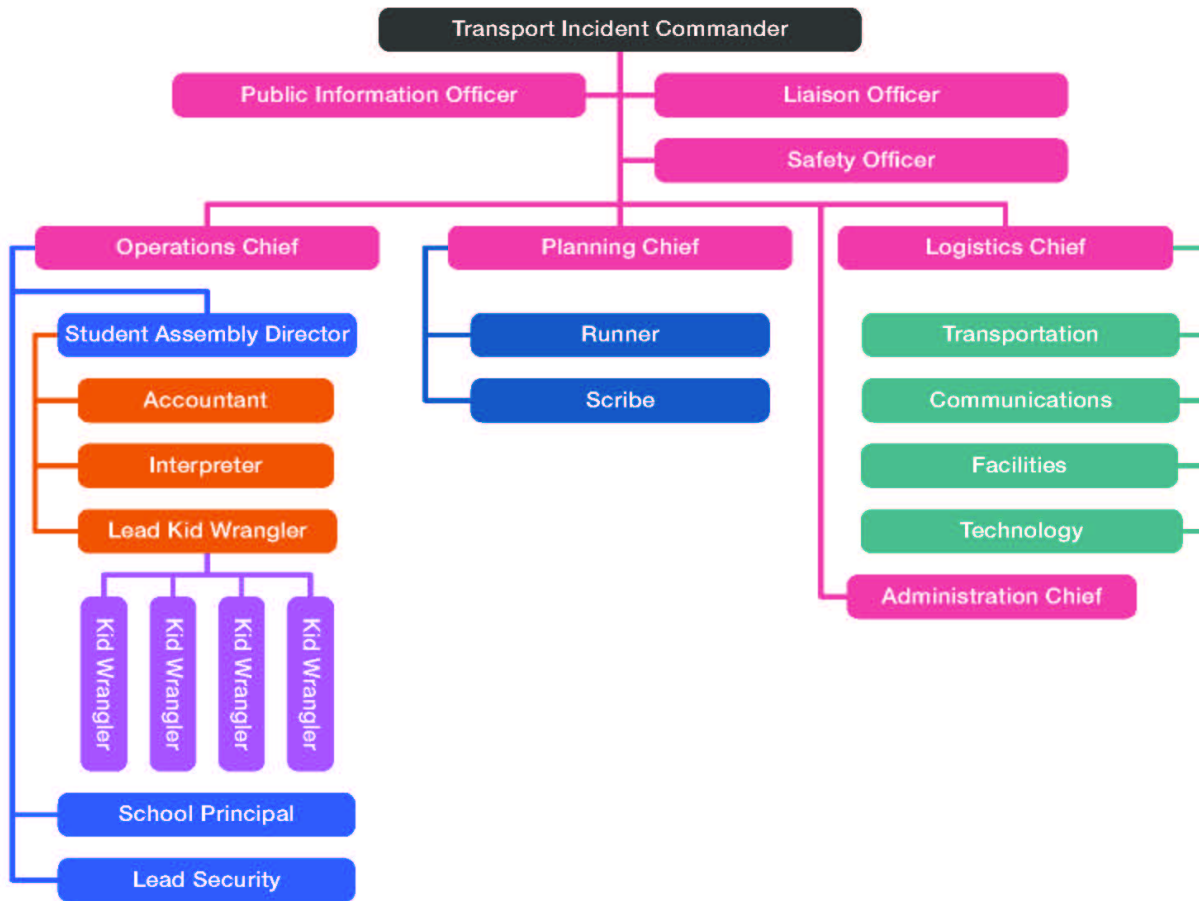
Operations			
•	<ul style="list-style-type: none"> • Identify PFA support rooms for PFA team • Assignments made for notification coverage 	<ul style="list-style-type: none"> • Align memorias with PFA • Modify routines according to time of situation (dismissal, lunch, end of day) 	<ul style="list-style-type: none"> • Checking in with staff/students who may have been affected • Watch for student/staff signs & symptoms of distress • Identify students that need immediate physical/emotional support
Planning			
• Develop EOP prior	<ul style="list-style-type: none"> • Team has been trained in PFA • Support team has PFA • Training 	•	•
Logistics			
•	<ul style="list-style-type: none"> • Ensure PFA support rooms have necessary equipment 	•	•
Finance/Administration			
•	•	•	•

Sample Offsite Reunification Organization Chart
For Appendix L2

SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



SAMPLE TRANSPORT ORGANIZATION CHART



Superintendent's School Improvement Report
Presented to the
Board of Education of Bayard Public Schools
July 12, 2021

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.

- We are working to determine whether we can maintain a quality plan for music education. We have identified a prospective teaching applicant and also a prospective para-educator/accompanist. If we are able to secure a teaching candidate there is a possibility we might need to either have a special meeting for the approval of that prospective candidate's employment or have the approval shortly after the beginning of the school year.
- We are planning to begin utilizing the new electronic walkthrough program our team has developed during the coming school year. We anticipate the conversations that stem from the process will help with instructional consistency.
- I appreciate the efforts of the math teachers and the curriculum committee to ensure that we have quality instructional materials in place for math education.

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.

- The bond refinance process will be completed on July 18th (when the old bonds are paid off). We will need to amend the budget for the bond fund in August to reflect the refinance.
- I will be attending an NDE budget workshop in North Platte on July 20th.
- We had a team attend training by ALICAP regarding CyberSecurity and Prevention of Sexual Abuse and Molestation. Both of these issues have been costly from an insurance standpoint. Our schools and staff need to continue to be vigilant in prevention and mitigation of these concerns.
- The custodial and maintenance team is working hard to get the buildings ready for the upcoming school year.
- We have officially opened up advertising for some unfilled positions in the school. We hope to be able to find quality applicants for each of these roles. These include accompanist, para for distance learning (Spanish language skills preferred), cook, and special education and after school program paras.
- We have completed the first phase of the ESSER III application and continue to identify opportunities through ESSER III Funding. A major focus of the upcoming administrators' days training will be on ESSER III.
- We are exploring the possibility of applying for a Recreational Trails Grant through the Nebraska Game and Parks Commission. If we decide to apply, we will need the board to authorize the application in August.
- The concrete project at the elementary school and the security project in the high school office are both in progress.
- Masonry work in coordination with roof repair work is being completed to address water leak issues.

Mission Statement:

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

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.

- I would like to schedule the Board/Staff Steak Fry Employee Recognition Dinner. I am tentatively looking at August 19th as a possible date, if an appropriate location can be booked.
- The NASB Area Membership meeting is scheduled for August 24th in Gering.
- Kim Burry attended the ALICAP training in Gering. Her attendance at the training is appreciated.
- I am planning to send out a doodle poll to schedule a time for the policy committee to meet in July. With the completion of the recent Legislative session there will be several new areas of policy to review, revise, and adopt.

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.

- We continue to seek input on ESSER III funding opportunities. Board members, staff, parents, students, and members of the public are encouraged to provide ideas at the following link:
<https://www.bayardpublicschools.org/vnews/display.v/ART/609ad1924a98b>

Ethical Leadership

The superintendent promotes the success of every student and staff member by acting with integrity, fairness and in an ethical manner.

- I look forward to some new goals and opportunities to work with our team this year. I am looking forward to the students and staff returning for a quality school year ahead.

Superintendent's Goals

I will begin reporting updates/progress on my new goals next month.

Leave Log

- During the former term, which ended on June 30th, I used twenty vacation days (7-24-20, 8-14-20, 11-16-20, 11-17-20, 11-18-20, 11-19-20, 11-20-20, 3-3-21, 6-1-21, 6-2-21, 6-3-21, 6-4-21, 6-17-21, 6-18-21, 6-21-21, 6-22-21, 6-24-21, 6-25-21, 6-28-21, 6-30-21) and three and a half sick days (sick bank contribution. 10-20-20, 2-25-21 ½, 3-18-21). I had five vacation days remaining in the term that ended on June 30th. 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 partner with parents to provide a successful educational experience and diverse opportunities.